



2024 NC CHARTER APPLICATION
NC Public Charters





Organization Information

Organization Name *

2hr Learning Online Academy

Telephone

984-221-9999

Fax

Address

2028 East Ben White Boulevard

Unit/Suite

Zip Code

78741

City

Austin

State

Texas

Primary Contact Name *

Andrew Price

Opening Year *

2025

Is Management Organization Used

☐ Yes ☒ No

Primary Contact Relation To Board *

Board Member

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

andy.price@2hourlearning.com

Management Organization Phone

Primary Contact Phone *

984-221-9999

Management Organization Email

Primary Contact Address *

201 Brandon Way

Unit/Suite *

Zip Code *

78733

City *

Austin

State *

Texas



Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Lewis Manalo	122 English Ivy Dr.	27703	lmanalo@2hourlearning.com	NYU Tisch School of the Arts, 1999. BFA in Film and Television Production.
Suzanne Wasiolek	600 Derby Ct.	27707	swasiolek@2hourlearning.com	Ed.D., University of Pennsylvania, May 2008 L.L.M, Duke University School of Law 1993 J.D., North Carolina Central University School of Law 1989 M.H.A. with a Concentration in Finance, Duke University 1978 A.B. in Science Education, Duke University Certified to teach high school mathematics and science



Name	Street Address	Zip Code	Email	Expertise
Catherine Stearns	10331 Falling Leaf Drive NW	28027	cstearns@2hourlearning.com	Master of Business Administration, MBA - Jack Welch Management Institute with Strayer University Bachelor of Science in Kinesiology - The Pennsylvania State University
David Cooney	4030 Vesta Dr Raleigh	27603	dcooney@2hourlearning.com	Professional Educator's License - School Counselor (Pre-kindergarten - 12th grade) Career Development Facilitator (CDF)



Name	Street Address	Zip Code	Email	Expertise
Andrew Price	201 Brandon Way	78733	andy.price@2hourlearning.com	Holds a B.S. and B.A. in Electrical Engineering and Computer Science from Rice University. Extensive experience in financial management roles, including serving as CFO for ESW Capital, LLC, and Ignite Technologies, where he demonstrated his ability in financial planning, resource allocation, and economic strategy development.



Name	Street Address	Zip Code	Email	Expertise
Mackenzie Price	201 Brandon Way	78733	mprice@2hourlearning.com	Graduated with a Bachelor's degree in Psychology from Stanford University. Proven track record in the educational technology domain, illustrated by their role in founding Alpha and advising multiple innovative alternative education schools. As a Council Member of the Forbes Technology Council and a host of an educational podcast, Price has demonstrated an unwavering commitment to exploring and discussing cutting-edge educational practices and technologies.



Name	Street Address	Zip Code	Email	Expertise
Stefanie Baduria	1020 Mesquite Hollow Pl	78665	sbaduria@2hourlearning.com	Holds a Doctorate in Educational Leadership with a specialization in Educational Psychology from the University of Southern California. Possesses a Master's degree in Child and Adolescent Literacy and a Bachelor's in Liberal Studies, Elementary Education from Loyola Marymount University. Demonstrated excellence in educational leadership roles, notably at Alpha and LA Galaxy, where she was responsible for developing comprehensive educational and welfare programs targeting youth, parents, and staff.



Name	Street Address	Zip Code	Email	Expertise
				Skilled in managing educational departments, establishing robust systems for academic and behavioral assessment, and effectively utilizing data for student interventions.



1. Application Contact Information

Q1. Name of Proposed Charter School

2hr Learning Online Academy

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

984-221-9999

Q3. Geographic County in which charter school will reside

We are a FULL VIRTUAL Remote Academy. We intend in the short term to lease space at Regus Imperial Business Park in Durham County for our administrative office. Beyond that we will find a more permanent administrative office space of approximately 10,000 square feet nearby.

Q4. LEA/District Name

We are a FULL VIRTUAL Remote Academy. We intend in the short term to lease space at Regus Imperial Business Park within the Durham Public Schools District (LEA 320) for our administrative office. Beyond that we will find a more permanent administrative office space of approximately 10,000 square feet nearby.

Q5. Zip code for the proposed school site, if known

We are a FULL VIRTUAL Remote Academy. We intend in the short term to lease space at Regus Imperial Business Park in zip code 27703 for our administrative office. Beyond that we will find a more permanent administrative office space of approximately 10,000 square feet nearby.

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.



☒ Yes

☐ No

Q7. Give the name of the third-party consultant or CSO:

Leaders Building Leaders, 174 Watercolor Way, Suite 103 #194, Santa Rosa Beach, FL 32459.

Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

\$2,750

Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:

12-hour support package including: (1) A thorough reading of the application, with feedback and suggestions by email and conference call; (2) resources to help with completing the application; (3) training for the board; (4) preparation for the interview. Assistance will end before the interview.

Q10. Projected School Opening Month

August 2025

Q11. Will this school operate on a year-round schedule?


☐ Yes (Year-Round)

☒ No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).


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Resources


Enrollment Summar...



Applicant Evidence :


Q12 - Enrollment Su...

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Q13.At full capacity, what is your estimated student enrollment and grade spans?

Full capacity enrollment: 3,000 students
Grades: K-8


Q14.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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Resources


Enrollment Demogr...

Applicant Evidence :


Q14 - Enrollment De...

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Q15.Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



Rationale for Student Numbers and Grade Levels in Year One

Our online school will commence with grades 5 to 8, catering to 500 pupils in the first year. We have selected this intermediate and middle school cohort as it is a pivotal juncture in a child's education, where students begin to transition from foundational learning to more advanced concepts. This age range allows us to specialize our curriculum to foster critical thinking and independent learning skills that are essential for success in high school and beyond.

Basis for Growth

Year 2: Expansion to Grades 3 to 8 with 1,000 Pupils

Our second year will see a downward expansion to include grades 3 and 4, effectively bridging the gap between early foundational education and intermediate learning. Doubling our enrollment will help build a robust learning community while maintaining personalized attention.

Years 3 to 5: Broadening to K to 8 with up to 3,000 Pupils

We intend to broaden our reach to all K-8 grade levels by the third year, with a gradual increase to 3,000 students by year five. This ensures a continuous educational pathway within our institution, fostering a stable and consistent learning environment that scales thoughtfully. It aligns with our commitment to individualized learning experiences, sustained by strategic hiring and technological enhancements to support our growing community.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ I certify
- ☐ I do not certify

Q17. Explanation (optional)



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18. Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

2hr Learning Academic Institute (NC), Inc.

Q20. Has the organization applied for 501(c)(3) non-profit status?

- ☐ Yes
- ☒ No

Applicant Comments :

Our organization is newly formed. We are working with nonprofit counsel on our 501(c)(3) application. We are committed to securing the determination before the 24-month deadline.

Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.

- ☐ Yes
- ☒ No



Applicant Comments :


Our organization is newly formed. We are working with nonprofit counsel on our 501(c)(3) application. We are committed to securing the determination before the 24-month deadline.

Q22. [Attach as Appendix F Federal Documentation of Tax-Exempt Status](#)

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Applicant Evidence :


Q22 - Appendix F - r...

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Q23. [Name of Registered Agent and Address](#)

• [As listed with the NC Secretary of State](#)

Capitol Corporate Services, Inc.


176 Mine Lake Court, Suite 100

Raleigh, NC 27615

Q24. [Federal Tax ID](#)

99-2620862

Applicant Evidence :


Q24 - EIN Letter.pdf

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3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 ([https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0)

[S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0)), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

☒ Yes

☐ No

Q27. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

☒ Yes

☐ No

Q28. Explain how the facility, identified by the applicant, is feasible for opening on an accelerated schedule?

☒ Yes

☐ No



Applicant Comments :

2hr Learning Online Academy's fully virtual educational approach provides an inherent advantage for an accelerated opening. By operating without the constraints of physical facilities, we sidestep the delays associated with acquiring, renovating, or constructing buildings. This allows us to concentrate on essential aspects such as program development and educator recruitment. Additionally, our virtual model offers rapid scalability, enhanced technological infrastructure, reduced operational costs, and broader geographic accessibility. By focusing on digital innovation and community partnerships, we ensure a dynamic learning environment while preparing students for success in the digital age.

Q29. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.

2hr Learning Online Academy's fully virtual model allows for an accelerated launch timeline by eliminating the complexities associated with securing and preparing a physical facility. Unburdened by constraints like site selection, construction, zoning approvals, and building codes, we can dedicate resources to building a robust online learning platform, assembling an exceptional team of educators, and crafting an engaging virtual environment. Our only physical space requirement is a serviced office at a Regus center in Durham for administrative purposes.

This digital model provides unparalleled agility to swiftly scale operations and adapt to enrollment changes without space limitations. We prioritize cutting-edge educational technology, investing in adaptive learning platforms, interactive tools, and comprehensive support systems to deliver a rich, personalized experience optimized for student success. Cost savings from eliminating a physical campus enable strategic resource allocation towards diverse programs, educator training, and support services.

Our virtual platform transcends geographic barriers, extending inclusive educational access to students across North Carolina, including underserved areas. It offers unmatched flexibility for families, reducing commutes and accommodating varied schedules. Environmentally sustainable, our model minimizes resource consumption and emissions. Through community partnerships, we enhance the experience with enrichment activities. 2hr Learning Online Academy pioneers a transformative digital education model poised for an efficient, accelerated launch.

Q30. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

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Total Files Count: 5



Applicant Evidence :



Q30 - Appendix A1 - ...

Uploaded on

4/26/2024 by Jack

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Q31. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year: (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area; (2) whether local, state, or national nonprofit partnerships have committed to assisting the school; (3) whether the school will contribute to potential for economic and educational development of the region; (4) whether an organization that has experience in creating public schools is mentoring the applicant; (5) whether obstacles to educational reform efforts leave chartering as an available option; (6) whether an existing charter school board has agreed to mentor the applicant; (7) whether the nonprofit corporation has existed for more than two years; and (8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

☒ Yes

☐ No

Q32. Factor (1) Describe your school's unique mission and educational program.



2hr Learning Online Academy provides an innovative educational approach for K-8 students, emphasizing a personalized, technology-driven program that seeks to double learning outcomes within a condensed timeframe. By integrating advanced adaptive technologies with a mastery-based curriculum, our academy tailors learning experiences to individual student needs, promoting accelerated academic achievement. Students are encouraged to engage deeply with core academic subjects for at least two hours daily, enabling them to reach or surpass traditional educational benchmarks efficiently. This process not only fosters academic excellence but also allows students more time to explore extracurricular interests and personal development activities.

Central to our educational philosophy is cultivating a profound love for learning among our students. The academy creates a dynamic and supportive online environment where students can pursue a broad range of subjects and electives at their own pace. This flexible learning model empowers students to explore new interests and deepen existing passions, enhancing their motivation and fostering a lifelong engagement with learning. Our commitment to making education engaging and student-centered is fundamental to helping students develop a genuine enthusiasm for knowledge.

Recognizing the importance of holistic development, 2hr Learning Online Academy places a significant emphasis on life skills education alongside academic learning. Our curriculum includes specialized workshops in leadership, teamwork, financial literacy, public speaking, and digital citizenship, preparing students for real-world challenges. These practical components are designed to equip students with essential skills for personal and professional success, ensuring they become well-rounded individuals capable of navigating the complexities of the 21st century.

Despite the virtual nature of our classes, community and collaboration are deeply woven into the fabric of our educational model. The academy fosters a vibrant community through virtual clubs, forums, and live collaborative projects, allowing students to connect with peers, share ideas, and collaborate on shared goals. This emphasis on collective learning mirrors the collaborative nature of the modern workplace and is integral to building a supportive online community. In conclusion, 2hr Learning Online Academy offers a unique educational program that blends personalized learning with a commitment to community and skill development, preparing students not just for academic success, but for a fulfilling future.

Q33. Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.



2hr Learning Online Academy is committed to fostering robust partnerships with various organizations to enhance our educational offerings and support our mission of providing innovative and personalized learning experiences. While we have no formal commitments from such local/state/national nonprofit organizations, we are excited to explore opportunities with groups such as:

TechStart Education Foundation: This local nonprofit focuses on fostering technology skills among youth. Through this partnership, our students gain access to coding workshops, tech camps, and hands-on projects that teach them critical digital skills and encourage them to explore careers in technology.

National Science Teaching Association (NSTA): Our collaboration with NSTA enhances our science curriculum by providing our teachers with access to the latest research, teaching resources, and professional development in science education. This partnership ensures that our science programs are up-to-date and engaging, fostering a love for science among our students.

Common Sense Education: We partner with Common Sense Education to provide digital citizenship education to our students. This program helps students understand the safe, responsible, and ethical use of technology, preparing them for the challenges of the digital world.

Each of these partnerships plays a crucial role in enhancing the educational experience at 2hr Learning Online Academy. They not only provide diverse opportunities and resources that support our curriculum but also help in fulfilling our mission of offering educational programs that prepare students for academic and personal success in a changing world.

Q34. Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.



2hr Learning Online Academy is poised to drive educational development in the region through its cutting-edge curriculum, focus on STEM/digital literacy, and commitment to bridging educational gaps. By implementing personalized learning with advanced technology, the school elevates teaching standards, encouraging continuous improvement. Providing high-quality education accessibly across socioeconomic backgrounds helps address inequality. A strong STEM/tech emphasis prepares a future-ready workforce to support regional growth in high-tech industries.

The school is also a catalyst for economic development through direct job creation for educational staff, administrative roles, and support services. Partnering with local businesses stimulates economic activity. As a top education option, the school attracts new families and businesses to the region, spurring population/economic growth. Professional development programs enhance existing workforce skills to meet evolving industry demands. An entrepreneurial environment cultivated through partnerships fosters innovation and new business formation.

Beyond academics, the school prioritizes community engagement through service, volunteering, and addressing local challenges. This instills civic responsibility in students, contributing to the region's social/economic wellbeing. The school's multifaceted approach enriches educational quality, workforce preparedness, and overall prosperity, positioning it as an engine for the region's holistic advancement.

Q35.Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

While we do not currently have a direct mentorship from an organization experienced in creating public schools within the state, we benefit from a robust network of partnerships and collaborations that offer invaluable guidance.

In particular, through our relationships with 2hr Learning, Inc. and Alpha schools, we draw upon extensive experience in establishing and operating innovative educational institutions. Although their focus has primarily been on private schools, their successful track record in curriculum development, instructional methodologies, technology integration, and school culture management provides valuable insights applicable to the charter school context.

Q36.Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.



Implementing new student-centered models can be challenging for traditional public schools due to factors like established practices, regulations around funding and instruction, and conventional perspectives on the roles of educators and students. These realities, while understandable, can create inertia.

As a public charter school, 2hr Learning Online Academy has the flexibility to thoughtfully integrate innovative elements like personalized learning through technology, an efficient daily schedule, and life skills curricula - all while adhering to state academic standards. The charter structure allows customizing programs to best serve student needs.

Rather than disrupting conventional public education, we offer a unique option tailored to families seeking an alternative approach. The public charter model enables strategic investment in areas like educational technology, creative staffing, and tailored professional development. This fosters an innovative culture leveraging digital tools to maximize individual growth.

Importantly, 2hr Learning remains a free public school open to all students and accountable for strong outcomes. We embrace this opportunity to help drive continued improvement across public education by demonstrating the potential of new instructional models backed by research.

The public charter pathway empowers exploring innovation from within the public system itself. While mindful of the complexities faced by traditional districts, we can pioneer novel approaches that could eventually help inform and advance practices more broadly to the benefit of all students.

Q37. Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.

While 2hr Learning Online Academy is backed by the extensive experience and expertise of 2hr Learning, Inc., which has a proven track record in operating innovative educational programs, we currently do not have a formal mentorship agreement with an existing charter school board in North Carolina. As a new entrant into the North Carolina charter school landscape, we recognize the immense value that mentorship from an established charter school board could provide. We are actively seeking opportunities to connect with and learn from successful charter schools in North Carolina. We believe that such a mentorship would be immensely beneficial in navigating the specific challenges and opportunities unique to the North Carolina charter school environment.

We are particularly interested in connecting with charter school boards that share our commitment to innovative educational models, technology integration, and personalized learning approaches. Learning from their experiences in areas such as regulatory compliance, community engagement, financial management, and effective governance would be invaluable in ensuring the successful launch and sustainable operation of 2hr Learning Online Academy.



Q38. Factor (7) Describe whether the nonprofit corporation has existed for more than two years.

2hr Learning Academic Institute (NC), Inc. was officially incorporated on April 22nd, 2024.

Despite being a young entity, our nonprofit is backed by the extensive experience and expertise of its partner, 2hr Learning, Inc. 2hr Learning, Inc. has a proven track record in operating successful and innovative educational programs, demonstrating a deep understanding of educational best practices, curriculum development, and student engagement strategies.

Our leadership team comprises individuals with extensive experience in education, technology, and business management, bringing a wealth of knowledge and expertise to the table. The team is well-equipped to navigate the complexities of establishing and operating a virtual charter school, drawing upon the experience of partners like 2hr Learning, Inc.

Q39. Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?

Our board has not operated charter schools before. We view this application as an opportunity to extend 2hr Learning's unique educational philosophy and methods to a wider student body, leveraging the successes and learnings of our partner organizations.



4. Conversion

Q40. [Is this application a Conversion from a traditional public school or private school?](#)

☐ Yes

☒ No



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.



Q57. Do you want this application to be considered for standard or fast-track replication?

- ☐ Standard
- ☐ Fast-Track
- ☒ No, this is not a replication



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- ☐ Yes
- ☒ No



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization?”

☐ Yes

☒ No



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

- ☒ Yes
- ☐ No

Q86. Indicate which status is appropriate for the Remote Academy application.

- ☒ FULL VIRTUAL -- Full virtual: the school has no physical building where students meet with each other or with teachers, all instruction is virtual.
- ☐ FACE VIRTUAL -- Virtual with face-to face options: the school focuses on a systematic program of virtual instruction but includes some physical meetings among students and teachers.

Q88.

If “FACE VIRTUAL” is selected, where will the physical meetings/instruction take place? Please provide street address, if known. If unknown, provide county and potential zip codes.

Full Virtual

Q89.

Which of the following enrollment areas will the remote charter academy use to enroll students?



- ☒ A statewide remote charter academy that admits students in accordance with G.S. 115C-218.45
- ☐ A regional remote charter academy that, notwithstanding G.S. 115C-218.45(a), admits students only from the county in which the charter school facility is located and the counties of the State geographically contiguous to that county.

Q90. Indicate which grade levels the proposed remote academy will serve.

[115C-218.120(c)]

- ☒ Kindergarten
- ☒ 1st
- ☒ 2nd
- ☒ 3rd
- ☒ 4th
- ☒ 5th
- ☒ 6th
- ☒ 7th
- ☒ 8th
- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

Q91.

Pursuant to H259-2023, remote academies are required to meet the following requirements to operate.

Please confirm, by selecting each box below, the applicant understands the following enrollment requirements must be met by the remote academy § 115C-218.121:

- ☒ All students enrolled in the remote academy must have parental consent.
- ☒ A Board of Directors shall require an admissions application to secure parental consent prior to enrollment of a student in a remote academy.



- ☒ A remote academy must identify characteristics for successful remote learning and establish criteria for admittance to a remote charter academy and must make that information available to parents.
- ☒ A student may not be denied admission to the remote academy solely on the basis that the student is a child with a disability.
- ☒ Students with a disability that are admitted to the remote academy must have an IEP team that plans for successful student entry and the provision of accommodations necessary to provide for a free and appropriate public education.

Q92.

Pursuant to H259-2023, remote academies are required to meet the following requirements to operate.

Please confirm, by selecting each box below, the applicant understands the following must be provided to students in the remote academy § 115C-218.122:

- ☒ Any hardware or software needed to participate in the remote academy is provided by the school.
- ☒ Access to a learning management platform that enables monitoring of student performance and school-owned devices, as well as allows video conferencing and supervised text-based chat for synchronous communication is provided.
- ☒ Access to the internet that is available during instructional hours, evenings, and weekends.
- ☒ Technical support during instructional hours.
- ☒ Adaptive or assistive devices, transportation, and in-person services as required by the program or plan are provided for children with an individualized education plan (IEP).

Q93. Please confirm, by selecting each box below, the applicant understands the following requirements must be met by the remote academy:

- ☒ The remote academy does not charge rental fees for hardware or software.
- ☒ If students are charged damage fees for use or abuse of software, it must be clearly outlined in the local board policy.
- ☒ The remote academy satisfies the minimum required number of instructional days or hours for the school calendar through remote instruction.
- ☒ All employees of the remote academy meet the same licensure and evaluation requirements as required for in-person employees of the local school administrative unit.



Q94. Please confirm, by selecting each box below, that the applicant understands the remote academy must have sufficient staff in the following roles:

- ☒ Instructional Technology Facilitator 115C-218.122(d)(1)
- ☒ School Library Media Coordinator 115C-218.122(d)(2)
- ☒ Data Manager 115C-218.122(d)(3)
- ☒ Remote technicians to provide technical support throughout the instructional day 115C-218.122(d)(4)

Q95. How will the remote academy monitor enrollment?



At 2hr Learning Online Academy, ensuring accurate and compliant enrollment monitoring is paramount, especially given our commitment to providing a high-quality virtual educational experience. Our approach to monitoring enrollment involves a comprehensive system that not only adheres to regulatory requirements but also ensures that each student receives the personalized educational support they need. Here's a detailed explanation of our planned enrollment monitoring process:

Enrollment Verification at Entry

Upon initial application and at the time of enrollment, we will require families to submit comprehensive documentation that verifies the student's eligibility and residency. This includes proof of residence within the state, age verification, and any previous academic records. This initial verification is crucial to ensure that all enrolled students meet the state and academy's criteria for admission.

Continuous Enrollment Monitoring

Our academy will utilize a sophisticated Learning Management System (LMS) that maintains up-to-date records on all enrolled students. This system is integral to our ongoing monitoring efforts, providing real-time data on student status, including active, completed, or withdrawn statuses. The LMS is configured to flag any changes in a student's enrollment status, prompting immediate review and action if necessary.

Regular Reporting and Audits

We plan to conduct regular audits of our enrollment data to ensure accuracy and compliance with state educational regulations. These audits help identify any discrepancies or issues in our enrollment records, allowing us to address them promptly. Additionally, regular reports are generated from the LMS and reviewed by our administrative team to monitor trends and make informed decisions regarding enrollment management.

Role of the Enrollment Coordinator

The responsibility of monitoring enrollment is primarily assigned to our Enrollment Coordinator, a dedicated staff member trained in managing and overseeing student enrollment processes.

Compliance with State and Federal Regulations

Our enrollment monitoring processes are designed to be fully compliant with all relevant state and federal regulations. We stay updated on any changes in enrollment-related laws and adjust our processes accordingly to maintain compliance.

Q96.How will the remote academy monitor calendar compliance?



At 2hr Learning Online Academy, ensuring compliance with calendar requirements is crucial for maintaining the structured delivery of our educational programs and adhering to regulatory standards. To effectively monitor calendar compliance, we will implement a comprehensive system that involves several key components:

Detailed Calendar Planning

Preparation and Approval: Each academic year, our calendar is meticulously planned and reviewed by our administrative team. This includes setting the start and end dates of the academic year, holidays, teacher in-service days, and other important academic events. The proposed calendar is then submitted for approval to our governing board and complies with state educational requirements.

Publication: Once approved, the calendar is published on our school's website and distributed to students, parents, and staff through multiple channels, ensuring that all stakeholders are informed and can plan accordingly.

Regular Monitoring

Daily Monitoring: Our administrative team monitors the daily adherence to the academic calendar. This includes checking that all scheduled classes and activities occur as planned.

Attendance Tracking: We use a sophisticated Learning Management System (LMS) that tracks student and teacher attendance in real-time. This system alerts administrative staff if there are deviations from the scheduled classes, allowing for immediate corrective actions.

Stakeholder Engagement

Feedback Mechanism: Students, parents, and staff are encouraged to provide feedback on the academic calendar through surveys and direct communication channels. This feedback is crucial for identifying any issues with calendar compliance and areas for improvement.

Meetings and Reviews: Regular meetings are held with faculty and staff to discuss the effectiveness of the current academic calendar and to gather suggestions for adjustments. These discussions help ensure that the calendar meets the educational needs of our students while complying with regulatory standards.

Technology Integration

Automated Alerts: Our LMS is configured to send automated alerts to students, parents, and staff about upcoming important dates and any changes to the schedule. This helps in maintaining high awareness and adherence to the academic calendar.

Real-Time Updates: Any necessary changes to the calendar due to unforeseen circumstances are updated in real-time in the LMS and communicated immediately to all stakeholders to ensure minimal disruption.

Compliance Audits

Internal Audits: We conduct internal audits periodically to assess compliance with the academic calendar. These audits help identify any discrepancies and areas where the process can be improved.

External Audits: External audits by regulatory bodies are also facilitated, ensuring that our calendar management meets all state and federal educational requirements.

Training and Development



Staff Training: All new staff members receive training on the importance of calendar compliance and how to use the LMS for monitoring purposes. Ongoing training sessions are also provided to keep all staff updated on any changes in regulatory requirements or school policies.

Development Workshops: Workshops are conducted to explore innovative ways to enhance calendar management and compliance, incorporating best practices and new technologies.

By implementing these strategies, 2hr Learning Online Academy ensures rigorous monitoring and compliance with our academic calendar, supporting our commitment to providing a structured and effective educational experience. This systematic approach not only helps in meeting regulatory standards but also in fostering an organized educational environment conducive to student success.

Q97.

How will the remote academy monitor daily attendance?

Note: Remote Academies are subject to policies outlined in the NC School Attendance and Student Accounting Manual and NC State Board of Education policies.



At 2hr Learning Online Academy, monitoring daily attendance is a critical component of our operational strategy, ensuring that students engage consistently with their coursework and maintain their academic progress. To effectively monitor daily attendance in our remote learning environment, we have implemented a comprehensive system that integrates technology, policy enforcement, and community engagement. Here's a detailed explanation of our approach:

Integration of Learning Management System (LMS)

Automated Attendance Tracking: Our Learning Management System (LMS) is equipped with automated attendance tracking features. When students log in to their classes or submit assignments, the LMS records their participation, which is counted as attendance for the day.

Real-Time Monitoring: The LMS provides real-time data on student logins and activity. This allows our administrative staff to monitor attendance as it happens, ensuring that students are participating in scheduled learning activities.

Clear Attendance Policies

Policy Communication: At the beginning of each academic year, our attendance policies are clearly communicated to students and parents through the student handbook, orientation sessions, and the school's website. These policies outline the expectations for daily participation and the procedures for reporting absences.

Absence Reporting: Students or parents are required to report absences through the LMS or directly to the school administration. The LMS allows for easy submission of absence reports, which are then reviewed by our attendance officers.

Engagement with Parents and Guardians

Parental Involvement: We actively involve parents in monitoring and supporting their children's attendance. Parents have access to the LMS where they can view real-time attendance data and receive alerts if their child fails to participate in scheduled activities.

Regular Updates: Parents receive regular updates on their child's attendance and academic progress. This ongoing communication helps to reinforce the importance of consistent participation and allows for early intervention if attendance issues arise.

Use of Analytical Tools

Data Analysis: Attendance data collected through the LMS is analyzed to identify patterns or trends in absenteeism. This analysis helps us to understand the reasons behind absences and to develop targeted interventions to improve attendance.

Risk Identification: Our system identifies students at risk of chronic absenteeism. These students are then provided with additional support, which may include counseling, academic help, or engagement in motivational programs.

Staff Training and Responsibilities

Dedicated Attendance Officers: We have designated attendance officers who are trained to manage and monitor student attendance. They are responsible for following up on unexplained absences and working with families to resolve attendance issues.

Teacher Involvement: Teachers play an active role in attendance monitoring. They are required to verify the automated attendance records and report any discrepancies. Teachers also help to identify students who may be disengaged or at risk of falling behind.



Compliance with State Policies

Adherence to Regulations: Our attendance monitoring practices are designed to comply with the NC School Attendance and Student Accounting Manual and NC State Board of Education policies. We ensure that all legal requirements for remote learning attendance are met.

Regular Audits: Internal and external audits are conducted to ensure compliance with state policies and to evaluate the effectiveness of our attendance monitoring system.

By implementing these strategies, 2hr Learning Online Academy ensures a robust and effective system for monitoring daily attendance in our remote learning environment. This comprehensive approach not only helps in maintaining high attendance rates but also supports our overall educational mission by promoting student engagement and academic success.

Q98.

How will the remote academy monitor course credit accrual, progress toward graduation (if applicable), and course completion? (Required if RA serves grades 9-12)

At 2hr Learning Online Academy, we have established a comprehensive system to monitor course completion. This system is designed to ensure that each student is on track to meet their educational goals and ultimately graduate on time. Here's a detailed overview of our approach:

Course Completion Criteria: Each course has clearly defined completion criteria, which typically include the successful completion of all assignments, projects, and exams.

Continuous Monitoring: Teachers continuously monitor students' progress in completing course requirements through the LMS. This system allows for timely identification if a student is falling behind.

Supportive Interventions: For students struggling with course completion, supportive interventions such as personalized tutoring sessions, study groups, or one-on-one meetings with the teacher are provided.

Certification of Completion: Upon successful completion of a course, a certification of completion is recorded in the student's academic record.

Feedback and Improvement: Students receive detailed feedback on their performance in each course, which helps them identify areas for improvement. This feedback is integral to their academic growth and success in subsequent courses.

Q99.

List the hardware and software that students will need to participate in the remote academy.



At 2hr Learning Online Academy, we prioritize equipping our students with the necessary tools to excel in our educational programs, especially those participating in remote learning. To support this, 2hr Learning Online Academy provides each student with essential hardware and software required for their studies. Below is a comprehensive overview of the technology provisions and policies:

Hardware Provided by 2hr Learning Online Academy

Computers: Each student receives a laptop, either a MacBook or a Chromebook, tailored to their grade level and course requirements. These devices are configured with specifications to meet educational demands:

Processor: Intel Core i5 or equivalent for smooth application performance and multitasking.

RAM: A minimum of 8GB to handle various educational software and multiple browser tabs.

Storage: At least 256GB SSD for quick data access and efficient operating speeds.

Built-in Webcam and Microphone: Crucial for engaging in video conferences and online classes.

Internet Connectivity: If necessary, we will provide home internet services to ensure students have a reliable internet connection with minimum speeds of 25 Mbps download and 5 Mbps upload to access online resources, stream educational content, and participate in virtual classrooms effectively.

Device Longevity and Replacement: We ensure that computers are replaced every three years to maintain compatibility with the latest educational technologies.

Software Provided by 2hr Learning Online Academy

Learning Management System (LMS) - Schoology: This platform manages course materials, assignments, discussions, and assessments, accessible from any internet-enabled device, allowing students to access learning resources anytime, anywhere.

Productivity Software:

Google Workspace: Includes Google Docs, Sheets, Slides, and Drive for cloud storage, facilitating document collaboration and sharing between students and teachers.

Antivirus and Internet Security Software: To ensure device integrity and protect against cyber threats, all provided devices come equipped with the latest antivirus and internet security software.

By providing these technologies, 2hr Learning Online Academy aims to eliminate barriers to effective learning, ensuring all students have equal opportunities to succeed and fostering an interactive, collaborative learning environment.

Q100.

Please indicate which learning management platform the remote academy will use to deliver synchronous and asynchronous instruction. If the platform the remote academy is using is not listed, please select 'Other' and provide the name.



- ☐ Canvas
- ☐ SeeSaw
- ☐ Haiku
- ☐ Blackboard
- ☐ Google Classroom
- ☐ Moodle
- ☒ Schoolology
- ☐ Other

Q101.

Provide the source of online content for each grade level and subject area. Use the following format to complete your answers:

- **Grade Level, Subject Area- Content Source**
- **Examples**
- **1st Grade, ELA/Reading - EdMentum**
- **3rd Grade, Social Studies & Science- Teacher-created**



In addition to our own home-grown content, we use the below 3rd party sources

Reading:

- Kindergarten, Reading - Amplify & ProjectRead
- 1st Grade, Reading - Amplify & ProjectRead
- 2nd Grade, Reading - Amplify
- 3rd Grade, Reading - AlphaRead & ReadTheory
- 4th Grade, Reading - AlphaRead & ReadTheory
- 5th Grade, Reading - AlphaRead & NewsELA or CommonLit
- 6th Grade, Reading - AlphaRead & NewsELA or CommonLit
- 7th Grade, Reading - AlphaRead & NewsELA or CommonLit
- 8th Grade, Reading - AlphaRead & NewsELA or CommonLit

Writing:

- Kindergarten, Writing - IXL
- 1st Grade, Writing - IXL
- 2nd Grade, Writing - IXL
- 3rd Grade, Writing - IXL & AlphaWrite
- 4th Grade, Writing - IXL & AlphaWrite
- 5th Grade, Writing - IXL & AlphaWrite
- 6th Grade, Writing - IXL & eGUMPP
- 7th Grade, Writing - IXL & eGUMPP
- 8th Grade, Writing - IXL & eGUMPP

Math:

- Kindergarten, Math - IXL & KhanAcademy
- 1st Grade, Math - IXL & KhanAcademy & XtraMath
- 2nd Grade, Math - IXL & KhanAcademy & XtraMath
- 3rd Grade, Math - IXL & KhanAcademy & XtraMath
- 4th Grade, Math - IXL & KhanAcademy & XtraMath
- 5th Grade, Math - IXL & KhanAcademy
- 6th Grade, Math - IXL & KhanAcademy
- 7th Grade, Math - IXL & KhanAcademy
- 8th Grade, Math - IXL & KhanAcademy

Science:

- 3rd Grade, Science - IXL
- 4th Grade, Science - IXL
- 5th Grade, Science - IXL
- 6th Grade, Science - IXL
- 7th Grade, Science - IXL
- 8th Grade, Science - IXL

World Languages:



- 3rd Grade, World Languages - Duolingo
- 4th Grade, World Languages - Duolingo
- 5th Grade, World Languages - Duolingo
- 6th Grade, World Languages - Duolingo
- 7th Grade, World Languages - Duolingo
- 8th Grade, World Languages - Duolingo

History/Social Studies:

- 3rd Grade, History/Social Studies - Alpha Flashcards
- 4th Grade, History/Social Studies - Alpha Flashcards
- 5th Grade, History/Social Studies - Alpha Flashcards
- 6th Grade, History/Social Studies - Alpha Flashcards
- 7th Grade, History/Social Studies - Alpha Flashcards
- 8th Grade, History/Social Studies - Alpha Flashcards

Q102.

How will learning take place synchronously and asynchronously?



At 2hr Learning Online Academy, we believe in harnessing the power of both synchronous and asynchronous learning methodologies to create a dynamic and engaging virtual educational experience for our students. This blended approach allows us to cater to diverse learning styles and schedules, ensuring that each student has the opportunity to thrive in our online environment.

Synchronous Learning: Fostering Real-Time Interaction and Collaboration

Synchronous learning involves real-time interactions between students and teachers, replicating the dynamic environment of a traditional classroom within the virtual space. This approach fosters a sense of community, encourages active participation, and provides immediate feedback and support.

Live Virtual Classes: The cornerstone of our synchronous learning model is our live virtual classes. These sessions are conducted through video conferencing platforms, allowing students to engage in real-time discussions, collaborative activities, and interactive lessons with their teachers and peers. This format enables students to ask questions, clarify doubts, and receive immediate feedback, replicating the dynamic interaction of a traditional classroom setting.

Virtual Office Hours: To provide additional support and personalized guidance, our teachers hold regular virtual office hours. These sessions offer students the opportunity to connect with their teachers on a one-on-one basis, discuss their progress, seek clarification on assignments, and receive individualized feedback. Virtual office hours are particularly beneficial for students who require additional support or have specific questions that may not be addressed during live classes.

Real-Time Collaboration Tools: We integrate various real-time collaboration tools into our virtual learning environment, such as online whiteboards, shared documents, and instant messaging platforms. These tools enable students to work together on projects, brainstorm ideas, and provide peer-to-peer support, fostering a sense of teamwork and collaborative learning.

Asynchronous Learning: Empowering Flexibility and Personalized Pacing

Asynchronous learning provides students with the flexibility to access course materials and complete assignments at their own pace and convenience. This approach caters to students with diverse learning styles and schedules, allowing them to revisit content, delve deeper into areas of interest, and manage their time effectively.

Recorded Lectures and Tutorials: All live virtual classes are recorded and made available to students within our learning management system (LMS). This allows students who were unable to attend the live session, or those who wish to review the material, to access the content at their convenience. Recorded lectures and tutorials provide students with the flexibility to learn at their own pace and revisit complex concepts as needed.

Self-Paced Learning Modules: Our curriculum includes a variety of self-paced learning modules that students can access anytime, anywhere. These modules contain interactive lessons, practice



exercises, and assessments designed to reinforce learning and allow students to progress through the material at their own pace. This format empowers students to take ownership of their learning journey and focus on areas where they require additional practice or support.

Discussion Forums: Our LMS includes discussion forums for each course, where students can post questions, share resources, and engage in asynchronous discussions with their peers and instructors. These forums provide a platform for students to reflect on their learning, exchange ideas, and learn from one another's perspectives.

Offline Activities and Projects: Recognizing the importance of balanced learning experiences, our curriculum incorporates offline activities and projects that students can complete away from the screen. These activities encourage students to apply their learning in real-world contexts, fostering creativity, critical thinking, and problem-solving skills.

Blending Synchronous and Asynchronous Learning: A Synergistic Approach

2hr Learning Online Academy's blended learning model combines the strengths of synchronous and asynchronous methodologies to create a holistic and engaging educational experience. This synergistic approach allows us to cater to the diverse needs and preferences of our students, ensuring that they have the flexibility to learn at their own pace while also benefiting from real-time interactions and collaborative learning opportunities.

Personalized Learning Pathways: Our blended learning model facilitates personalized learning pathways for each student. By combining synchronous and asynchronous elements, students can access content and complete assignments in a way that best suits their learning styles and schedules.

Flexibility and Accessibility: The blended approach ensures that our virtual school is accessible to students with diverse needs and circumstances. Students with busy schedules or those who require additional time to process information can benefit from the flexibility of asynchronous learning, while those who thrive in collaborative environments can actively participate in synchronous sessions.

Enhanced Engagement and Motivation: The variety of learning experiences offered through the blended model helps to maintain student engagement and motivation. Synchronous sessions provide opportunities for real-time interaction and collaboration, while asynchronous activities allow for independent exploration and self-paced learning.

Comprehensive Support System: The blended model allows us to create a comprehensive support system for our students. Synchronous sessions offer opportunities for immediate feedback and assistance, while asynchronous communication channels and resources provide ongoing support and guidance.

Q103.

What measures will be used to ensure that synchronous and asynchronous remote



instruction support learning growth that continues towards mastery of the standard course of study?



2hr Learning Online Academy is deeply committed to fostering a dynamic and effective virtual learning environment where students can thrive academically and personally. To achieve this, we have meticulously designed our synchronous and asynchronous instruction methods to ensure that learning growth is continuous and directed towards mastery of the standard course of study. Our approach is multifaceted, integrating advanced technologies, personalized learning strategies, and ongoing monitoring and support to empower students on their educational journeys.

Synchronous Instruction: Fostering Engagement and Interaction

Synchronous instruction, where students and teachers interact in real-time through virtual classrooms, is a cornerstone of our educational model. We leverage these live sessions to foster engagement, promote active learning, and provide immediate feedback, thereby supporting continuous learning growth.

Virtual Classroom Dynamics: Our virtual classrooms are designed to replicate the interactive and collaborative environment of traditional classrooms. Through video conferencing platforms, students engage in real-time discussions, group projects, and presentations, fostering a sense of community and encouraging active participation. This dynamic interaction allows teachers to gauge student understanding, address misconceptions promptly, and tailor instruction to meet individual needs, ensuring that learning remains on track towards mastery.

Engaging Activities and Strategies: To maximize the effectiveness of synchronous instruction, our teachers employ a variety of engaging activities and strategies. These include interactive polls and quizzes, breakout room discussions, collaborative document editing, and simulations that bring learning to life. By incorporating these elements, we maintain student interest, promote deeper understanding of the material, and cater to diverse learning styles, ensuring that every student can actively participate and progress towards mastery.

Immediate Feedback and Support: Synchronous instruction provides opportunities for immediate feedback and support. Teachers can assess student understanding in real-time, address questions promptly, and provide individualized guidance. This immediate feedback loop is crucial for keeping students on track, reinforcing learning, and ensuring that they are continuously moving towards mastery of the standard course of study.

Asynchronous Instruction: Flexibility and Personalized Learning

Asynchronous instruction, where students engage with learning materials and activities at their own pace and convenience, is a vital complement to synchronous sessions. This flexibility allows students to personalize their learning experiences, revisit materials as needed, and delve deeper into areas of interest, thereby supporting their individual learning journeys towards mastery.

Self-Paced Learning Modules: Our curriculum includes self-paced learning modules that students can access anytime, anywhere. These modules contain interactive lessons, practice exercises, and assessments designed to reinforce learning and allow students to progress through the material at their own pace. This flexibility empowers students to take ownership of their learning, focus on



areas where they need additional support, and move ahead in areas where they excel, ensuring continuous progress towards mastery.

Diverse Learning Resources: We provide a rich variety of asynchronous learning resources, including video lectures, interactive simulations, online textbooks, and curated educational websites. This diverse range of materials caters to different learning styles and preferences, allowing students to engage with the material in ways that best suit their individual needs and learning goals.

Personalized Feedback and Support: Even in asynchronous environments, we prioritize personalized feedback and support. Teachers provide individualized feedback on assignments and projects, offering guidance and encouragement to help students improve their understanding and move towards mastery. Additionally, our online platform incorporates AI-powered feedback tools that provide immediate feedback and personalized recommendations, ensuring that students receive the support they need even when working independently.

Monitoring, Evaluation, and Continuous Improvement

To ensure the effectiveness of our synchronous and asynchronous instruction methods in supporting learning growth, we have implemented a robust system of monitoring, evaluation, and continuous improvement.

Data-Driven Insights: We collect and analyze data from various sources, including student performance on assessments, engagement metrics from the LMS, and feedback from students and teachers. These data-driven insights allow us to identify areas of strength and weakness, track student progress, and make data-informed decisions about instructional strategies and curriculum adjustments.

Regular Assessments and Feedback: We incorporate regular formative and summative assessments to gauge student understanding and track progress towards mastery. This continuous assessment cycle provides valuable feedback that informs instruction, identifies areas where students need additional support, and ensures that learning remains aligned with the standard course of study.

Teacher Collaboration and Professional Development: We foster a culture of collaboration and continuous improvement among our teachers. Regular professional development opportunities equip them with the latest online teaching strategies and technologies, ensuring that they can effectively support student learning growth in both synchronous and asynchronous environments.

Individualized Support: We provide individualized support to students who may be struggling to keep up with the pace of learning or those who need additional challenges to stay engaged. This support may include personalized learning plans, one-on-one tutoring, and access to specialized resources, ensuring that every student receives the assistance they need to achieve mastery.

Conclusion



2hr Learning Online Academy is committed to providing a dynamic and effective virtual learning environment where students can excel. Our synchronous and asynchronous instruction methods, combined with our focus on monitoring, evaluation, and continuous improvement, ensure that learning growth is continuous and directed towards mastery of the standard course of study. We are confident that our innovative approach to online education will empower our students to achieve their full potential and prepare them for success in a rapidly changing world.

Q104.

Describe the professional development that will be provided to those teaching in the remote academy related to the pedagogy of providing remote instruction.



2hr Learning Online Academy recognizes that the success of our virtual learning environment hinges on the expertise and adaptability of our educators. To ensure that our teachers are well-equipped to excel in the realm of remote instruction, we have meticulously designed a comprehensive professional development program specifically tailored to the unique pedagogical needs of online education. This program goes beyond mere technical training, delving into the nuances of engaging students remotely, fostering a collaborative learning community, and creating a virtual classroom that is both effective and inspiring.

Initial Training: Building a Strong Foundation

New teachers embarking on their journey at 2hr Learning Online Academy undergo a rigorous initial training program designed to equip them with the essential skills and knowledge required for successful online instruction. This program covers a wide range of topics, from mastering the technical aspects of our Learning Management System (LMS) to understanding the pedagogical principles that underpin effective online teaching.

LMS Mastery: Teachers receive comprehensive training on navigating and utilizing the full potential of our LMS. This includes learning how to upload and manage course materials, create engaging online activities, utilize discussion forums, administer assessments, track student progress, and provide personalized feedback. By mastering the technical aspects of the LMS, teachers can focus on what truly matters – creating an enriching and effective learning experience for their students.

Online Pedagogical Strategies: The initial training delves into the best practices of online pedagogy, exploring strategies for creating engaging and interactive virtual lessons. Teachers learn how to utilize a variety of online tools and resources, such as video conferencing platforms, collaborative documents, interactive simulations, and virtual reality experiences, to create a dynamic and immersive learning environment.

Building Relationships in a Virtual Setting: Building strong relationships with students is crucial in any educational setting, and even more so in a virtual environment. Our training program emphasizes the importance of creating a sense of community and belonging within the virtual classroom. Teachers learn strategies for fostering positive relationships with students, promoting open communication, and creating a supportive online environment where students feel comfortable asking questions, seeking help, and collaborating with their peers.

Differentiated Instruction and Personalized Learning: Every student learns differently, and our online environment allows for personalized learning experiences that cater to individual needs and preferences. Teachers receive training on differentiated instruction techniques, learning how to adapt their teaching methods and materials to meet the diverse learning styles and abilities of their students. This includes understanding how to utilize adaptive learning technologies, provide individualized feedback, and create personalized learning plans that support each student's unique learning journey.

Ongoing Professional Development: Continuous Growth and Improvement



At 2hr Learning Online Academy, professional development is not a one-time event but an ongoing journey of continuous growth and improvement. We provide our teachers with a variety of opportunities to expand their knowledge, refine their skills, and stay at the forefront of online teaching best practices.

Workshops and Webinars: We offer regular workshops and webinars on a wide range of topics relevant to online teaching. These sessions cover emerging trends in educational technology, innovative pedagogical strategies, and best practices for creating engaging and effective virtual learning experiences.

Conferences and Networking Events: We encourage our teachers to attend conferences and networking events focused on online education. These events provide valuable opportunities to learn from experts in the field, connect with other online educators, and share best practices.

Peer Coaching and Collaboration: We foster a culture of collaboration and peer support among our teachers. Regular peer coaching sessions allow teachers to observe each other's virtual classrooms, provide constructive feedback, and share effective teaching strategies.

Action Research and Innovation: We encourage our teachers to engage in action research projects that explore innovative approaches to online teaching and contribute to the continuous improvement of our virtual learning environment.

Individualized Professional Development Plans: Each teacher works with their supervisor to develop a personalized professional development plan that aligns with their individual goals and areas for growth. These plans ensure that professional development opportunities are targeted and relevant to each teacher's specific needs and aspirations.

Monitoring and Evaluation: Ensuring Effectiveness

To ensure that our professional development program effectively supports teachers in delivering high-quality online instruction, we have implemented a rigorous system of monitoring and evaluation.

Teacher Observations: Supervisors regularly observe teachers' virtual classrooms, providing feedback on their instructional strategies, use of technology, and ability to engage students remotely.

Student Feedback: We collect feedback from students on their learning experiences, using this information to assess the effectiveness of teachers' online instruction and identify areas for improvement.

Data Analysis: We analyze data from various sources, such as student performance on assessments and engagement metrics from the LMS, to track student progress and evaluate the impact of teachers' instructional practices.

Professional Growth Plans: Teachers regularly reflect on their teaching practices and set goals for



improvement. These goals are documented in professional growth plans, which are reviewed and updated regularly to track progress and ensure continuous development.

Conclusion

2hr Learning Online Academy is dedicated to providing its educators with the tools and support they need to excel in the dynamic and evolving world of online education. Our comprehensive professional development program, focused on the specific pedagogical needs of remote instruction, ensures that our teachers are well-equipped to create engaging and effective virtual learning experiences that empower students to achieve mastery and reach their full potential.

Q105.

What are the criteria for admission to the remote academy?

2hr Learning Online Academy, with its innovative and personalized approach to education, welcomes students who are motivated to learn at their own pace and are seeking a dynamic and engaging virtual learning experience. We believe in fostering a diverse and inclusive student body, accepting students from all backgrounds and learning styles. As a public school operating on a statewide basis, we will be open to all students in our age ranges residing in North Carolina, including those who have special needs or who are at-risk. We meet students where they are and do not base admissions on test scores or past academic performance. We do not require proof of citizenship or immigration status. We do not base admissions decisions on a student's disciplinary history, except in cases where a student has been suspended or expelled from a public school and the period of suspension or expulsion has not yet expired.

Q106.

What are the identified characteristics for successful remote learning in the remote academy?



2hr Learning Online Academy, with its innovative and personalized approach to education, recognizes that successful remote learning hinges on a combination of student characteristics, robust technological infrastructure, and a supportive learning environment. We believe that every student has the potential to excel in a remote learning setting, and we are dedicated to providing the resources and support necessary to help them thrive. Our focus on personalized learning, mastery-based progression, and the development of essential life skills, coupled with a commitment to fostering a strong sense of community, ensures that our students are well-equipped to navigate the challenges and opportunities of remote learning.

Student Characteristics: Embracing the Remote Learning Mindset

Successful remote learning requires students to possess certain characteristics that enable them to thrive in a self-directed and technology-driven environment. We seek students who demonstrate:

Self-Motivation and Independence: Remote learning requires students to be self-motivated and able to manage their time effectively. Successful remote learners are proactive in seeking knowledge, setting goals, and taking responsibility for their learning journey. They are comfortable working independently and can stay focused on tasks without direct supervision.

Strong Time Management Skills: Effective time management is crucial for remote learners who must juggle multiple assignments, deadlines, and virtual class sessions. Successful remote learners are able to prioritize tasks, create schedules, and allocate time efficiently to ensure they meet their academic obligations while also maintaining a healthy balance between schoolwork and personal life.

Effective Communication Skills: Clear and concise communication is essential in a remote learning environment. Successful remote learners are able to communicate effectively with their teachers, peers, and support staff through various online channels, such as email, discussion forums, and video conferencing tools. They are comfortable asking questions, seeking clarification, and expressing their ideas and opinions in a virtual setting.

Technical Proficiency: While we provide comprehensive technical support, a basic level of technical proficiency is beneficial for remote learners. Students should be comfortable using computers, navigating online platforms, and troubleshooting common technical issues.

Familiarity with basic software applications, such as word processors, spreadsheets, and presentation tools, is also advantageous.

Adaptability and Resilience: Remote learning can present unexpected challenges, and successful remote learners are adaptable and resilient. They are able to adjust to changes in schedules, technology issues, or unexpected disruptions to their learning routine. They view challenges as opportunities for growth and are able to overcome obstacles with a positive attitude and a willingness to seek support when needed.

Technological Infrastructure: A Seamless and Reliable Learning Environment

A robust and reliable technological infrastructure is the backbone of successful remote learning. 2hr Learning Online Academy invests in cutting-edge technology and provides comprehensive



support to ensure that our students have a seamless and productive online learning experience. We provide:

User-Friendly Learning Management System (LMS): Our LMS is designed to be intuitive and easy to navigate, providing students with a central hub for accessing course materials, assignments, discussions, and grades. The LMS is accessible from any device with an internet connection, allowing students to learn from anywhere at any time.

Adaptive Learning Platforms: We utilize adaptive learning platforms that personalize the learning experience for each student. These platforms adjust the difficulty and pace of lessons based on the student's performance, ensuring that they are challenged appropriately and can progress at their own pace.

Interactive and Engaging Content: Our curriculum incorporates a wide range of interactive and multimedia content, including videos, simulations, virtual labs, and gamified learning activities. This variety of content caters to different learning styles and helps keep students engaged and motivated in the remote learning environment.

Collaboration Tools: We provide students with access to collaboration tools that enable them to work together on projects, participate in group discussions, and learn from their peers. These tools foster a sense of community and promote active learning in the virtual classroom.

Technical Support: Our dedicated technical support team is available to assist students and families with any technology-related issues they may encounter. We provide timely and responsive support to ensure that technical challenges do not hinder the learning process.

Supportive Learning Environment: Fostering Community and Connection

Creating a supportive and engaging learning environment is essential for student success in a remote setting. 2hr Learning Online Academy is dedicated to fostering a strong sense of community and connection among our students, teachers, and families. We achieve this through:

Regular Communication and Interaction: Teachers maintain regular communication with students and families through various channels, such as email, virtual office hours, and online discussion forums. This open communication ensures that students feel supported and connected to their teachers and peers, even in a virtual setting.

Live Virtual Classes: We offer live virtual classes where students can interact in real-time with their teachers and peers. These sessions provide opportunities for discussion, collaboration, and immediate feedback, replicating the interactive environment of a traditional classroom.

Virtual Social Events and Activities: We organize virtual social events and activities to foster a sense of community and belonging among our students. These events may include virtual clubs, online games, and social gatherings, providing opportunities for students to connect with each other outside of academic settings.

Parent and Family Engagement: We encourage active parent and family involvement in our school community. Parents and guardians have access to our LMS and communication tools, allowing them to stay informed about their child's progress and participate in school events and activities.

Positive and Encouraging Culture: We promote a positive and encouraging school culture where students feel supported and valued. Our teachers and staff are trained to create a welcoming and



inclusive virtual environment that celebrates diversity and fosters a sense of belonging for all students.

Conclusion

2hr Learning Online Academy believes that successful remote learning is achievable for all students who possess the necessary characteristics and are supported by a robust technological infrastructure and a nurturing learning environment. Our comprehensive approach to remote education ensures that our students not only achieve academic excellence but also develop the essential life skills and social-emotional competencies needed to thrive in an increasingly digital world.

Q107.

Describe all training and/or resources that will be provided as an orientation for students to encourage success.



At 2hr Learning Online Academy, we recognize that transitioning to a virtual learning environment can be both exciting and challenging for students. To ensure a smooth and successful transition, we have designed a comprehensive orientation program that equips students with the necessary tools, resources, and support to thrive in our online learning community. Our orientation program is meticulously crafted to foster a sense of belonging, build confidence in navigating the virtual classroom, and cultivate the skills essential for independent learning and academic excellence.

Comprehensive Orientation Program: Fostering a Supportive and Engaging Learning Environment
Our orientation program is a multifaceted experience that extends beyond a single event. It is an ongoing process that begins before the start of the school year and continues throughout the initial weeks of classes. This approach ensures that students receive continuous support as they acclimate to the virtual learning environment and develop the skills necessary for success.

Pre-Orientation Activities: Building Anticipation and Familiarity

Before the official start of the school year, we engage in several pre-orientation activities to introduce students to the 2hr Learning Online Academy community and familiarize them with our online platform. These activities are designed to create a sense of excitement and anticipation for the upcoming learning journey while also alleviating any anxieties students may have about transitioning to a virtual school.

Welcome Webinars: We host live, interactive webinars where students and their families can meet the school's leadership team, teachers, and support staff. These webinars provide an overview of the school's mission, vision, and educational philosophy, while also showcasing the unique features of our online learning platform and curriculum.

Virtual Campus Tours: We offer virtual tours of our online platform, allowing students to explore the virtual classrooms, navigate the learning management system, and discover the various resources available to them. This immersive experience helps students become comfortable with the online environment before the start of classes.

Student Forums and Social Media Groups: We create online forums and social media groups where students can connect with each other, ask questions, and share their excitement about joining the 2hr Learning Online Academy community. This fosters a sense of belonging and helps students build relationships with their peers before the school year begins.

Orientation Week: A Deep Dive into Virtual Learning

During the first week of school, we dedicate time to a comprehensive orientation program that delves deeper into the specifics of virtual learning at 2hr Learning Online Academy. This week is packed with interactive sessions, workshops, and activities that equip students with the tools and knowledge they need to navigate the online learning environment successfully.

Technology Training: We provide comprehensive training on using our online learning platform and its various features. This includes navigating the learning management system, accessing course materials, submitting assignments, participating in discussions, and utilizing



communication tools.

Academic Skills Workshops: We offer workshops that focus on developing essential academic skills for online learning, such as time management, organization, self-directed learning, and effective study habits. These workshops equip students with the strategies they need to stay focused, manage their time effectively, and excel in a virtual learning environment.

Digital Citizenship and Online Safety: We prioritize digital citizenship and online safety education during orientation week. Students learn about responsible online behavior, cyberbullying prevention, privacy protection, and how to navigate the internet safely and responsibly.

Community Building Activities: We organize various community-building activities to foster connections among students and create a sense of belonging within the virtual school. These activities may include virtual icebreakers, team-building exercises, and online social events.

Ongoing Support: Ensuring Continuous Success

Our commitment to student success extends far beyond the initial orientation period. We provide ongoing support throughout the school year to ensure that students continue to thrive in our virtual learning environment.

Academic Advising: Each student is assigned an academic advisor who provides personalized guidance and support throughout their academic journey. Advisors help students set academic goals, develop study plans, choose courses, and navigate any challenges they may encounter.

Tutoring and Academic Support: We offer tutoring services and academic support programs to assist students who may need additional help in specific subjects. These services are available online and are tailored to meet the individual needs of each student.

Social-Emotional Learning (SEL): We recognize the importance of social-emotional learning and integrate SEL principles into our curriculum and school culture. We offer workshops and resources that promote self-awareness, self-regulation, social skills, and responsible decision-making.

Student Wellness Programs: We prioritize student well-being and offer various wellness programs to support students' physical and mental health. These programs may include virtual fitness classes, mindfulness exercises, and access to mental health resources.

Parent and Family Engagement: We encourage active parent and family involvement in their child's education. We provide regular updates on student progress, host parent-teacher conferences, and offer workshops and resources to support families in navigating the virtual learning environment.

Building a Foundation for Lifelong Learning

Our comprehensive orientation program at 2hr Learning Online Academy is designed to empower students with the skills, knowledge, and support they need to excel in our virtual learning environment. By fostering a supportive community, equipping students with essential academic and digital skills, and providing ongoing support, we ensure that our students not only succeed academically but also develop a lifelong love for learning.



How will information about remote academy admission requirements be communicated to parents and guardians?



2hr Learning Online Academy recognizes the critical role of clear and accessible communication in ensuring families are well-informed about our innovative online educational model and the admissions process. We are dedicated to providing comprehensive information about our academy's admission requirements to parents and guardians through a multi-faceted approach that leverages various communication channels and outreach strategies. This ensures that families from diverse backgrounds and communities have ample opportunity to learn about our academy and determine if it aligns with their child's educational needs and aspirations.

Digital Outreach and Online Presence

Comprehensive Website: Our academy's website serves as a central hub of information, providing a user-friendly platform for parents and guardians to explore our educational philosophy, curriculum, admissions process, and frequently asked questions. The website features detailed sections outlining admission requirements, including technology specifications, enrollment timelines, and required documentation. We ensure the website is regularly updated with the latest information and is accessible across various devices, including mobile phones and tablets, to cater to diverse technological preferences.

Social Media Engagement: We actively engage with parents and guardians through social media platforms such as Facebook, Instagram, and Twitter. Our social media presence serves as a dynamic platform for sharing updates about the admissions process, hosting virtual information sessions, and engaging in direct dialogue with prospective families. We utilize social media advertising tools to target specific demographics and communities, ensuring that information about our academy reaches a wide audience.

Email Communication: We establish an email list for interested families to receive regular updates and announcements regarding the admissions process. This includes newsletters, application reminders, and invitations to virtual information sessions. Our email communication is personalized and responsive, addressing any inquiries or concerns that families may have about the admissions process.

Open House Events and Virtual Tours

Virtual Open House Events: We host virtual open house events where parents and guardians can participate in interactive sessions, engage in Q&A sessions with our leadership team and educators, and virtually explore our online learning platform. These events provide a comprehensive overview of our academy and the admissions process, allowing families to gain deeper insights into our educational model and community.

Virtual School Tours: We offer virtual school tours that showcase our online learning environment, curriculum resources, and student support systems. These tours provide families with a firsthand glimpse into the daily life of a 2hr Learning Online Academy student, allowing them to visualize their child's learning experience within our virtual setting.

Transparent and Responsive Communication

Dedicated Admissions Team: We have a dedicated admissions team readily available to answer



any questions or concerns that families may have about our academy and the admissions process. The team is responsive and provides personalized guidance to families, ensuring a smooth and supportive experience throughout the admissions journey.

Multilingual Support: Recognizing the linguistic diversity of our community, we offer multilingual support to ensure that families with limited English proficiency can access information about our academy and the admissions process. We provide translated materials and have staff members who can communicate effectively in multiple languages.

Accessibility and Inclusivity: We are committed to ensuring that information about our academy's admission requirements is accessible to all families, including those with disabilities. Our website and digital materials are designed to be accessible, and we provide accommodations as needed to ensure that all families can participate in the admissions process.

Through this comprehensive and multifaceted approach, 2hr Learning Online Academy ensures that parents and guardians are well-informed about our admission requirements and have the resources and support they need to navigate the admissions process. Our commitment to transparent and accessible communication reflects our dedication to creating an inclusive and welcoming online learning community where every student can thrive.

Q109.

How will information about the characteristics of successful remote learning be communicated to parents and guardians?



2hr Learning Online Academy recognizes that successful remote learning necessitates a collaborative approach involving active engagement from students, parents, and educators. We are deeply committed to equipping parents and guardians with the knowledge and resources they need to effectively support their children's learning journey in a virtual environment. We understand that transitioning to a remote learning model can present unique challenges and opportunities, and we strive to empower families by providing comprehensive information about the characteristics of successful remote learning and fostering a supportive community where families can share experiences and learn from one another.

Comprehensive Onboarding and Orientation Programs

Parent and Guardian Orientation: Upon enrollment, we host a comprehensive orientation program specifically designed for parents and guardians. This program provides an in-depth overview of our academy's educational philosophy, curriculum, learning management system, and expectations for remote learning. We emphasize the key characteristics of successful remote learning, including time management skills, self-discipline, effective communication, and the importance of creating a conducive learning environment at home.

Individualized Family Consultations: We offer personalized consultations with families to discuss their child's individual learning needs, goals, and any concerns they may have about remote learning. These consultations provide an opportunity to tailor support strategies and address specific challenges that families may encounter.

Technology Training and Support: Recognizing that technology plays a crucial role in remote learning, we provide comprehensive training and ongoing support to families on using our learning management system, digital tools, and communication platforms. This ensures that families feel comfortable navigating the virtual environment and can effectively support their child's learning.

Ongoing Communication and Engagement

Regular Newsletters and Updates: We disseminate regular newsletters and updates to parents and guardians, providing information about upcoming events, curriculum changes, student progress reports, and resources for supporting remote learning at home.

Virtual Parent-Teacher Conferences: We host virtual parent-teacher conferences throughout the academic year to discuss student progress, address any concerns, and collaboratively develop strategies for supporting student success. These conferences provide a platform for open communication and collaboration between families and educators.

Online Parent Forums and Support Groups: We facilitate online parent forums and support groups where families can connect with one another, share experiences, and learn from each other's successes and challenges in navigating remote learning. These virtual communities foster a sense of belonging and provide a valuable support network for families.

Social Media Engagement: We maintain an active presence on social media platforms, sharing tips



and resources for remote learning, highlighting student achievements, and engaging in dialogue with families about their experiences and suggestions for improvement.

Resource Hub and Educational Materials

Remote Learning Resource Hub: We provide a comprehensive online resource hub that houses a wealth of information and materials for parents and guardians, including tips for creating a productive learning environment at home, strategies for supporting self-directed learning, guides on time management and organization, and resources for addressing common challenges in remote learning.

Educational Webinars and Workshops: We host regular webinars and workshops for parents and guardians, covering topics such as effective communication with teachers, strategies for supporting student motivation, and tips for promoting digital citizenship and online safety.

Personalized Learning Plans and Progress Reports: We provide families with access to their child's personalized learning plan and regular progress reports, ensuring transparency and allowing them to track their child's academic growth and development.

Fostering a Collaborative and Supportive Community

Open Communication Channels: We encourage open communication between families and educators, providing multiple channels for families to reach out with questions, concerns, or suggestions. This includes email, phone calls, virtual office hours, and online messaging platforms.

Parent-Teacher Collaboration: We promote collaboration between parents and teachers, encouraging them to work together to develop personalized learning strategies and support student success.

2hr Learning Online Academy is dedicated to empowering families with the knowledge, tools, and support they need to navigate the remote learning environment successfully. Through our comprehensive onboarding programs, ongoing communication and engagement initiatives, resource hub, and collaborative community-building efforts, we ensure that families feel confident and equipped to support their children's academic journey and foster a love for learning that extends beyond the virtual classroom.

Q110.

Describe any school nutrition services provided to students.



As a fully virtual school, 2hr Learning Online Academy does not have a cafeteria or provide any on-site meal services. Our students learn remotely and are responsible for their own meals and snacks throughout the school day. This allows families the flexibility to choose food options that best suit their individual needs and preferences.

We are in active discussions with HumanCo, a mission-driven company that invests in and builds brands focused on healthier living and sustainability. HumanCo's CEO, Jason Karp, shares our academic vision and we are planning on integrating a health and nutrition focused set of workshops for our students.

Q111. Describe any transportation services provided to students.

2hr Learning Online Academy operates as a fully virtual school, delivering all instruction and learning activities online. As such, we do not offer any transportation services for our students. Our virtual model eliminates the need for physical commutes, allowing students to access their education from the comfort and safety of their homes or any location with a reliable internet connection.



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

2hr Learning Online Academy enables K-8 students to unlock their potential by delivering personalized, AI technology-driven education, providing measurable academic excellence, skill development, and passion exploration within a supportive online community.

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



As leaders in online education, 2hr Learning Online Academy will set new standards, unlocking student potential. Students will exemplify our core values, possessing a passion for learning, being self-driven, and embracing new challenges. With our mastery-based and adaptive learning technologies, they will excel academically while using the freed up time to develop essential skills like critical thinking, problem-solving, and creativity.

Our successful students are proof of our effective learning model, which leverages advanced technologies and motivational models for personalized education. It is widely accepted that personalized, one-on-one tutoring leads to the best academic outcomes for all students – from at-risk to gifted and in-between. Unfortunately this has been prohibitively expensive, but that can change with generative AI technology. According to NWEA MAP testing, students in our affiliated schools in Texas, utilizing 2hr Learning's technology platform, are learning an average of 2.6 times faster and placing in the top 2% nationally, and the students in our virtual charter school will accomplish similar results. While mastering the core academic content in just 2 hours, they will use the hours opened up for life skill development, which many parents value as much – or more – than core curriculum performance.

As 2hr Learning Online Academy grows, it will drive change across the educational landscape, inspiring other institutions to adopt personalized, adaptive learning models. We will collaborate with myriad educational partners and communities to promote a tech-driven, student-centered educational model, aiming for a future where all kids have access to quality, personalized, and holistic education for lifelong success.

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



At 2hr Learning Online Academy, our vision is to redefine the educational landscape by providing a transformative learning experience that prepares students not only for academic success but also for lifelong personal and professional growth. We envision a school where each student achieves their full potential through a personalized, efficient, and engaging educational journey.

Operationalizing the Vision:

Innovative Learning Model:

Our school operates on a groundbreaking educational model where students learn twice as much in two hours per day. This model combines high academic standards with cutting-edge technology to deliver personalized, mastery-based education that adapts to the individual learning pace of each student.

Comprehensive Life Skills Development:

Beyond academic excellence, our school emphasizes the development of essential life skills such as critical thinking, problem-solving, leadership, and digital literacy. Our curriculum includes dedicated life skills workshops that prepare students for real-world challenges and opportunities.

Global Classroom:

Leveraging our online platform, we offer a global classroom environment that brings together students from diverse backgrounds. This exposure fosters cultural understanding and collaboration, preparing students to thrive in a globally connected world.

Community and Stakeholder Engagement:

We actively engage with parents, community members, and industry leaders to enrich our educational offerings. Partnerships with local businesses and organizations provide students with internship opportunities, mentorship, and access to professional networks.

Sustainable Practices:

Our school is committed to sustainability, both environmentally and operationally. We utilize green technologies and promote practices that minimize our ecological footprint, while also ensuring the long-term sustainability of our educational programs.

Continuous Innovation and Improvement:

We are committed to continuous improvement and innovation in education. Our school regularly updates its curriculum and teaching methods to incorporate the latest educational research and technology, ensuring that we remain at the forefront of educational innovation.

Inclusive Education:

We provide an inclusive education that is accessible to all students, including those with special



needs. Our programs are designed to be flexible and accommodating, ensuring that every student has the tools and support they need to succeed.

Preparation for the Future:

Our school prepares students for the future by integrating advanced technologies like AI and machine learning into the curriculum. This not only enhances learning but also equips students with the skills necessary for success in the digital age.

In achieving this vision, 2hr Learning Online Academy will be recognized as a leader in innovative and effective online education, where students are empowered to learn, grow, and succeed in all aspects of their lives.

Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



North Carolina's Parental Demand for Educational Alternatives:

North Carolina's above-average enrollment rate in charter schools, standing at 8.6% compared to the national average of 6.5%, signals a strong desire among parents for alternatives to traditional public schools. This trend suggests an openness to innovative educational approaches and a recognition of the diverse needs of students. Parents are actively seeking options that cater to individual learning styles, offer flexibility, and provide a supportive environment for their children to thrive. This data, sourced from the National Center for Education Statistics, reinforces our belief that 2hr Learning Online Academy's personalized, mastery-based learning model would resonate with North Carolina families seeking a transformative educational experience for their children.

Demand for Virtual Alternatives is Significant:

In 2020, the two virtual charter academies in North Carolina reported waitlists of approximately 10,000 students. In response to that, enrollment was increased by approximately 4,000 students. Additionally, the North Carolina legislature passed a bill last year allowing for the creation of new remote charter academies, acknowledging this continued demand. Whether it is the safety, family involvement, flexibility, or convenience, it is clear a wide cross-section of parents are seeking out an alternative to the traditional classroom model.

2hr Learning's App-based will have Broad Appeal

Our affiliate schools utilizing 2hr Learning's technology platform have academic outcomes that speak for themselves, stemming primarily from the AI-based one-to-one planning enabled by our technology platform:

- Our students are learning 2.6x the national average according to MAPs testing
- The gifted top 20% were able to learn an amazing 6.5x
- Last year in our Brownsville campus, with a significant number of low-SES students, we took our 2nd grade average from a 33rd percentile in math to 84th percentile in one year

We are confident parents interested in educational results will seek out our offering given the results of virtual charter alternatives to date.

Q116. 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 in grades 9-12).

The total projected enrollment will be 500 in year one and 3,000 ultimately. As our enrollment will be statewide, North Carolina has approximately 1 million K-8 students which means we would comprise 0.05% in year one and 0.3% ultimately



Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



2hr Learning Online Academy offers a highly innovative and personalized educational experience that sets it apart from traditional public schools. The school's core philosophy is built on three key pillars: ensuring students love school, enabling accelerated learning where students learn twice as much in two hours per day, and emphasizing the development of crucial life skills alongside academics.

One of the most distinctive aspects of 2hr Learning Online Academy is its use of adaptive learning technology and AI to create personalized learning paths for each student. This approach allows students to progress at their own pace, focusing on content that is appropriately challenging for their individual level. By tailoring the learning experience to each student's needs and abilities, the school aims to maximize engagement and academic growth. The goal is for students to achieve learning outcomes at twice the rate of traditional schools, while spending two hours per day on core academics.

Another key differentiator is the school's focus on mastery-based learning. Students are required to demonstrate a deep understanding of a subject before moving on to more advanced topics. This ensures that students build a strong foundation in each subject area, rather than simply moving through content at a fixed pace. The school's use of continuous assessment and data-driven instruction allows teachers to closely monitor each student's progress and provide targeted support as needed.

The school's innovative use of technology extends beyond its personalized learning platform. 2hr Learning Online Academy leverages advanced educational technologies to create an immersive and interactive online learning environment. Students have access to virtual laboratories, electronic field trips, and collaborative online tools that enhance the learning experience. The school also provides comprehensive training and support to ensure that all students and families are comfortable and proficient in navigating the online learning platform.

In addition to its personalized and mastery-based approach to academics, 2hr Learning Online Academy places a strong emphasis on developing essential life skills. The school dedicates significant time each day to project-based learning workshops where students engage in hands-on activities to develop skills such as critical thinking, problem-solving, collaboration, and communication. These workshops cover a wide range of topics, including entrepreneurship, public speaking, and financial literacy. By prioritizing these life skills alongside traditional academics, the school aims to prepare students not just for academic success, but for the challenges and opportunities they will face in their personal and professional lives.

Another unique aspect of 2hr Learning Online Academy is its approach to teacher roles and responsibilities. Because students are able to receive personalized learning via our technology platform, adults are freed up to spend their time serving as mentors, coaches, and facilitators of learning. These guides are trained to provide personalized support and guidance to each student, helping them navigate challenges, set goals, and develop a growth mindset. This approach aligns with the school's philosophy of fostering student ownership and self-directed learning.



Finally, 2hr Learning Online Academy is committed to creating a strong sense of community and connection despite the virtual nature of its program. The school offers regular opportunities for student collaboration, social interaction, and community building. This includes virtual clubs, group projects, and online social events that help students form meaningful relationships with their peers and feel a sense of belonging within the school community.

In summary, 2hr Learning Online Academy's unique combination of personalized learning, mastery-based progression, life skills development, advanced technology integration, and supportive community sets it apart from traditional public school options. By providing a learning experience that is tailored to each student's individual needs, engages them in meaningful and relevant content, and equips them with the skills and mindsets needed for lifelong success, 2hr Learning Online Academy has the potential to be a highly effective and transformative educational option for North Carolina students.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



We mentioned above that it is clear North Carolina has significant parental demand for educational alternatives in general and especially virtual options. Our co-founder, MacKenzie Price, ran an online survey about interest in virtual charter options. Admittedly her audience is national and some might snub their noses at online surveys, but there were a thousand respondents in less than 24 hours showing 92% support!

We have researched additional factors that we believe are driving demand for our offering.

Addressing Funding Challenges and Providing a Viable Solution:

North Carolina's public schools face the challenge of below-average funding per student, with a significant gap compared to the national average. This funding disparity, as highlighted by the Education Data Initiative and Kids Count Data Center, affects the quality of facilities, resources available to students, and the overall educational opportunities provided. 2hr Learning Online Academy's virtual model presents a cost-effective and sustainable solution that addresses this funding challenge. By eliminating the need for physical infrastructure and leveraging technology efficiently, we can allocate resources directly towards student learning and individualized support, providing a high-quality education that complements and enhances the existing educational landscape.

Optimizing Student-to-Educator Ratios for Personalized Learning:

North Carolina's public schools experience larger class sizes and above-average student-to-educator ratios, limiting opportunities for individualized attention and support. 2hr Learning Online Academy's virtual model, with its emphasis on small group instruction and personalized learning pathways, directly addresses this concern. By maintaining low student-to-educator ratios for virtual environments, we ensure that each student receives the focused attention and support they need to excel academically and develop essential life skills. This personalized approach fosters a learning environment where students feel valued, understood, and empowered to reach their full potential.

Elevating Academic Achievement through a Customized Approach:

While North Carolina demonstrates average test scores, there is a significant opportunity to elevate academic achievement through a more customized and engaging approach to learning. 2hr Learning Online Academy's AI-driven platform and mastery-based learning model provide students with a personalized learning experience that caters to their individual needs and pace. This approach, coupled with our focus on fostering a love for learning, has resulted in exceptional academic outcomes in our affiliated schools, with students consistently learning 2x+ national averages. By offering this innovative model in North Carolina, we aim to contribute to raising the bar for academic excellence and empowering students to reach new heights in their educational journeys.

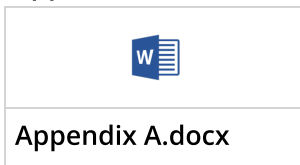


- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Appendix A.docx

Uploaded on
4/26/2024 by **Andrew
Maroun**

9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- ☒ Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- ☒ Hold schools accountable for meeting measurable student achievement results.
- ☒ Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- ☒ Improving student learning.
- ☒ Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- ☒ Encourage the use of different and innovative teaching methods.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



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

2hr Learning Online Academy handles the core academic subject matter with online applications powered by the latest AI technology. The technology creates custom learning plans for each student, meeting them where they are. Teachers today face an impossible challenge meeting the needs of students that are several grade levels below or above target. In our model, the technology frees teachers (we call them guides) from this struggle, giving them time in the day to own the development and delivery of impactful life-skills workshops in the afternoon.

Hold schools accountable for meeting measurable student achievement results:

2hr Learning Online Academy is committed to holding itself accountable for measurable student achievement. Our mastery-based learning approach, supported by adaptive technology, ensures that students demonstrate proficiency in each subject before progressing. We utilize regular formative and summative assessments, including the NWEA MAP Growth test, to track student progress and inform instruction. And our results to date are amazing. Students at our affiliated in-person private schools are learning more than 2x the national average pace. Our commitment to data-driven decision making and continuous improvement allows us to maintain high standards of academic performance and ensure that every student achieves growth.

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

As a virtual charter school, 2hr Learning Online Academy expands the educational choices available to families within the public school system. Our innovative model, which combines accelerated learning in core subjects with project-based workshops focused on life skills development, offers a unique alternative to traditional brick-and-mortar schools. By leveraging technology and adaptive learning strategies, we provide a personalized educational experience that caters to each student's individual needs, interests, and learning pace.

Improving student learning:

At the core of 2hr Learning Online Academy's mission is a commitment to improving student learning. Our educational philosophy is grounded in the belief that students learn best when they are engaged, challenged, and given ownership of their learning journey. By combining mastery-based progression in core subjects with real-world application through project-based learning, we foster deep understanding and the development of critical thinking and problem-solving skills. Our focus on life skills such as leadership, collaboration, and communication prepares students for success beyond the classroom.

Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

2hr Learning Online Academy is dedicated to increasing learning opportunities for all students, with a particular focus on meeting the needs of at-risk and gifted learners. Our personalized learning approach, facilitated by adaptive technology, allows us to meet each student where they are and provide the appropriate level of challenge and support. For at-risk students, our mastery-



based model ensures that they develop a strong foundation in core subjects, while our emphasis on life skills helps build confidence and resilience. For gifted students, our accelerated learning pathway and project-based workshops provide opportunities for advanced exploration and creative problem-solving.

Encourage the use of different and innovative teaching methods:

Innovation is at the heart of 2hr Learning Online Academy's approach to education. We embrace the use of cutting-edge technology and research-based instructional strategies to create a dynamic and engaging learning environment. Our teachers, known as Guides, serve as facilitators of learning, leveraging adaptive software and real-time data to personalize instruction for each student. Through our project-based workshops, students engage in hands-on, collaborative learning experiences that foster creativity, critical thinking, and real-world application. By continuously seeking out and implementing innovative teaching methods, we ensure that our students are prepared for the rapidly evolving demands of the 21st century.

9.3. Goals for the Proposed Charter School

Q122. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Operational Goals:

Year 1: Enroll 500 students in grades 5-8. Achieve 90%+ student retention.

Year 2: Expand to 1000 students in grades 3-8. Maintain 90%+ retention.

Year 3: Grow to 2000 students in grades K-8. Sustain 90%+ retention rate.

Years 4-5: Maintain full K-8 enrollment with 90%+ retention

The Head of School will report enrollment numbers and retention rates to the board quarterly. Key metrics will be shared with stakeholders annually.

Academic Goals:

Year 1: 80% of students achieve 1+ year of academic growth in reading and math.

Year 2: 85% of students achieve 1+ year of growth in all subjects. School achieves an "A" rating.

Year 3: 90% achieve 1+ year growth in all subjects. Maintain an "A" rating. Outperform state averages.

Years 4-5: Sustain 90%+ achieving 1+ year growth in all subjects. Rank in top 10% of NC schools.

Academic progress will be analyzed quarterly by school leadership and reported to the board. Annual academic results will be communicated to families and stakeholders.

Financial Goals:

Years 1-5: Operate with a balanced budget and build a reserve fund equal to no less than 15% of annual expenditures. We will have clean annual audits with no significant deficiencies each year.

Monthly financial reports will be reviewed by the board treasurer and quarterly financial statements presented at board meetings. Annual budgets and audit results will be shared with stakeholders.

Governance Goals:

Years 1-5: Maintain full board with diverse expertise. 90%+ board member attendance at meetings. 100% compliance with Open Meeting Law and all bylaws/policies.

The board will self-evaluate its performance annually. Board meeting minutes and attendance will be posted publicly per Open Meeting Law.

In summary, the school will set and strive to achieve ambitious operational, academic, financial and governance goals. The governing board will receive quarterly progress reports, supplemented by detailed annual results shared transparently with all stakeholders. This regular communication will enable data-driven decision-making to keep the school on track to achieve its mission.

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The 2hr Learning Online Academy's governing board will utilize a multi-faceted approach to gauge the school's progress towards achieving its mission statement. This approach involves assessing student outcomes, monitoring program implementation, and gathering stakeholder feedback to ensure the school effectively delivers personalized, engaging education, leading to academic excellence and the development of essential skills within a supportive online community.

Student Outcomes:

Academic Performance: Closely monitoring student performance on standardized tests, benchmark assessments, and course-specific evaluations will be crucial in determining if students are excelling academically and achieving the expected learning outcomes. Analyzing year-to-year trends and comparing performance against state or national averages will provide insights into the effectiveness of the 2hr Learning model in accelerating student learning.

Life Skills Development: Evaluating student progress in acquiring essential life skills such as critical thinking, problem-solving, collaboration, and communication will be key in determining if the program is effectively preparing students for real-world challenges. This evaluation will involve assessing student performance in project-based learning activities, workshops, and presentations, looking for evidence of skill development and practical application of knowledge.

Student Engagement and Satisfaction: Regularly measuring student engagement through attendance data, participation in online discussions and activities, and completion of assignments will be crucial in understanding if the online learning environment is fostering a love for learning and maintaining student motivation. Surveys and feedback mechanisms will provide insights into student satisfaction with the program, the online platform, and the support provided by educators.

Program Implementation:

Curriculum Alignment: The governing board will continuously assess the alignment of the curriculum with the school's mission and vision, ensuring it reflects the core principles of personalized learning, mastery-based progression, and life skills development. Regular reviews will evaluate the effectiveness of the curriculum in meeting student needs and achieving desired learning outcomes.

Technology Integration: The board will monitor the effective integration of technology into the learning process, ensuring that the online platform and digital tools are user-friendly, accessible to all students, and contribute to a positive learning experience. This will involve assessing the reliability of the technology, its effectiveness in supporting personalized learning, and its alignment with current best practices in online education.

Instructional Effectiveness: Evaluating the effectiveness of instructional practices in the online environment will be a key focus. The board will review teacher performance data, observe virtual classrooms, and gather feedback from students and parents to ensure that instruction is engaging, differentiated to meet individual needs, and promotes a love for learning.

Stakeholder Feedback:

Student and Parent Surveys: Regularly conducting surveys and focus groups with students and



parents will provide valuable insights into their experiences with the school, their satisfaction with the program, and areas for improvement. This feedback will be used to inform adjustments to the curriculum, instructional practices, and the overall online learning environment.

Teacher Input: Gathering feedback from teachers on the effectiveness of the curriculum, the online platform, and the support provided by the school will be crucial in identifying areas for improvement and ensuring that teachers feel equipped to deliver high-quality online education.

Community Engagement: Engaging with community partners, educational experts, and other stakeholders will provide external perspectives on the school's progress and its impact on the broader community. This feedback will be used to assess the school's alignment with community needs and to identify potential areas for collaboration and growth.

By utilizing this comprehensive approach to evaluate student outcomes, monitor program implementation, and gather stakeholder feedback, the 2hr Learning Online Academy's governing board will be able to effectively assess the school's progress towards achieving its mission. This data-driven and feedback-oriented approach will ensure that the school continuously adapts and improves, remaining true to its core values of personalized learning, academic excellence, and the development of essential skills within a supportive online community.



10. Educational Plan

10.1. Instructional Program

Q124. 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



2hr Learning Online Academy, a proposed virtual charter school for grades K-8, is built upon a revolutionary instructional program designed to empower students to learn twice as fast as traditional methods while fostering a love for learning and essential life skills. This unique approach caters to the diverse needs of our targeted student population, ensuring academic excellence and preparing them for success beyond the classroom.

Major Instructional Methods: A Blend of Technology and Personalized Guidance

At the heart of our instructional program lies a synergistic blend of advanced technology and personalized guidance from dedicated educators, creating a dynamic and engaging learning experience for each student.

Adaptive Learning Technology: We utilize cutting-edge adaptive learning software that tailors the curriculum to each student's individual needs and learning pace. This technology assesses students' strengths and weaknesses, adjusting the difficulty and pace of lessons to ensure optimal challenge and engagement. This personalized approach allows students to progress at their own speed, mastering concepts before moving on to more advanced material.

Project-Based Learning: Given the above technology, most students can master core curriculum in just 2 morning hours of focused, challenging learning. This frees up afternoon sessions which are dedicated to project-based learning workshops where students apply their academic knowledge and develop essential life skills through hands-on, real-world projects. These workshops foster collaboration, critical thinking, problem-solving, and creativity, preparing students for the challenges and opportunities of the 21st century.

Learn2Learn Workshops: We equip our students with the tools and strategies for effective self-directed learning through our Learn2Learn workshops. These workshops focus on developing metacognitive skills, critical thinking, and problem-solving abilities, empowering students to become independent learners who can effectively manage their own learning journeys.

Mastery-Based Learning: Our instructional program operates on a mastery-based learning model, where students must demonstrate a deep understanding of a subject before moving on to more advanced topics. This ensures that students build a solid foundation of knowledge and skills, promoting long-term academic success.

Guides as Mentors and Facilitators: Our educators serve as guides, mentors, and facilitators, providing personalized support and guidance to each student. They monitor student progress, offer feedback, and adapt instruction to meet individual needs. This personalized approach fosters a strong student-teacher relationship, creating a supportive and encouraging learning environment.

Assessment Strategies: A Multifaceted Approach to Measuring Progress and Growth

We employ a comprehensive assessment strategy that includes a variety of methods to effectively measure student progress, identify areas for improvement, and guide instructional decisions.

Formative Assessments: Ongoing formative assessments are integrated throughout the learning



process to provide real-time feedback to both students and teachers. These assessments include quizzes, class discussions, projects, and self-reflections, allowing teachers to adjust instruction and students to monitor their own learning.

Summative Assessments: Summative assessments, such as unit tests, end-of-course exams, and final projects, are used to evaluate student mastery of learning objectives at the end of a unit or course. These assessments are aligned with state standards and course objectives, providing a comprehensive measure of student learning outcomes.

Standardized Testing: We participate in state-mandated standardized testing to benchmark student performance against state and national averages. These results provide valuable insights into our program's effectiveness and areas for improvement.

Adaptive Assessments: Adaptive assessments are utilized to personalize the assessment experience for each student. These computer-based assessments adjust to the student's performance level, providing a more accurate measure of their abilities and identifying specific areas where they may need additional support.

Student Portfolios: Student portfolios serve as a showcase of student work and progress over time. These portfolios include a collection of assignments, projects, and self-reflections, providing a holistic view of each student's learning journey and growth.

Data-Driven Instruction: We utilize data from all assessments to inform instructional decisions and personalize learning for each student. Teachers analyze data to identify trends, adjust instruction, and provide targeted support where needed.

Meeting the Needs of Our Targeted Student Population: A Personalized and Flexible Approach
2hr Learning Online Academy's instructional program is designed to meet the diverse needs of our targeted student population, including:

Students Seeking an Alternative to Traditional Education: Our virtual model and personalized approach cater to students who thrive in a non-traditional learning environment. This includes students who may be under-challenged or unengaged in conventional school settings and those who benefit from a more flexible and self-directed learning experience.

Families Valuing Life Skills and Academic Excellence: Our program emphasizes not only academic achievement but also the development of essential life skills. This aligns with the values of families who believe in preparing their children for success beyond the classroom by equipping them with skills necessary for the real world.

Students from Diverse Backgrounds: Our virtual model and commitment to accessibility ensure that students from diverse socioeconomic backgrounds and geographical locations have access to a high-quality education.

Highly Motivated Students and Families: Our program is ideal for students and families who are



highly motivated and actively seeking a more engaging, effective, and efficient educational experience.

Students in Need of a Flexible Learning Environment: Our virtual model provides a flexible learning environment that caters to students with unique talents, interests, or learning needs. This includes gifted students, students with entrepreneurial aspirations, and those with creative talents seeking an environment that fosters their growth.

Students with Disabilities: We provide comprehensive support services and accommodations to ensure that students with disabilities have access to a high-quality education that meets their individual needs.

English Language Learners: We offer language support services and resources to help English Language Learners succeed in our program.

By embracing a personalized, mastery-based approach, utilizing innovative technology, and fostering a supportive online community, 2hr Learning Online Academy's instructional program is poised to empower students to achieve academic excellence, develop essential life skills, and become lifelong learners prepared for success in the 21st century.

Q125. Will the proposed charter school serve a single-sex student population?

- ☐ Yes
- ☒ No

Q129. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



2hr Learning Online Academy will operate as a fully virtual charter school, eliminating the constraints of traditional classroom settings and embracing the flexibility and personalized learning opportunities afforded by technology. This virtual environment fosters a dynamic and engaging learning experience for students across all grade spans, allowing them to progress at their own pace, explore their passions, and develop essential skills in a supportive online community.

Virtual Classrooms: A Personalized Learning Hub

The core of our learning environment is the virtual classroom, a dynamic online space where students engage with the curriculum, collaborate with peers, and receive personalized guidance from their teachers. Each virtual classroom is designed to cater to the specific needs of the grade level it serves, fostering a sense of community and belonging within the online setting.

Elementary School (Grades K-5): Building a Strong Foundation

In the elementary grades, our virtual classrooms provide a nurturing and supportive environment where students build a strong foundation in core academic subjects while developing essential learning skills. Class sizes are kept small, with a teacher-to-student ratio of 1:33, ensuring that each student receives individual attention and personalized support. The virtual classrooms are structured to create a sense of routine and consistency, which is crucial for young learners. Daily schedules include a mix of live virtual lessons, interactive activities, independent practice time, and opportunities for collaboration with peers. Teachers use engaging digital tools, such as virtual manipulatives, educational games, and interactive simulations, to bring the curriculum to life and cater to diverse learning styles.

Middle School (Grades 6-8): Fostering Independence and Exploration

As students transition to middle school, our virtual classrooms encourage greater independence and exploration while continuing to provide a supportive learning environment. Class sizes remain small, allowing teachers to personalize instruction and provide individual guidance as students delve deeper into more complex academic concepts. The virtual classrooms offer a blend of synchronous and asynchronous learning activities, including live discussions, collaborative projects, and self-paced learning modules. This approach fosters critical thinking, problem-solving, and time management skills, preparing students for the academic rigors of high school.

Technology: The Foundation of Our Virtual Learning Environment

Technology plays a pivotal role in enabling our virtual learning environment and ensuring a seamless and engaging learning experience for all students. Our Learning Management System (LMS) provides a central hub for accessing course materials, submitting assignments, participating in discussions, and tracking progress. We utilize adaptive learning technologies that personalize instruction based on individual student needs and learning pace. The platform is accessible from any device with an internet connection, allowing students to learn from anywhere



at any time. We provide technical support and training to ensure that both students and teachers are comfortable using the technology and can maximize its potential for learning.

A Supportive Online Community

Beyond academics, 2hr Learning Online Academy fosters a strong sense of community within the virtual environment. Students have opportunities to connect with their peers through online forums, virtual clubs and activities, and collaborative projects. Teachers facilitate regular virtual class meetings and hold virtual office hours to provide individual support and guidance. Parents are actively involved in the school community through regular communication with teachers, participation in virtual events, and access to online resources. This supportive online community creates a sense of belonging and connectedness, which is crucial for student success in a virtual learning environment.

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



2hr Learning Online Academy's curriculum is meticulously designed to align seamlessly with our proposed charter school's mission, targeted student population, and the North Carolina Accountability Model. Our mission centers on providing a transformative educational experience where students develop a love for learning, achieve accelerated academic growth, and acquire essential life skills. We target students who are eager to learn at their own pace, families who value both academic excellence and life skills development, and communities with diverse educational needs.

Our curriculum directly supports this mission by:

Personalized Learning: Utilizing adaptive learning technologies and AI-driven platforms, we personalize the learning experience for each student, catering to their individual pace, strengths, and interests. This approach resonates with students who may feel unchallenged or disengaged in traditional settings and empowers them to take ownership of their learning journey.

Accelerated Learning: Our 2-hour learning model, supported by mastery-based learning and cutting-edge educational technologies, allows students to learn twice as much in half the time typically required in traditional settings. This directly addresses the needs of families seeking an efficient and effective educational approach for their children.

Life Skills Development: Project-based learning workshops are integrated into the afternoons, focusing on essential life skills such as teamwork, leadership, entrepreneurship, and financial literacy. This aligns with the values of families who believe in preparing their children for success beyond the classroom.

Accessibility and Inclusivity: We are committed to providing equitable access to education for all students, regardless of their background or learning style. Our online platform eliminates geographical barriers and allows for personalized learning pathways that cater to diverse learning needs. This directly addresses the needs of communities with varied academic performance levels and ensures that all students have the opportunity to succeed.

Evidence of Curriculum Success

The 2hr Learning model has demonstrated remarkable success with our target student population, as evidenced by:

High Academic Achievement: Standardized testing of students at our affiliated private schools consistently show they are learning 2x+ the national average, showcasing the effectiveness of our accelerated learning approach.

Increased Student Engagement: Personalized learning and project-based activities have led to higher levels of student engagement and motivation. Students report feeling more excited about learning and take greater ownership of their educational journey.

Improved Life Skills: Students demonstrate significant growth in essential life skills, such as communication, collaboration, problem-solving, and critical thinking, as a result of our project-based learning workshops.

Positive Parent and Community Feedback: Parents and community members express high satisfaction with the 2hr Learning model, praising its effectiveness in promoting academic achievement, student engagement, and life skills development.



Driving Academic Improvement

2hr Learning Online Academy's curriculum is designed to drive academic improvement for all students by:

Data-Driven Instruction: Continuously collecting and analyzing student data to identify areas for improvement and personalize instruction to meet individual needs.

Targeted Interventions: Implementing targeted interventions and support systems for students who are struggling or falling behind.

High-Quality Instruction: Employing highly qualified and experienced educators who are trained in online teaching methodologies and dedicated to student success.

Rigorous Curriculum: Aligning our curriculum with the North Carolina Standard Course of Study to ensure students are prepared for success in college and careers.

Continuous Improvement: Regularly reviewing and refining our curriculum and instructional practices based on data, feedback, and best practices in online education.

Closing Achievement Gaps

2hr Learning Online Academy is committed to closing achievement gaps by:

Personalized Learning: Tailoring instruction to meet the individual needs of each student, regardless of their background or learning style.

Equitable Access: Providing all students with access to high-quality educational resources and opportunities.

Culturally Responsive Teaching: Implementing teaching practices that are responsive to the diverse cultural backgrounds of our students.

Support for English Language Learners: Providing specialized support and resources for English Language Learners to ensure their academic success.

Special Education Services: Meeting the needs of students with disabilities through Individualized Education Programs (IEPs) and 504 plans, ensuring they receive appropriate accommodations and support services.

Data-Driven Interventions: Using data to identify achievement gaps and implement targeted interventions to address the specific needs of underperforming student groups.

We believe that our curriculum, combined with our commitment to personalized learning, data-driven instruction, and equitable access, will effectively close achievement gaps and ensure that all students have the opportunity to reach their full potential. We are confident that 2hr Learning Online Academy will make a significant positive impact on the educational landscape of North Carolina by providing a transformative and successful learning experience for all students.

Q131. 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 for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



2hr Learning Online Academy's educational approach is rooted in a deep understanding of the unique needs of our targeted student population and the effectiveness of specific instructional strategies in an online environment. We prioritize student-centered learning, personalized pathways, and the integration of technology to foster a love for learning, accelerate academic growth, and cultivate essential life skills. To achieve these goals, we expect our teachers to master and implement a range of evidence-based instructional strategies tailored to the developmental stages and learning styles of students across the elementary and middle school grade spans.

Elementary School (Grades K-5):

Personalized Learning with Adaptive Technology: Recognizing that elementary school students come with diverse learning styles and paces, we integrate adaptive learning technologies as a cornerstone of instruction. These technologies personalize learning paths, adjusting the difficulty and pace of lessons based on each student's performance and progress. This ensures that students are constantly challenged at their optimal level, preventing boredom or frustration, and fostering a sense of ownership over their learning journey.

Play-Based Learning and Gamification: We understand the importance of play in early childhood development and learning. Our teachers incorporate play-based learning activities and gamification elements into their lessons, making learning fun and engaging for young learners. This approach not only enhances motivation and retention but also promotes the development of essential skills such as problem-solving, critical thinking, and collaboration.

Project-Based Learning: Elementary school is a crucial time for developing foundational skills and exploring different interests. Our teachers utilize project-based learning to provide students with opportunities to apply their knowledge and skills in real-world contexts. This approach fosters creativity, critical thinking, and collaboration while allowing students to delve deeper into topics that spark their curiosity.

Explicit Instruction and Scaffolding: We recognize that young learners often require explicit instruction and scaffolding to master new concepts. Our teachers provide clear and concise explanations, modeling, and guided practice to support students in their learning journey. This ensures that students build a strong foundation in core subjects and develop the necessary skills to become independent learners.

Middle School (Grades 6-8):

Inquiry-Based Learning: As students transition to middle school, their cognitive abilities and desire for intellectual exploration expand. Our teachers embrace inquiry-based learning, encouraging students to ask questions, investigate problems, and draw their own conclusions. This approach fosters critical thinking, problem-solving skills, and a deeper understanding of complex concepts.

Collaborative Learning: Middle school is a time for developing social and emotional skills alongside academic growth. Collaborative learning activities are integrated into our curriculum, encouraging students to work together, share ideas, and learn from one another. This approach not only enhances academic outcomes but also promotes teamwork, communication, and interpersonal skills.



Technology Integration for Deeper Learning: Technology is not just a tool for delivering content; it's a catalyst for deeper learning and engagement. Our teachers utilize various technology tools, such as simulations, virtual labs, and online collaboration platforms, to enhance the learning experience and provide students with opportunities to explore concepts in interactive and engaging ways.

Differentiated Instruction: We recognize that middle school students have diverse learning styles and needs. Our teachers employ differentiated instruction strategies to cater to these individual differences. This may involve providing students with choices in how they learn, offering tiered assignments, or utilizing various instructional materials and resources.

By mastering and implementing these instructional strategies, our teachers create a dynamic and engaging learning environment that fosters academic excellence, personal growth, and a lifelong love for learning among our targeted student population.

Rationale for Increased Academic Achievement:

These instructional strategies are expected to result in increased academic achievement for our targeted student population because they are:

Student-Centered: The focus is on individual student needs, interests, and learning styles, leading to greater engagement and motivation.

Evidence-Based: These strategies are supported by research and have been shown to be effective in improving student outcomes.

Aligned with Development: They are tailored to the developmental stages and cognitive abilities of students in each grade span.

Technology-Enhanced: The integration of technology allows for personalized learning experiences, interactive activities, and access to a wider range of resources, leading to deeper understanding and engagement.

Data-Driven: The use of data to inform instruction and track progress allows for timely interventions and adjustments to support student success.

2hr Learning Online Academy is confident that our approach to instruction, combined with our commitment to ongoing teacher development and support, will result in significant academic growth and achievement for all students.

Q132. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



2hr Learning Online Academy's instructional plan and graduation requirements are meticulously designed to ensure that students are not only well-prepared to transition from grade to grade but also equipped with the necessary skills and knowledge to successfully navigate the transition to the next grade span upon program completion. Our approach is rooted in a personalized, mastery-based learning model that emphasizes both academic excellence and the development of essential life skills. This comprehensive framework ensures that students progress through their educational journey at a pace that is appropriate for their individual needs and aspirations, while simultaneously building a strong foundation for future success.

A Personalized Pathway to Mastery: The Foundation of Student Readiness

At the core of 2hr Learning Online Academy's instructional plan is a personalized, mastery-based learning model. This approach recognizes that students learn at different paces and possess diverse learning styles. Instead of adhering to a rigid, one-size-fits-all curriculum, we tailor each student's educational journey to their individual strengths, interests, and needs. This personalization ensures that students are engaged and challenged appropriately, fostering a sense of ownership and responsibility for their learning.

Our mastery-based approach further reinforces student readiness for transitions. Students are required to demonstrate a deep understanding of core concepts and skills before progressing to more advanced material. This ensures that they build a solid foundation of knowledge and are not simply pushed through the curriculum without a genuine grasp of the material. Through continuous assessment and feedback, we identify areas where students may need additional support and provide targeted interventions to address any learning gaps. This individualized support system ensures that students are well-prepared to tackle the challenges of the next grade level.

Building a Bridge to Success: Life Skills as a Cornerstone of Transition Readiness

2hr Learning Online Academy recognizes that academic excellence alone is not sufficient to prepare students for success in life. Our curriculum goes beyond traditional academic subjects to encompass the development of essential life skills such as critical thinking, problem-solving, collaboration, communication, and self-directed learning. These skills are woven into the fabric of our instructional plan, providing students with opportunities to apply their knowledge in real-world contexts and develop the skills necessary to thrive in a rapidly changing world.

Our project-based learning approach is a cornerstone of our life skills development program. Students engage in hands-on projects that challenge them to think critically, collaborate effectively, and communicate their ideas persuasively. These projects foster creativity, innovation, and a growth mindset, empowering students to become self-directed learners who are capable of adapting to new challenges and opportunities. By developing these essential life skills, students are well-prepared to navigate the transitions from grade to grade and to the next grade span, as they possess the skills and confidence necessary to succeed in any environment.

A Seamless Transition: Graduation Requirements as a Stepping Stone

2hr Learning Online Academy's graduation requirements are designed to ensure that students



are not only academically proficient but also possess the necessary life skills and experiences to successfully transition to the next grade span. Our graduation requirements go beyond simply meeting state-mandated standards to encompass a holistic evaluation of each student's readiness for future challenges.

In addition to demonstrating mastery in core academic subjects, students are required to complete a capstone project that showcases their ability to apply their knowledge and skills in a real-world context. This project encourages students to think critically, solve problems creatively, and collaborate effectively with others. Through this culminating experience, students demonstrate their readiness for the next grade span and their ability to contribute meaningfully to their communities.

Continuous Support: A Network of Guidance for Every Transition

2hr Learning Online Academy recognizes that transitions can be challenging for students. We provide a comprehensive support system to ensure that students feel supported and empowered throughout their educational journey. Our educators and support staff are dedicated to providing individualized guidance and mentorship, helping students navigate the challenges and opportunities that come with each transition.

We also foster a strong sense of community within our virtual learning environment, encouraging collaboration and peer support. Students have opportunities to connect with classmates from different grade levels, sharing experiences and learning from one another. This supportive network provides a sense of belonging and helps students feel confident and prepared for each transition.

Conclusion: A Holistic Approach to Student Success

2hr Learning Online Academy's instructional plan and graduation requirements are designed to ensure that students are well-prepared for transitions from grade to grade and to the next grade span upon program completion. Through our personalized, mastery-based learning model, emphasis on life skills development, and comprehensive support system, we empower students to become self-directed learners who are equipped with the knowledge, skills, and confidence necessary to succeed in a rapidly changing world. Our commitment to providing a holistic education ensures that our students are not only academically proficient but also possess the essential life skills and experiences that will serve as a foundation for their future success.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



2hr Learning Online Academy's academic calendar is meticulously designed to seamlessly integrate with the core tenets of our mission and educational plan. The calendar's structure, encompassing five distinct sessions interspersed with breaks, directly reflects our commitment to providing an innovative, personalized, and efficient learning experience that fosters a love for learning, accelerates academic growth, and cultivates essential life skills.

Five Session Structure: Fostering Flexibility and Personalized Learning

The division of the academic year into five sessions, each lasting approximately nine weeks, is a deliberate departure from the traditional semester or trimester system. This structure embodies several key advantages that align with our educational philosophy:

Personalized Learning Pace: The shorter session lengths allow for greater flexibility in adjusting learning plans and pacing for individual students. This adaptability is crucial in our mastery-based learning model, where students progress based on their understanding and mastery of concepts rather than a rigid timeline. Students who grasp concepts quickly can move ahead without being held back by a traditional semester schedule, while those who require additional time and support can receive it without feeling rushed or pressured. This personalized approach fosters a deeper understanding of the material and promotes student confidence.

Focused Learning Periods: Each session provides a dedicated period for students to delve into specific subjects and projects without the distractions of switching between multiple topics over a longer semester. This concentrated approach enhances learning efficiency and allows students to fully immerse themselves in the material. Furthermore, the shorter session format helps maintain student engagement and motivation, as they can see clear progress and achieve mastery within a defined timeframe.

Regular Breaks for Rejuvenation: The strategic placement of breaks between sessions allows students to rest, recharge, and return to their studies with renewed focus and enthusiasm. These breaks also provide opportunities for students to pursue personal interests, engage in family activities, or participate in enrichment programs that complement their academic learning. This balance between focused learning periods and rejuvenating breaks is essential for preventing burnout and maintaining a healthy and sustainable approach to education.

Aligning with Mastery-Based Learning and Life Skills Development

The academic calendar's structure further aligns with our commitment to mastery-based learning and life skills development:

Mastery-Based Progression: The session format provides a clear timeframe for students to demonstrate mastery of specific learning objectives before moving on to more advanced concepts. This structure reinforces our belief that students should progress based on their understanding and skills rather than simply the passage of time. Furthermore, the regular assessments conducted at the end of each session provide valuable data for evaluating student progress and making necessary adjustments to learning plans.

Life Skills Workshops: The calendar incorporates dedicated time for project-based learning workshops focused on developing essential life skills such as teamwork, leadership, entrepreneurship, and public speaking. These workshops are typically scheduled in the



afternoons, allowing students to apply the knowledge and skills acquired during morning academic sessions to real-world challenges. The session format allows for in-depth exploration of these life skills and provides ample time for students to work on projects, collaborate with peers, and receive feedback from instructors.

Integration with Assessment and Continuous Improvement

The academic calendar plays a vital role in our assessment and continuous improvement processes:

Regular Assessment and Feedback: The end of each session marks a natural point for conducting summative assessments and evaluating student progress toward learning objectives. This regular assessment cycle provides valuable data for informing instruction, identifying areas where students may need additional support, and ensuring that our curriculum and teaching methods are effectively meeting the needs of our students.

Data-Driven Decision Making: The data collected through session assessments inform our continuous improvement efforts. We use this data to identify trends, evaluate the effectiveness of our programs, and make data-driven decisions about curriculum adjustments, instructional strategies, and resource allocation. This iterative process ensures that our academic program remains responsive to the evolving needs of our students and the ever-changing educational landscape.

Conclusion: A Calendar that Reflects Our Educational Values

In conclusion, 2hr Learning Online Academy's academic calendar is not simply a schedule of dates and events; it is a deliberate reflection of our core educational values and a powerful tool for achieving our mission. The calendar's structure, with its emphasis on flexibility, personalized learning, mastery-based progression, and life skills development, ensures that our students receive a transformative educational experience that prepares them for success in the 21st century. The calendar's alignment with our assessment and continuous improvement processes further demonstrates our commitment to providing a high-quality education that is responsive to the needs of our students and the demands of the ever-evolving world.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.



At 2hr Learning Online Academy, we believe in a unique and innovative approach to education that prioritizes student autonomy, personalized learning, and a balanced approach to academics and life skills development. Our virtual school day and week are carefully structured to maximize learning efficiency and effectiveness while ensuring that students have ample time to explore their passions and develop critical skills for future success.

A Focused and Efficient School Day

Our school day is designed to be concise yet comprehensive, allowing students to achieve significant academic progress in a concentrated period. The school day begins at 8:45 AM with a brief "Launch" session, a time for students to connect with their teachers and peers, set daily goals, and prepare for the day's learning activities. This is followed by a two-hour block dedicated to core academic subjects, including language arts, mathematics, science, and social studies. Each subject is allocated 30 minutes of focused learning time, allowing students to delve deeply into the material and make meaningful progress. This concentrated approach to academics ensures that students are actively engaged in their learning and are not overwhelmed by lengthy periods of instruction.

The two-hour core skills block is followed by a well-deserved break, allowing students to recharge and prepare for the afternoon's activities. The afternoon sessions are designed to be flexible and adaptable, catering to the diverse interests and needs of our students. Depending on the day of the week, students may engage in project-based learning workshops, collaborative teamwork activities, or personalized learning sessions focused on specific skills or areas of interest. These afternoon sessions provide students with opportunities to apply their academic knowledge in real-world contexts, develop critical life skills, and explore their passions. Some example workshops from our affiliate schools include Power Play, AFS/Quest, Legends, Norm Navigator.

The school day concludes at 3:30 PM with a brief closing session, allowing students to reflect on their learning, share their experiences, and prepare for the next day. This structured yet flexible approach to the school day ensures that students are actively engaged in their learning, achieve significant academic progress, and have time for personal growth and exploration.

A Week of Learning and Exploration

Our weekly schedule is designed to provide a balanced and enriching educational experience. The mornings are consistently dedicated to core academic subjects, ensuring that students receive a solid foundation in essential knowledge and skills. The afternoons offer a variety of activities that complement the morning's academic focus and cater to the diverse needs and interests of our students.

The workshops vary throughout the week. For example, on Monday, Wednesday and Friday, students might participate in "Learn to Learn" workshops focused on effective learning strategies. On Tuesday and Thursday the afternoon might instead include "Quest Teamwork" emphasizing collaboration and problem-solving skills through group projects and activities. Other workshops include "Power Play", "Legends", "Town Hall", "Check Chart", "Love of School" and many others.



This varied and dynamic weekly schedule ensures that students are exposed to a wide range of learning experiences, develop essential skills, and have ample opportunities for personal growth and exploration. The balance between academics and life skills development is crucial in preparing our students for success in the 21st century.

Optimal Learning Environment

Our daily and weekly schedule is designed to create an optimal learning environment for our students. The focused morning sessions ensure that students are actively engaged in their learning and achieve significant academic progress. The flexible afternoon sessions cater to the diverse interests and needs of our students, providing opportunities for exploration, creativity, and personal growth.

This balanced approach to education fosters a love for learning, promotes academic excellence, and prepares our students for success in the real world. The virtual nature of our school allows for flexibility and personalization, enabling students to learn at their own pace and in a way that best suits their individual learning styles. Our dedicated teachers provide continuous support and guidance, ensuring that every student reaches their full potential.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



As 2hr Learning Online Academy embarks on its inaugural year, focusing on grades K-4, the virtual environment will come alive with the dedication of both teachers and students. Let's explore a typical day for each:

Teacher:

Morning Preparation (8:00 AM - 8:45 AM): The teacher starts the day by reviewing the day's lesson plans, ensuring all materials and resources are readily accessible within the Learning Management System (LMS). They may also check for any student inquiries or messages that require attention.

Launch (8:45 AM - 9:00 AM): The teacher welcomes students to the virtual classroom, fostering a positive and engaging atmosphere. They guide a brief "Limitless Launch" session, encouraging students to set daily goals and promoting a growth mindset.

Core Skills Block (9:00 AM - 11:30 AM): The teacher leads students through the core academic subjects – Language Arts, Math, Science, and Social Studies – dedicating 30 minutes to each. They utilize a blend of interactive activities, multimedia resources, and personalized instruction to cater to diverse learning styles. The teacher actively monitors student engagement and provides immediate feedback and support.

Lunch and Planning (11:30 AM - 12:30 PM): During the lunch break, the teacher takes time for personal rejuvenation and reviews student progress. They may also use this time to plan for upcoming lessons, collaborate with colleagues, or address individual student needs.

Afternoon Workshops (12:30 PM - 3:15 PM): The teacher facilitates engaging workshops that focus on developing essential life skills, such as critical thinking, problem-solving, and collaboration. These workshops may involve project-based learning, group activities, or guest speaker sessions, providing students with opportunities to apply their knowledge in real-world contexts.

Wrap-Up and Feedback (3:15 PM - 3:30 PM): The teacher concludes the day by reviewing key learning points, addressing any remaining questions, and providing students with feedback on their progress. They also encourage students to reflect on their learning experiences and set goals for the next day.

Post-Class Activities (3:30 PM onwards): The teacher dedicates time to responding to student messages, grading assignments, providing personalized feedback, and preparing for upcoming lessons. They may also participate in professional development activities or collaborate with colleagues to enhance their online teaching practices.

Student:

Launch (8:45 AM - 9:00 AM): The student logs into the virtual classroom and joins the "Limitless Launch" session. They actively participate in setting daily goals and engage in discussions about their learning objectives.

Core Skills Block (9:00 AM - 11:30 AM): The student actively participates in lessons for each core academic subject. They engage with interactive activities, complete assignments, and interact with their teacher and peers through the online platform. The student receives immediate



feedback and support from the teacher, ensuring they understand the concepts and make progress towards their learning goals.

Lunch and Break (11:30 AM - 12:30 PM): The student enjoys a lunch break, taking time to relax and recharge before the afternoon sessions. They may also use this time to review their notes, catch up on any missed work, or engage in independent reading or other learning activities.

Afternoon Workshops (12:30 PM - 3:15 PM): The student actively participates in project-based learning workshops, collaborating with peers and applying their knowledge to solve real-world problems. They may also engage in teamwork activities, listen to guest speakers, or participate in personalized learning sessions focused on specific skills or interests.

Wrap-Up and Reflection (3:15 PM - 3:30 PM): The student participates in a brief closing session, reflecting on their learning experiences and sharing their thoughts with the teacher and classmates. They also set goals for the next day and receive feedback on their progress.

Independent Learning and Exploration (3:30 PM onwards): The student may complete any remaining assignments, review course materials, or engage in independent learning activities. They may also use this time to explore their interests, pursue hobbies, or participate in extracurricular activities.

This glimpse into a typical day for a teacher and a student at 2hr Learning Online Academy showcases the dynamic and engaging nature of our virtual learning environment. With a focus on personalized learning, efficient instruction, and a balance between academics and life skills development, our school day and week are designed to empower students to achieve their full potential and prepare them for success in the 21st century.

Q136. Will this proposed school include a high school?

- ☐ Yes
- ☒ No


Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :



Curriculum Outline ...

Uploaded on
4/26/2024 by **Andrew
Maroun**

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

☒ Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


2hr Learning Online...


Uploaded on
4/26/2024 by **Andrew
Maroun**

Q144. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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Total Files Count: 15

Applicant Evidence :


Q144 - NC Weekly S...

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Maroun**

10.2. Special Populations and "At-Risk" Students

Q145. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



To further enhance the learning outcomes for students performing below grade level at 2hr Learning Online Academy, the application of scientifically-backed methodologies such as Direct Instruction, Adaptive Learning, Mastery Learning, Spaced Repetition, and the Testing Effect is integral. These methods are proven to significantly accelerate bringing students back to grade-level competency.

Direct Instruction ensures personalized attention where students receive individualized lesson plans, focusing on their specific needs and ensuring mastery before progression. This approach is complemented by Adaptive Learning, which uses AI to adjust the learning content in real-time, ensuring students engage only with material that meets their learning stage, effectively increasing exam scores by an average of 45% as observed at the University of California, Irvine.

The Mastery Learning model further supports this by requiring students to achieve a mastery level (typically 90%) before moving on to more complex topics. This method not only boosts standardized test scores by 25% but also enhances course pass rates and retention, making the learning process more fulfilling and personally suited to each student.

Spaced Repetition and The Testing Effect are utilized to reinforce learning. By spacing out the repetition of content and integrating frequent low-stakes testing, students can significantly improve their long-term retention and understanding of the material.

By implementing these proven educational techniques, 2hr Learning Online Academy not only addresses the immediate learning gaps but also builds a strong foundation for lifelong learning, ensuring that students not only return to grade level but also excel beyond it. These strategies, backed by substantial academic research and success metrics, provide a robust framework for supporting students who are below grade level, ultimately leading to improved academic outcomes and student satisfaction.

Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.



2hr Learning Online Academy acknowledges the unique needs of diverse learners and is deeply committed to providing a comprehensive and inclusive educational experience for all students, including those with disabilities, 504 plans, multilingual learners (MLs), gifted students, and those at risk of dropping out. Our approach to serving these special populations is rooted in a foundation of individualized support, differentiated instruction, and a collaborative spirit that fosters a sense of belonging and empowers every student to thrive.

Extensive Experience of Founding Board Members with Special Populations

We are fortunate to have founding board members with extensive experience and expertise in working with special populations, bringing invaluable insights and knowledge to shape our approach to inclusivity and individualized support.

Dr. Stefanie Baduria, our Secretary, holds a Doctorate in Educational Leadership with a specialization in Educational Psychology. Her professional journey includes leadership roles at renowned institutions like Alpha and LA Galaxy, where she spearheaded the development of comprehensive educational and welfare programs for youth, parents, and staff. Dr. Baduria's expertise encompasses managing educational departments, implementing robust systems for academic and behavioral assessment, and effectively utilizing data to guide student interventions, ensuring that the needs of diverse learners are met.

MacKenzie Price, our President, brings a wealth of experience in educational technology and innovation. As the founder of Alpha, an institution known for its personalized learning approach, and as an advisor to several alternative education schools, Price has a deep understanding of the diverse needs of students and the importance of creating flexible and adaptive learning environments. Price's expertise in leveraging technology to personalize education and support individual learning paths is particularly valuable in serving special populations.

Their combined experience and dedication to inclusivity provide a solid foundation for 2hr Learning Online Academy's commitment to serving students with diverse needs and ensuring their academic success.

Pre-Opening Plan: Preparing for Special Populations

In preparation for serving special populations, we have developed a comprehensive pre-opening plan that focuses on building capacity, fostering collaboration, and ensuring that our staff and systems are equipped to meet the diverse needs of our students.

1. Recruitment and Training of Specialized Staff:

We will actively recruit and hire qualified special education teachers, English language learner (ELL) specialists, and other professionals with expertise in supporting students with disabilities, 504 plans, MLs, gifted students, and those at risk of dropping out. These specialists will receive ongoing professional development to ensure they are familiar with the latest research and best practices in serving these populations within an online learning environment.

2. Development of Individualized Education Programs (IEPs) and 504 Plans:



Our team of specialists will work collaboratively with parents, teachers, and other relevant personnel to develop comprehensive IEPs and 504 plans for eligible students. These plans will outline individualized goals, accommodations, modifications, and support services to ensure that each student receives the necessary assistance to succeed.

3. Accessible Online Learning Platform and Content:

We are committed to ensuring that our online learning platform and course materials are accessible to all students, including those with disabilities. This includes incorporating features such as screen reader compatibility, text-to-speech functionality, closed captioning, and the ability to adjust font size and color contrast. We will also provide assistive technologies, such as speech-to-text software and Braille displays, as needed.

4. Differentiated Instruction and Personalized Learning:

Our teachers will be trained in differentiated instruction techniques to meet the diverse needs of learners. This includes providing a variety of learning activities, assessments, and instructional materials that cater to different learning styles and abilities. Our adaptive learning platform will also personalize learning paths for each student, ensuring they are challenged and supported at their individual level.

5. Collaboration and Communication:

We will foster a culture of collaboration and communication among teachers, specialists, parents, and students to ensure that everyone is working together to support the success of all learners. This includes regular meetings, open communication channels, and opportunities for parents and students to provide feedback.

6. Early Intervention and Support:

We will implement a system of early intervention and support to identify students who may be struggling and provide them with the necessary assistance before they fall behind. This includes regular progress monitoring, early warning systems, and a tiered system of support that provides increasing levels of intervention as needed.

7. Transition Services:

For older students with disabilities, we will provide transition services to help them prepare for life after high school. This includes assistance with college and career planning, independent living skills development, and access to community resources and support services.

8. Ongoing Evaluation and Improvement:

We will regularly evaluate the effectiveness of our programs and services for special populations and make adjustments as needed to ensure we are meeting the evolving needs of our students. This includes collecting data on student outcomes, gathering feedback from stakeholders, and



staying up-to-date on the latest research and best practices.

Conclusion

2hr Learning Online Academy is dedicated to providing an inclusive and equitable educational experience that empowers all students to achieve their full potential. Our founding board members' experience, combined with our comprehensive pre-opening plan, ensures that we are well-prepared to serve the diverse needs of our students, including those with disabilities, 504 plans, multilingual learners, gifted students, and those at risk of dropping out. We believe that every student deserves the opportunity to succeed, and we are committed to providing the support and resources necessary to make that happen.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.**
- 3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.**
- 4. Means for providing qualified staffing for ML students.**



2hr Learning Online Academy is dedicated to fostering an inclusive and equitable learning environment that caters to the diverse needs of our student population, including Multilingual Learners (MLs). We recognize the unique challenges and opportunities presented by MLs and are committed to providing them with the support and resources necessary to thrive academically and personally. Our instructional plan and curriculum are designed with MLs in mind, incorporating specific programs, practices, and strategies to ensure their success and equitable access to the core academic program. Additionally, we have established robust systems for monitoring and evaluating their progress, ensuring they receive the appropriate level of support and can successfully exit ML services when they are ready.

Identifying Multilingual Learners

Accurate identification of MLs is crucial for providing appropriate support and avoiding misidentification. Our identification process involves several key steps:

Home Language Survey: Upon enrollment, all families complete a Home Language Survey that asks about the languages spoken at home and the student's primary language. This survey helps us identify students who may be MLs and gather information about their language backgrounds.

Language Proficiency Assessment: Students identified as potential MLs through the Home Language Survey are further assessed using a standardized language proficiency assessment tool. This assessment measures the student's proficiency in English across the four domains of listening, speaking, reading, and writing.

Review of School Records: We review the student's previous school records, including transcripts, report cards, and any previous language assessments, to gather additional information about their language background and academic history.

Teacher Observations and Input: Teachers play a crucial role in identifying MLs. They observe students' language use in the classroom, noting any difficulties they may have with understanding or expressing themselves in English. Teachers also provide valuable insights into students' academic progress and social-emotional well-being.

Collaboration with Families: We actively engage with families to gather information about their child's language background and cultural experiences. This collaboration helps us better understand the student's individual needs and develop appropriate support strategies.

Avoiding Misidentification: We are committed to avoiding the misidentification of MLs as students with disabilities. Our assessment process is designed to distinguish between language acquisition challenges and learning disabilities, ensuring that students receive the appropriate support and services.

Instructional Programs and Strategies for MLs

Our instructional plan and curriculum incorporate specific programs, practices, and strategies to ensure the academic success and equitable access of MLs to the core academic program. These include:



Sheltered Instruction: We utilize sheltered instruction techniques that make content comprehensible for MLs while promoting language development. This involves using visual aids, graphic organizers, and simplified language, as well as providing ample opportunities for students to practice their English skills in a supportive environment.

Content and Language Integrated Learning (CLIL): We integrate language learning with content area instruction, allowing MLs to develop their English skills while learning academic content. This approach makes learning more meaningful and engaging for MLs, as they can see the connection between language and their academic studies.

Small Group Instruction: We provide small group instruction for MLs who need additional support with language development or academic content. This allows teachers to provide more individualized attention and tailor instruction to the specific needs of each student.

Technology-Supported Language Learning: We incorporate technology-supported language learning tools, such as language learning apps, interactive software, and online dictionaries, to provide MLs with additional opportunities to practice and improve their English skills.

Culturally Responsive Teaching: Our teachers are trained in culturally responsive teaching practices that recognize and value the diverse cultural backgrounds and experiences of our MLs. This approach fosters a more inclusive and welcoming learning environment for all students.

Collaboration with Families: We actively engage with families of MLs to keep them informed about their child's progress and to provide them with resources and strategies to support their child's language development and academic success at home.

Monitoring and Evaluating Progress

We have established a comprehensive system for monitoring and evaluating the progress and success of MLs, including exiting students from ML services when they are ready. This system includes:

Ongoing Language Proficiency Assessments: We regularly assess MLs' English language proficiency using standardized assessment tools to track their progress and determine when they are ready to exit ML services.

Academic Progress Monitoring: We closely monitor MLs' academic progress in all content areas, using a variety of assessment methods, including formative and summative assessments, to ensure they are meeting academic standards.

Data Analysis and Reporting: We collect and analyze data on MLs' language proficiency and academic progress to identify trends, patterns, and areas where they may need additional support. This data is used to inform instructional decisions and to evaluate the effectiveness of our ML programs and services.

Collaboration with Teachers and Specialists: We regularly collaborate with teachers and



specialists to discuss the progress of MLs and to develop appropriate support strategies. This collaboration ensures that MLs receive the individualized attention they need to succeed.

Exit Criteria: We have established clear exit criteria for ML services, based on students' English language proficiency and academic achievement. Students who meet these criteria are exited from ML services and are monitored to ensure their continued success in the mainstream classroom.

Transition Support: We provide transition support for students exiting ML services to ensure a smooth transition to the mainstream classroom. This support may include continued monitoring of their academic progress, additional language support as needed, and collaboration with teachers to ensure their success.



Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**

To effectively address the needs of gifted students, 2hr Learning Online Academy utilizes a comprehensive suite of advanced, research-backed educational strategies that include Direct Instruction, Adaptive Learning, Mastery Learning, Spaced Repetition, and the Testing Effect. Direct Instruction and Adaptive Learning ensure highly personalized educational experiences, leveraging AI to customize the curriculum to each student's unique capabilities. This allows gifted students to bypass material they already know and to focus on mastering new challenges, significantly enhancing their learning efficiency. Mastery Learning further supports this by ensuring students attain a deep understanding of content before advancing, thereby not only boosting their test scores—an average increase of 25% compared to traditional methods—but also enhancing their overall satisfaction and engagement with the learning process.

The effectiveness of these methods is continuously monitored through embedded assessment tools within our adaptive learning software, providing real-time insights into each student's progress, learning pace, and mastery level. This data-driven approach enables timely adjustments to learning paths, ensuring optimal educational outcomes. The academy's staffing model supports these advanced pedagogical strategies with professionals who are specially trained in gifted education. These educators are skilled at identifying and nurturing the high potential of gifted learners, equipped to provide the necessary guidance and support to propel these students towards exceeding their academic goals. The combination of strategic, scientifically validated teaching methods and dedicated staff ensures that gifted students at 2hr Learning Online Academy not only meet but often exceed their learning expectations, achieving accelerated academic success.

10.3. 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. Identification and Records 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.



Identification and Records: Ensuring Comprehensive Support for Students with Disabilities at 2hr Learning Online Academy

2hr Learning Online Academy is deeply committed to providing a supportive and inclusive learning environment for all students, including those with disabilities. We recognize the critical importance of accurate identification and comprehensive record-keeping to ensure that students with disabilities receive the necessary services and accommodations to thrive in our virtual learning environment. Our approach aligns with both federal and state regulations, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, ensuring that we meet the unique needs of each student with a disability.

Proactive Identification and Information Gathering

We take a proactive approach to identifying students who may be eligible for special education services or 504 plans. This involves a multi-pronged strategy to gather information and ensure that no student falls through the cracks:

Pre-Enrollment Screening: During the pre-enrollment process, we inquire about any previous special education services or 504 plans. Parents are encouraged to disclose any known disabilities or learning challenges their child may have. This information is documented and used to initiate further evaluation if necessary.

Review of Educational Records: Upon enrollment, we carefully review each student's educational records, including previous IEPs, 504 plans, evaluation reports, and any other relevant documentation. This allows us to identify students who have already been found eligible for special services and ensure continuity of support.

Teacher Observations and Referrals: Our teachers are trained to recognize signs of learning disabilities and other challenges that may impact a student's academic progress. If a teacher suspects a student may have a disability, they will initiate a referral for further evaluation.

Parental Input and Concerns: We actively encourage parents to communicate any concerns they may have about their child's learning or development. Parents are an invaluable source of information and play a crucial role in the identification process.

Comprehensive Record-Keeping and Data Management

Maintaining accurate and comprehensive records is essential for ensuring that students with disabilities receive appropriate services and accommodations. We have established a robust system for managing student records and data, including:

Secure Digital Records: All student records, including IEPs, 504 plans, evaluation reports, and progress monitoring data, are securely stored in our digital student information system. This ensures confidentiality and facilitates easy access for authorized personnel.

Compliance with Privacy Regulations: We strictly adhere to all applicable privacy regulations, including FERPA (Family Educational Rights and Privacy Act), to protect the confidentiality of student information.

Regular Data Reviews and Updates: We conduct regular reviews of student records and data to ensure accuracy and completeness. This includes updating IEPs and 504 plans as needed, documenting progress monitoring data, and maintaining a comprehensive record of services



provided.

Collaboration and Communication: We foster collaboration and communication between teachers, specialists, and parents to ensure that everyone involved in a student's education is aware of their needs and progress.

Commitment to Continuous Improvement

We are dedicated to continuously improving our processes for identifying and supporting students with disabilities. This involves ongoing evaluation of our programs, professional development for our staff, and active engagement with parents and the community. We strive to create an inclusive and supportive learning environment where all students, regardless of their abilities, can reach their full potential.

Q150. 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. Include how the school will avoid misidentification of special education students.



2hr Learning Online Academy is deeply committed to ensuring that every student, including those with potential disabilities, receives a high-quality education tailored to their individual needs. In alignment with the federal Child Find mandate, we have established a comprehensive process for identifying, evaluating, and supporting students who may be eligible for special education services. Our approach is rooted in early intervention, ongoing monitoring, and a collaborative effort among educators, specialists, and families to provide a supportive and inclusive learning environment for all students.

Proactive Identification and Screening:

Our Child Find process begins with a proactive approach to identifying students who may require additional support. This involves multiple layers of observation and screening:

Universal Screening: All students participate in universal screening assessments at the beginning of the academic year and at regular intervals throughout the year. These screenings assess academic skills, developmental milestones, and social-emotional well-being, providing valuable data that can help identify students who may be struggling or at risk for learning difficulties.

Teacher Observations and Referrals: Our teachers are trained to observe and identify students who exhibit signs of potential learning disabilities or other special needs. These observations are documented and, if concerns persist, are formally referred to the school's Student Support Team for further evaluation.

Parental Input and Referrals: We actively encourage parents and guardians to share any concerns they may have about their child's development or academic progress. Parental input is invaluable in the identification process, and referrals from parents are taken seriously and promptly addressed.

Comprehensive Evaluation and Assessment:

Once a student is identified as potentially needing special education services, we initiate a comprehensive evaluation process to determine eligibility and individual needs:

Multidisciplinary Evaluation Team: A multidisciplinary evaluation team is formed, consisting of qualified professionals such as special education teachers, school psychologists, speech-language pathologists, occupational therapists, and other specialists as needed. This team conducts a comprehensive assessment of the student's academic skills, cognitive abilities, social-emotional development, and functional performance.

Variety of Assessment Tools: The evaluation team utilizes a variety of assessment tools and methods, including standardized tests, informal assessments, observations, interviews, and review of student records. This multifaceted approach ensures a thorough understanding of the student's strengths, weaknesses, and unique learning needs.

Culturally and Linguistically Responsive Assessments: We ensure that all assessments are culturally and linguistically responsive, taking into account the student's cultural background and primary language. This helps to avoid misidentification due to cultural or linguistic differences.

Eligibility Determination and Individualized Education Program (IEP) Development:



Following the evaluation, the team determines whether the student meets the eligibility criteria for special education services under IDEA. If the student is found eligible, the team collaborates with the student's parents to develop an Individualized Education Program (IEP):

IEP Development Process: The IEP is a legally binding document that outlines the student's present levels of performance, specific learning goals, the special education and related services to be provided, accommodations and modifications, and methods for measuring progress. The IEP is developed through a collaborative process that includes the student's parents, teachers, specialists, and, when appropriate, the student themselves.

Specially Designed Instruction: The IEP ensures that the student receives specially designed instruction that is tailored to their individual needs and learning styles. This may involve modifications to the general education curriculum, specialized instructional strategies, assistive technology, and other supports to help the student access and progress in the general education curriculum.

Progress Monitoring and IEP Review: The student's progress is regularly monitored, and the IEP is reviewed at least annually to ensure that the services and supports remain appropriate and effective in meeting the student's changing needs.

Avoiding Misidentification and Ensuring Equity:

2hr Learning Online Academy is committed to avoiding misidentification of students for special education services and ensuring equity for all learners. We achieve this through:

Culturally and Linguistically Responsive Practices: Our Child Find process and evaluation procedures are designed to be culturally and linguistically responsive, taking into account the diverse backgrounds and needs of our students.

Multi-Tiered System of Supports (MTSS): We implement a multi-tiered system of supports that provides interventions and supports to all students who are struggling academically or behaviorally. This helps to ensure that students receive the support they need early on, preventing the need for special education services in some cases.

Data-Based Decision Making: Our identification, evaluation, and placement decisions are based on objective data and evidence-based practices.

Collaboration and Communication: We maintain open communication with parents and families throughout the Child Find process and ensure that they are active participants in the decision-making process.

Ongoing Professional Development: Our staff receives ongoing professional development on Child Find requirements, culturally and linguistically responsive practices, and effective strategies for supporting students with disabilities.

In conclusion, 2hr Learning Online Academy is dedicated to providing a supportive and inclusive learning environment for all students. Our Child Find process, evaluation procedures, and commitment to individualized education ensure that students with disabilities receive the services and supports they need to succeed academically and reach their full potential.



Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)



2hr Learning Online Academy recognizes the unique needs of students with disabilities and is committed to fostering an inclusive and supportive virtual learning environment that empowers every student to reach their full potential. Our approach to managing records for students with disabilities and 504 Accommodation Plans prioritizes compliance, confidentiality, and accessibility, ensuring that sensitive information is handled securely while providing the necessary support to students with diverse learning needs.

Embracing a Virtual Model for Diverse Learners:

Our fully virtual model offers inherent advantages for students with certain disabilities. The flexibility and accessibility of online learning can be particularly beneficial for students with physical disabilities, chronic illnesses, or anxiety disorders that may hinder their participation in traditional brick-and-mortar settings. The ability to learn from the comfort of their own homes, at their own pace, and with customized accommodations can create a more conducive and empowering learning experience for these students.

Requesting Records from Previous Schools:

Upon enrollment, 2hr Learning Online Academy initiates a comprehensive process to gather relevant records for students with disabilities or 504 Accommodation Plans from their previous schools. This process is conducted with utmost care and adheres to strict confidentiality guidelines to protect sensitive student information.

Formal Records Request: We send a formal records request to the student's previous school, outlining the specific documents needed, such as IEPs (Individualized Education Programs), 504 Plans, evaluation reports, and any other relevant educational or medical records. This request emphasizes the importance of timely and secure transfer of these documents.

Parent/Guardian Authorization: We obtain written consent from the student's parent or guardian to access and transfer educational records, ensuring compliance with FERPA (Family Educational Rights and Privacy Act) regulations.

Secure Transfer of Records: We establish secure channels for receiving student records, such as encrypted email or secure online portals, to protect the confidentiality of sensitive information during transmission.

Record Review and Verification: Our designated special education coordinator or a qualified staff member reviews the received records to verify their completeness and accuracy. Any discrepancies or missing information are promptly addressed with the previous school or the student's family.

Record Confidentiality On-Site:

Although 2hr Learning Online Academy operates as a fully virtual school without a physical on-site location, we maintain the highest standards of confidentiality for student records, treating them with the same level of care and security as any traditional school.

Secure Digital Storage: All student records, including IEPs, 504 Plans, and related documents, are



stored securely in our digital student information system (SIS). The SIS employs robust security measures such as encryption, access controls, and regular backups to protect against unauthorized access and data breaches.

Limited Access and User Permissions: Access to student records is restricted to authorized personnel only, such as teachers, administrators, and support staff who have a legitimate educational interest in the information. User permissions are clearly defined and enforced within the SIS, ensuring that individuals can only access the specific records they need to fulfill their roles.

Confidentiality Training for Staff: All staff members undergo mandatory training on student data privacy and confidentiality, emphasizing the importance of protecting sensitive information and adhering to FERPA regulations.

Secure Communication Channels: When sharing student information with parents, guardians, or external service providers, we utilize secure communication channels such as encrypted email or password-protected online portals.

Data Breach Response Plan: We have a comprehensive data breach response plan in place to address any potential security incidents promptly and effectively, minimizing the risk of unauthorized disclosure of student information.

Record Compliance On-Site:

2hr Learning Online Academy is dedicated to complying with all applicable federal and state regulations regarding the management of student records, including those for students with disabilities and 504 Accommodation Plans.

IDEA and Section 504 Compliance: We adhere to the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, ensuring that students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

FERPA Compliance: We comply with FERPA regulations, protecting the privacy of student education records and ensuring that parents or eligible students have the right to access, review, and request amendments to their records.

State and Local Regulations: We comply with all relevant state and local regulations regarding student record management, including those specific to online or virtual schools.

Record Retention and Destruction: We maintain student records in accordance with established retention schedules and dispose of them securely when no longer needed, following appropriate procedures for document destruction.

Collaboration with External Experts:

While 2hr Learning Online Academy has a dedicated team of educators and support staff committed to meeting the needs of students with disabilities, we recognize the value of collaborating with external experts to ensure we provide the highest quality of services and support.

Special Education Consultants: We partner with special education consultants to provide



additional expertise and guidance on complex cases, ensuring that we implement effective strategies and accommodations for students with diverse learning needs.

Related Service Providers: We collaborate with local therapists, counselors, and other related service providers to deliver specialized services to students with disabilities as outlined in their IEPs or 504 Plans.

Assistive Technology Specialists: We consult with assistive technology specialists to identify and implement appropriate assistive technologies that enhance accessibility and support student learning in the virtual environment.

Conclusion:

2hr Learning Online Academy is committed to providing an inclusive and supportive virtual learning environment for all students, including those with disabilities. Our comprehensive approach to managing records for students with disabilities and 504 Accommodation Plans ensures compliance with all relevant regulations, prioritizes confidentiality, and facilitates access to the necessary support services. By embracing the flexibility and accessibility of our virtual model and collaborating with external experts, we strive to empower every student to reach their full potential and achieve academic success.

Q152.Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



2hr Learning Online Academy is deeply committed to providing an inclusive and supportive learning environment that caters to the diverse needs of all students, including those with mild, moderate, and severe disabilities. Our approach is grounded in the principles of the Individuals with Disabilities Education Act (IDEA) and the belief that every student deserves access to a high-quality education that empowers them to reach their full potential. We strive to create a learning environment where students with disabilities can thrive alongside their peers in the least restrictive environment possible.

Identification, Assessment, and Individualized Education Programs (IEPs)

Our process begins with a comprehensive identification and assessment system to recognize students who may require special education services. We carefully review students' previous school records, gather input from parents and teachers, and conduct observations to identify potential learning challenges. If a disability is suspected, a formal evaluation is conducted by a team of qualified professionals, including school psychologists, special education teachers, and other relevant specialists.

Following the evaluation, an Individualized Education Program (IEP) is developed for each eligible student. The IEP is a collaborative document that outlines the student's unique needs, strengths, and goals. It specifies the accommodations, modifications, and specialized services required to support the student's learning and ensure their access to the general education curriculum. The IEP team, which includes parents, teachers, specialists, and the student (when appropriate), regularly reviews and updates the IEP to reflect the student's progress and evolving needs.

Adapting Content and Delivery Systems for Diverse Needs

2hr Learning Online Academy utilizes a robust and adaptable online learning platform that can be customized to meet the individual needs of students with disabilities. Our curriculum content is available in multiple formats, including text, audio, video, and interactive activities, catering to various learning styles and preferences. The platform is designed to be accessible, incorporating features such as screen reader compatibility, text-to-speech functionality, and adjustable font sizes and color contrasts. We also integrate assistive technologies, such as speech-to-text software, screen magnification tools, and alternative input devices, to further enhance accessibility for students with diverse needs.

Our teachers and instructional staff receive ongoing training on how to adapt content and utilize the features of the online platform to meet the specific needs of students with disabilities. This includes understanding how to implement accommodations and modifications effectively, integrate assistive technologies into instruction, and differentiate instruction to meet diverse learning styles and abilities. We also collaborate with special education professionals to ensure that our content and delivery systems are accessible and meet the requirements of IDEA.

Continuum of Services and Supports

2hr Learning Online Academy offers a continuum of services and supports to meet the diverse needs of students with disabilities. This includes:



Specialized Instruction: Special education teachers provide individualized or small-group instruction tailored to the specific needs of students with disabilities. This instruction focuses on addressing learning gaps, reinforcing skills, and supporting students in accessing the general education curriculum.

Related Services: We provide a range of related services, such as speech and language therapy, occupational therapy, physical therapy, counseling, and social skills training, to address the individual needs of students with disabilities. These services are delivered by qualified professionals and are integrated into the student's IEP.

Assistive Technology: We utilize assistive technology to enhance access to the curriculum and support students with disabilities in achieving their learning goals. This may include tools for communication, reading, writing, organization, and time management.

Collaboration and Consultation: Our special education team collaborates closely with general education teachers, parents, and other stakeholders to ensure that students with disabilities receive the support they need to succeed. This includes providing consultation, co-teaching, and ongoing communication to ensure a cohesive and supportive learning environment.

Transition Services: For older students with disabilities, we provide transition planning and services to prepare them for life after high school. This includes exploring post-secondary education options, vocational training, independent living skills, and community-based support services.

Least Restrictive Environment (LRE)

2hr Learning Online Academy is committed to providing students with disabilities with access to the least restrictive environment (LRE) possible. This means that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate, with specialized services and supports provided as needed. Our online learning environment inherently offers a flexible and adaptable setting that can be customized to meet the individual needs of students with disabilities, promoting their inclusion in the general education curriculum.

We utilize a variety of strategies to ensure LRE, including:

Inclusion Support: Special education teachers and instructional assistants provide support within general education classes to help students with disabilities access the curriculum and participate alongside their peers.

Co-Teaching: Special education teachers and general education teachers collaborate to plan and deliver instruction, ensuring that the needs of all students are met within the general education setting.

Small Group Instruction: Students with similar needs may receive instruction in small groups, providing more individualized attention and support.

Individualized Instruction: For students who require more intensive support, individualized instruction may be provided outside of the general education setting.

Related Services: Related services are provided in a variety of settings, depending on the student's needs and the nature of the service. This may include individual or small-group sessions within the online platform, as well as onsite services when necessary.



Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



Ensuring a Full Continuum of Services for Students with Disabilities at 2hr Learning Online Academy

2hr Learning Online Academy is dedicated to providing a comprehensive and individualized educational experience for all students, including those with disabilities. We believe in fostering an inclusive environment where students with diverse needs can thrive alongside their peers, accessing the general education curriculum and achieving their full potential. To accomplish this, we have developed a robust continuum of services and supports designed to address the unique needs of each student.

Multi-Tiered System of Supports (MTSS)

At the core of our approach is a multi-tiered system of supports (MTSS) framework. This framework allows us to provide a tiered approach to intervention, ensuring that all students receive the appropriate level of support based on their individual needs.

Tier 1: Universal Supports: All students receive high-quality, differentiated instruction within the general education setting. Our curriculum and instructional methods are designed to be accessible and engaging for learners with diverse needs. Teachers utilize evidence-based instructional strategies and differentiated instruction techniques to meet the varying learning styles and abilities of all students.

Tier 2: Targeted Interventions: Students who require additional support beyond Tier 1 interventions receive targeted interventions in small groups or individually. These interventions may include specialized instruction in specific skill areas, such as reading, math, or writing, as well as social-emotional learning support and behavioral interventions.

Tier 3: Intensive Interventions: Students with more significant needs receive intensive, individualized interventions tailored to their specific needs and goals. These interventions may include specialized instruction, related services, assistive technology, and behavioral supports.

Specialized Programs and Services

In addition to our MTSS framework, we offer a range of specialized programs and services to support students with disabilities, including:

Special Education Services: Our team of highly qualified special education teachers provides individualized and small-group instruction to students with disabilities. This instruction is aligned with the student's IEP goals and is designed to address specific learning needs and support access to the general education curriculum.

Related Services: We provide a comprehensive range of related services, such as speech and language therapy, occupational therapy, physical therapy, counseling, and assistive technology services. These services are delivered by qualified professionals and are tailored to the individual needs of each student as outlined in their IEP.

Assistive Technology: We integrate assistive technology into our online learning platform and provide students with access to a variety of tools and devices to support their learning. This may include text-to-speech software, screen readers, alternative input devices, and other technologies that enhance access to the curriculum and facilitate communication.

Behavioral Supports: We implement positive behavior intervention and support (PBIS) strategies



to create a positive and supportive learning environment for all students. We also provide individualized behavior support plans for students who require additional assistance in managing their behavior.

Transition Services: As students with disabilities transition to adulthood, we provide comprehensive transition planning and services to prepare them for post-secondary education, employment, and independent living. This includes career exploration, vocational training, independent living skills development, and support in accessing community resources.

Collaboration and Communication

Effective collaboration and communication are essential for ensuring that students with disabilities receive the support they need to succeed. We foster strong partnerships among parents, teachers, specialists, and administrators to ensure a cohesive and coordinated approach to supporting students with disabilities.

IEP Team Meetings: IEP team meetings are held regularly to review student progress, discuss any concerns, and make adjustments to the IEP as needed. These meetings provide an opportunity for all stakeholders to collaborate and ensure that the student is receiving the appropriate level of support.

Parent-Teacher Communication: Teachers maintain regular communication with parents to discuss student progress, share information about upcoming assignments and assessments, and provide updates on any interventions or supports being provided.

Specialist Collaboration: Special education teachers and related service providers collaborate with general education teachers to ensure that students with disabilities are able to access the general education curriculum and participate in classroom activities alongside their peers.

Community Partnerships: We partner with community organizations and agencies to provide additional resources and support for students with disabilities and their families.

Ensuring Access to the General Education Curriculum

Our commitment to providing students with disabilities access to the general education curriculum is reflected in all aspects of our program. We utilize a variety of strategies to ensure that students with disabilities can participate in the same learning activities as their non-disabled peers, including:

Differentiated Instruction: Teachers differentiate instruction to meet the individual needs of all learners. This may involve providing students with different levels of scaffolding, offering choices in how they demonstrate their learning, or using a variety of instructional materials and activities.

Accommodations and Modifications: We provide accommodations and modifications to the curriculum and assessments as needed to ensure that students with disabilities have equal access to learning opportunities. This may include providing extended time, allowing for alternative formats for assignments, or using assistive technology to access materials.

Universal Design for Learning (UDL): We incorporate the principles of Universal Design for Learning (UDL) into our curriculum and instruction. UDL is a framework for designing learning experiences that are accessible to all learners, regardless of their abilities or disabilities.

Co-Teaching and Collaborative Models: Special education teachers and general education



teachers collaborate to plan and deliver instruction, ensuring that the needs of all students are met within the general education setting.

Supportive Technology: Our online learning platform is equipped with a variety of supportive technologies, such as text-to-speech, translation tools, and closed captioning, to ensure that all students can access and engage with the curriculum.

2hr Learning Online Academy is dedicated to providing a comprehensive and inclusive educational experience for all students, including those with disabilities. Through our MTSS framework, specialized programs and services, collaborative approach, and commitment to access, we strive to ensure that every student has the opportunity to succeed and reach their full potential.

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



2hr Learning Online Academy is deeply committed to providing a Free and Appropriate Public Education (FAPE) to all students, including those with disabilities. We recognize the diverse needs of our student population and strive to create an inclusive and supportive virtual learning environment where every student can thrive. To achieve this, we have established a comprehensive framework of methods and support systems designed to ensure that students with disabilities receive the individualized attention and resources necessary for their academic and personal success.

Identification and Assessment: Recognizing Individual Needs

Our commitment to FAPE begins with a robust process for identifying and assessing students who may require special education services. This process involves multiple layers of observation, data collection, and collaboration with parents and guardians to ensure a thorough understanding of each student's unique needs. We begin by reviewing student records and previous evaluations to gain insights into their educational history and any existing diagnoses. Teachers play a crucial role in this process by observing students' academic performance, learning behaviors, and social-emotional well-being within the virtual classroom. They document their observations and share their insights with the school's support team. Parents and guardians are essential partners in this process, and we actively seek their input regarding their child's strengths, challenges, and any concerns they may have. Based on this initial information, students who demonstrate potential need for special education services undergo a comprehensive evaluation conducted by qualified professionals. This evaluation may include academic assessments, psychological evaluations, and observations of the student's learning behaviors. The results of the evaluation are used to determine eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) and to develop an individualized plan that addresses the student's specific needs.

Individualized Education Programs (IEPs): Tailoring Education to Unique Needs

Once a student is identified as eligible for special education services, we develop an Individualized Education Program (IEP) that serves as a roadmap for their educational journey. The IEP is a collaborative document created by a team of professionals, including the student's parents or guardians, teachers, special education specialists, and other relevant personnel. The IEP outlines the student's present levels of academic achievement and functional performance, identifies specific goals and objectives, and details the special education services and supports that will be provided to help the student achieve those goals. The IEP team considers the student's individual strengths, challenges, and learning preferences when developing the plan. We are committed to providing a continuum of services and supports to meet the diverse needs of our students with disabilities. These services may include specialized instruction, speech and language therapy, occupational therapy, physical therapy, counseling services, assistive technology, and modifications or accommodations to the curriculum or learning environment.

Accommodations and Modifications: Ensuring Access and Equity

We believe that all students should have equal access to a high-quality education, and we are dedicated to providing accommodations and modifications that ensure students with disabilities



can fully participate in the learning process and demonstrate their knowledge and abilities. Accommodations are changes that remove barriers to learning without altering the curriculum's expectations or standards. For example, a student with a visual impairment may receive large-print materials or audio recordings of texts, while a student with dyslexia may be given extended time on tests or allowed to use assistive technology such as text-to-speech software. Modifications are changes to the curriculum that alter the expectations or standards to meet the student's individual needs. For example, a student with a significant cognitive impairment may have their assignments modified to focus on key concepts or skills, while a student with a physical disability may have their physical education requirements modified to accommodate their limitations. We work closely with students, parents, and educators to determine the most appropriate accommodations and modifications for each student, ensuring they have the opportunity to succeed in their academic pursuits.

Assistive Technology: Empowering Students to Reach Their Full Potential

Technology plays a vital role in our virtual learning environment, and we utilize a wide range of assistive technologies to support the learning and participation of students with disabilities. Assistive technology tools can help students with disabilities overcome challenges related to reading, writing, communication, organization, and attention. Examples of assistive technologies we use include text-to-speech software, speech recognition software, word prediction software, graphic organizers, visual schedules, and tools for managing time and tasks. Our team of educators and technology specialists collaborates to identify the most effective assistive technology tools for each student, ensuring they are trained on how to use the tools effectively and that the tools are integrated seamlessly into their learning experience.

Ongoing Monitoring and Progress: Continuous Improvement and Support

Our commitment to FAPE extends beyond the initial identification and assessment of students with disabilities. We have established a system of ongoing monitoring and progress evaluation to ensure that students are making adequate progress toward their IEP goals and that their needs are being met effectively. Teachers regularly collect data on student performance and share their observations with the IEP team. This data is used to evaluate the effectiveness of the student's IEP and to make adjustments as needed. The IEP team meets regularly, at least annually, to review the student's progress, discuss any concerns, and make necessary revisions to the IEP to ensure it remains aligned with the student's evolving needs.

Collaboration and Communication: Building a Supportive Community

We believe that a strong partnership between the school, parents, and students is essential for ensuring the success of students with disabilities. We foster open communication and collaboration with parents and guardians, keeping them informed about their child's progress and involving them in decision-making related to their child's education. We encourage regular communication between teachers and parents through email, phone calls, and virtual meetings. We also provide parents with resources and support to help them understand their child's disability and advocate for their child's educational needs. We believe that a supportive and inclusive school community is essential for the success of all students, including those with



disabilities. We strive to create a virtual learning environment where students feel valued, respected, and connected to their peers and teachers. We offer opportunities for students to connect with each other through online forums, virtual clubs, and social events. We also provide training to our staff on creating inclusive classrooms and supporting students with disabilities socially and emotionally.

Transition Planning: Preparing for the Future

As students with disabilities approach the end of their K-8 education, we provide transition planning services to help them prepare for their next steps, whether it be entering high school, pursuing vocational training, or transitioning to independent living. The transition planning process begins early, and we work closely with students, parents, and educators to develop a plan that addresses the student's individual goals and aspirations. We provide students with information and resources about post-secondary options, including high school programs, vocational training programs, and colleges and universities. We also help students develop the skills and self-advocacy abilities they need to succeed in their chosen paths.

Continuous Improvement: Evolving to Meet Changing Needs

2hr Learning Online Academy is dedicated to continuous improvement in our efforts to serve students with disabilities. We regularly evaluate our programs and services to identify areas where we can enhance our support and better meet the needs of our students. We are committed to staying abreast of the latest research and best practices in special education and incorporating these into our programs and services. We also actively seek feedback from parents, students, and educators to inform our continuous improvement efforts. Our commitment to continuous improvement ensures that we are always striving to provide the best possible education and support for our students with disabilities.

Conclusion: Empowering Every Student to Succeed

At 2hr Learning Online Academy, we believe that every student, regardless of their abilities or challenges, deserves the opportunity to reach their full potential. Our comprehensive framework of methods and support systems for students with disabilities reflects our unwavering commitment to providing a Free and Appropriate Public Education that empowers students to succeed in their academic pursuits and prepare for a bright future. We are dedicated to creating an inclusive and supportive virtual learning environment where every student can thrive and achieve their dreams.

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



Monitoring and Reporting IEP Implementation at 2hr Learning Online Academy

2hr Learning Online Academy recognizes the critical importance of effective IEP implementation and maintaining transparent communication with all stakeholders involved in a student's educational journey. We have established a comprehensive system for monitoring IEP goals, progress, and service delivery, ensuring that students, parents, and relevant staff are kept informed and actively engaged in the process.

Ongoing Progress Monitoring: Tracking Growth and Identifying Needs

At the heart of our IEP monitoring system lies a commitment to continuous progress monitoring. We employ a variety of methods to track student progress towards their IEP goals, including:

Regular Data Collection: Teachers and service providers collect data on student performance across various academic and functional areas, aligning with the specific goals outlined in the IEP. This data may include results from formative and summative assessments, observations of student behavior and skill development, work samples, and student self-reflections.

Data Analysis and Interpretation: The collected data is analyzed and interpreted by the IEP team to evaluate the student's progress, identify areas of strength and weakness, and determine the effectiveness of the current interventions and supports.

Progress Reports: Formal progress reports are generated at regular intervals, as specified in the IEP, typically on a quarterly or trimester basis. These reports provide a comprehensive overview of the student's progress towards their IEP goals, highlighting areas of growth and identifying any areas where additional support or adjustments may be needed.

Communication and Collaboration: Fostering Transparency and Engagement

We believe that open communication and collaboration among all stakeholders are essential for successful IEP implementation. We maintain transparency and facilitate active engagement through:

IEP Team Meetings: The IEP team, including parents, teachers, specialists, and administrators, meets regularly to discuss the student's progress, review data, address concerns, and make any necessary adjustments to the IEP. The frequency of these meetings is determined by the individual needs of the student and is specified in the IEP.

Parent-Teacher Communication: Teachers maintain regular communication with parents through email, phone calls, and virtual meetings to discuss the student's progress, share updates on IEP goals, and address any questions or concerns.

Student Involvement: We encourage student participation in the IEP process, as appropriate, by providing opportunities for them to share their perspectives on their learning, goals, and progress.

Online Platform for IEP Management: We utilize a secure online platform for managing IEPs, allowing parents and teachers to access IEP documents, progress reports, and other relevant information easily. This platform also facilitates communication and collaboration among IEP team members.

Reporting Mechanisms: Ensuring Transparency and Accountability

We are committed to providing transparent and comprehensive reporting on IEP implementation



to all stakeholders. Our reporting mechanisms include:

Progress Reports: As mentioned earlier, formal progress reports are generated at regular intervals and shared with parents and relevant staff members. These reports provide a detailed overview of the student's progress towards their IEP goals, including data on academic achievement, functional performance, and the effectiveness of interventions and supports.

IEP Meeting Minutes: Detailed minutes are taken during IEP team meetings, documenting discussions, decisions, and any actions taken regarding the student's IEP. These minutes are shared with all IEP team members, ensuring transparency and accountability.

Annual IEP Reviews: The IEP is formally reviewed at least once a year to assess the student's progress, determine if the IEP goals are still appropriate, and make any necessary revisions to the plan. Parents and relevant staff members are actively involved in this review process.

State and Federal Reporting: We comply with all state and federal reporting requirements related to special education, ensuring that data on student progress and IEP implementation is accurately reported to the relevant authorities.

Continuous Improvement: Adapting to Evolving Needs

2hr Learning Online Academy is dedicated to continuous improvement in our efforts to serve students with disabilities. We regularly evaluate our IEP monitoring and reporting processes to identify areas where we can enhance our support and better meet the needs of our students. We are committed to staying abreast of the latest research and best practices in special education and incorporating these into our programs and services. We also actively seek feedback from parents, students, and educators to inform our continuous improvement efforts.

Conclusion: A Collaborative Approach to Student Success

Our approach to IEP monitoring and reporting is grounded in collaboration, transparency, and a commitment to ensuring that students with disabilities receive the individualized attention and support they need to succeed. By actively engaging students, parents, and educators in the process and providing regular updates on progress and goal attainment, we foster a supportive and inclusive learning environment where every student can thrive.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.



2hr Learning Online Academy recognizes the importance of providing comprehensive support and services to students with disabilities, ensuring they have equitable access to a high-quality education and the opportunity to achieve their full potential. Our approach to serving students with special needs is grounded in the principles of individualized education, collaboration, and a commitment to continuous improvement. We strive to create an inclusive online learning environment where every student feels valued, supported, and empowered to succeed.

Identifying and Assessing Student Needs

Our process begins with a proactive approach to identifying students who may require special education services. We collaborate closely with parents, guardians, and previous schools to gather information about students' educational histories, learning needs, and any existing diagnoses or evaluations.

Upon enrollment, we conduct thorough screenings and assessments to determine eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). These assessments are conducted by qualified professionals, including special education teachers, school psychologists, and other relevant specialists. The assessments are tailored to each student's individual needs and may include academic assessments, cognitive evaluations, and observations of the student's learning behaviors and social-emotional development.

Individualized Education Programs (IEPs)

For students who qualify for special education services, we develop Individualized Education Programs (IEPs) that outline their specific educational goals, the services they will receive, and the methods for measuring their progress. The IEP is a collaborative document created by a team that includes the student's parents, teachers, special education specialists, and, when appropriate, the student themselves. We believe that involving all stakeholders in the IEP process ensures that the plan is tailored to the student's unique needs and preferences.

The IEP details the specific accommodations, modifications, and supports that will be provided to the student. This may include assistive technology, specialized instruction, differentiated learning activities, and related services such as speech therapy, occupational therapy, or counseling. The IEP also specifies the frequency and duration of these services, ensuring that students receive the appropriate level of support to achieve their educational goals.

Related Services in a Virtual Environment

2hr Learning Online Academy is committed to providing related services to students with disabilities in a way that is both effective and accessible within a virtual learning environment. We collaborate with a network of qualified service providers, including speech-language pathologists, occupational therapists, physical therapists, and counselors, who are experienced in delivering services remotely. These providers utilize a variety of teletherapy platforms and digital tools to deliver individualized services that are tailored to each student's needs.

To ensure the effectiveness of related services in a virtual setting, we prioritize clear communication and collaboration among service providers, teachers, parents, and students.



Regular meetings are held to discuss student progress, address any challenges, and adjust service delivery as needed. We also provide training and support to our educators on how to effectively collaborate with related service providers and integrate their recommendations into the online learning environment.

Qualified Staffing and Professional Development

2hr Learning Online Academy recognizes that qualified and dedicated staff are essential for effectively serving students with disabilities. We prioritize recruiting and retaining special education teachers, paraprofessionals, and related service providers who possess the necessary expertise and experience to meet the diverse needs of our students.

We provide ongoing professional development opportunities for our staff to ensure they stay current on best practices in special education, inclusive teaching strategies, and the effective use of technology to support students with disabilities. This professional development may include workshops, conferences, online courses, and collaboration with experts in the field.

Continuous Improvement and Evaluation

We are committed to continuous improvement in our approach to serving students with disabilities. We regularly evaluate the effectiveness of our programs and services through data analysis, student progress monitoring, and feedback from parents, educators, and service providers. This feedback is used to identify areas for improvement and to implement changes that enhance the quality of our special education services and ensure that all students have the opportunity to achieve their full potential.

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



At 2hr Learning Online Academy, our student performance standards are deeply interwoven with our core educational philosophy, which emphasizes personalized, mastery-based learning, accelerated academic growth, and the development of essential life skills. These standards guide our curriculum, instructional methods, and assessment strategies, ensuring that every student has the opportunity to achieve their full potential and prepare for success in the 21st century.

Mastery-Based Learning and Accelerated Academic Growth

Central to our student performance standards is the concept of mastery-based learning. We believe that students should demonstrate a deep understanding and proficiency in each subject area before progressing to more advanced topics. This approach ensures that they build a solid foundation of knowledge and skills, setting the stage for continuous academic growth. Our adaptive learning technologies and personalized learning paths allow students to learn at their own pace, ensuring they are appropriately challenged and supported throughout their educational journey. This personalized approach, coupled with our commitment to mastery, enables students to achieve accelerated academic growth, often exceeding traditional expectations.

Our student performance standards in core academic subjects, such as mathematics, science, language arts, and social studies, are aligned with the North Carolina Standard Course of Study. We utilize a variety of assessment methods, including formative assessments, summative assessments, and standardized tests, to monitor student progress and ensure they are meeting or exceeding these standards. Our goal is not simply for students to pass tests but to truly understand and apply the knowledge and skills they are acquiring.

Life Skills Development

2hr Learning Online Academy recognizes that academic excellence is only one part of a well-rounded education. We believe that students also need to develop essential life skills, such as critical thinking, problem-solving, collaboration, communication, creativity, and resilience, to thrive in a complex and ever-changing world. These skills are integrated into our curriculum through project-based learning, workshops, and real-world applications. Our student performance standards in life skills development focus on students' ability to apply their knowledge and skills to solve problems, work effectively in teams, communicate their ideas clearly, and adapt to new challenges.

We utilize a unique "Test to Pass" (T2P) system to assess student mastery of life skills. T2Ps are performance-based assessments that require students to demonstrate their ability to apply the skills they have learned in real-world contexts. This approach ensures that students are not simply acquiring knowledge but are also developing the practical skills they need to succeed in life.

Personalized Learning and Individualized Growth

At 2hr Learning Online Academy, we believe that every student is unique and has their own individual strengths, challenges, and learning styles. Our student performance standards are designed to be flexible and adaptable to meet the needs of each individual learner. We utilize



personalized learning plans to set individualized goals and track progress. Our teachers and support staff work closely with students to provide personalized instruction, feedback, and support, ensuring that every student has the opportunity to reach their full potential.

Our student performance standards also emphasize the importance of individualized growth. We believe that every student should be challenged to grow and improve, regardless of their starting point. We use data-driven insights and ongoing progress monitoring to identify areas where students can grow and to provide them with the support they need to reach their goals.

Continuous Improvement and a Culture of Excellence

2hr Learning Online Academy is committed to continuous improvement and a culture of excellence. We regularly review and update our student performance standards to ensure they remain aligned with best practices in online education and the evolving needs of our students. We also use data-driven insights and feedback from students, parents, and teachers to identify areas where we can improve our programs and services.

Our ultimate goal is to create a learning environment where students are inspired to achieve academic excellence, develop essential life skills, and become responsible and engaged citizens of the world. Our student performance standards provide a roadmap for this journey, guiding our efforts to create a school that is truly transformative and prepares students for success in all aspects of life.

Q158.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.



While 2hr Learning Online Academy recognizes the value of state and federally mandated tests in providing a standardized measure of student achievement and growth, we believe in employing a more comprehensive and nuanced approach to assessment. Our philosophy embraces the unique learning journeys of each student and the importance of fostering a love for learning, accelerating academic progress, and nurturing essential life skills. To achieve this, we utilize a variety of evaluation tools and assessments that go beyond standardized tests, providing valuable insights into student learning and guiding our instructional practices and curriculum development.

Adaptive Learning Technologies and Personalized Assessments

2hr Learning Online Academy leverages the power of adaptive learning technologies to provide personalized learning paths for each student. These technologies use sophisticated algorithms to adjust the difficulty and pace of instruction based on the student's individual performance and learning style. Embedded within these platforms are personalized assessments that continuously monitor student progress and mastery of concepts. These assessments go beyond simply measuring right or wrong answers; they analyze the student's approach to problem-solving, identify areas of strength and weakness, and provide immediate feedback that guides the student towards mastery. This data is invaluable for teachers in tailoring instruction to meet the specific needs of each student, ensuring that they are appropriately challenged and supported throughout their learning journey.

Formative Assessment and Feedback Loops

Formative assessments are integrated into our daily instructional practices, providing real-time insights into student learning and allowing for timely adjustments to teaching strategies. These assessments can take various forms, such as quizzes, exit tickets, classroom discussions, student self-reflections, and observations of student work. The key to effective formative assessment is the feedback loop it creates. Teachers provide students with immediate and constructive feedback based on their performance in formative assessments. This feedback helps students identify their strengths and weaknesses, understand their mistakes, and develop strategies for improvement.

The data collected from formative assessments is also used to inform instructional decisions. Teachers analyze the data to identify trends and patterns, such as common misconceptions or areas where students are struggling. This information is then used to adjust teaching strategies, provide additional support to students who need it, and ensure that all students are progressing towards mastery.

Summative Assessments and Performance-Based Tasks

Summative assessments are used to evaluate student learning at the end of a unit or course. These assessments provide a more comprehensive picture of student mastery and can take various forms, such as unit tests, projects, presentations, and essays. We believe that summative assessments should go beyond simply measuring rote memorization and recall of facts. Instead, we emphasize performance-based tasks that require students to apply their knowledge and skills



to solve problems, create products, or demonstrate their understanding in real-world contexts.

The data collected from summative assessments is used to evaluate the effectiveness of our curriculum and instructional methods. We analyze the data to identify areas where students are excelling or struggling and to make adjustments to our curriculum and teaching strategies as needed. This data-driven approach ensures that our educational program remains responsive to the needs of our students and continually evolves to promote optimal learning outcomes.

Student Portfolios and Learning Journeys

Student portfolios are an essential tool for documenting student learning and growth over time. Portfolios can include a variety of artifacts, such as student work samples, projects, presentations, self-reflections, and feedback from teachers. We encourage students to take ownership of their portfolios, using them as a tool for self-reflection and goal setting. Portfolios provide valuable insights into the student's learning journey, showcasing their progress, strengths, and areas for improvement. They also serve as a valuable communication tool between students, parents, and teachers.

Data-Driven Instruction and Continuous Improvement

At 2hr Learning Online Academy, we believe in using data to drive instruction and improve our curriculum over time. We collect and analyze data from a variety of sources, including adaptive learning platforms, formative assessments, summative assessments, and student portfolios. This data is used to inform instructional decisions, personalize learning paths, identify areas where students need additional support, and make adjustments to our curriculum to ensure that it remains relevant, engaging, and effective.

Our commitment to data-driven instruction is an ongoing process. We regularly review and reflect on our assessment practices, seeking feedback from students, parents, and teachers. This feedback is used to refine our assessment strategies and ensure that they continue to effectively measure student learning and inform instructional decisions.

A Holistic Approach to Assessment

2hr Learning Online Academy's approach to assessment goes beyond simply measuring student performance on standardized tests. We believe in a holistic approach that considers the individual needs, learning styles, and growth of each student. By utilizing a variety of evaluation tools and assessments, we gain a deeper understanding of student learning and are able to tailor our instruction and curriculum to meet the needs of every learner. This approach ensures that all students have the opportunity to achieve academic excellence, develop essential life skills, and become lifelong learners.

Q159. 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.



At 2hr Learning Online Academy, our approach to student promotion is deeply rooted in the principles of personalized learning and mastery-based progression. We believe that each student's educational journey is unique, and our promotion policies reflect this understanding by prioritizing individual student growth and mastery of skills over traditional age-based or time-based advancement. We are committed to ensuring that every student, regardless of their learning style or pace, has the opportunity to achieve academic success and develop the necessary skills to thrive in their future endeavors. Our promotion policies are designed to be transparent, equitable, and supportive, providing a clear pathway for student advancement while offering individualized support for those who may require additional assistance.

Criteria for Promotion: A Focus on Mastery and Holistic Development

Our promotion criteria are designed to be comprehensive, taking into account various factors that contribute to a student's overall academic and personal development. We recognize that success is not solely measured by standardized test scores or grades but encompasses a broader range of skills and competencies. Our approach aims to foster a well-rounded educational experience that prepares students for the challenges and opportunities of the 21st century.

Mastery of Core Academic Content: Students are expected to demonstrate a deep understanding of the core academic subjects, including mathematics, science, language arts, and social studies. This mastery is assessed through a variety of methods, such as performance-based tasks, projects, presentations, and standardized tests. Our adaptive learning platforms provide personalized learning pathways that allow students to progress at their own pace and achieve mastery of each concept before moving on to more challenging material.

Personalized Learning Progress: We closely monitor each student's progress through their personalized learning journey. This includes tracking their completion of learning modules, engagement in online activities, and performance on formative and summative assessments. Our educators provide individualized feedback and support to ensure that each student is making adequate progress and achieving their academic goals.

Development of Essential Skills: We recognize the importance of developing essential skills beyond core academic subjects. Our curriculum incorporates opportunities for students to cultivate critical thinking, problem-solving, collaboration, communication, and self-directed learning skills. These skills are assessed through various projects, presentations, and real-world applications of knowledge, ensuring that students are equipped with the competencies needed for success in the 21st century.

Growth Mindset and Social-Emotional Learning: We foster a growth mindset in our students, encouraging them to embrace challenges, persevere through setbacks, and view mistakes as opportunities for learning. Our curriculum integrates social-emotional learning (SEL) principles to promote self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. These aspects of student development are assessed through observations, self-reflections, and interactions with peers and educators.

Promotion Procedures: A Collaborative and Data-Driven Approach

Our promotion procedures are designed to be transparent, collaborative, and data-driven. We



believe that promotion decisions should be made with a holistic understanding of each student's strengths, challenges, and learning progress.

Continuous Assessment and Monitoring: Throughout the academic year, we continuously assess and monitor student progress through a variety of methods, including formative assessments, summative assessments, and standardized tests. This data is used to inform instructional decisions, provide targeted support, and track individual student growth.

Individualized Learning Plans: Each student has a personalized learning plan that outlines their academic goals, learning progress, and areas for improvement. These plans are regularly reviewed and updated based on ongoing assessments and feedback from educators and parents.

Multi-Tiered System of Support (MTSS): We implement a multi-tiered system of support to provide targeted interventions and support for students who may be struggling academically or emotionally. This tiered approach ensures that students receive the appropriate level of support based on their individual needs.

Collaborative Decision-Making: Promotion decisions are made collaboratively, involving educators, specialists, parents, and the student (when appropriate). We believe that the collective insights and perspectives of all stakeholders contribute to informed and equitable promotion decisions.

Data-Driven Decisions: We rely on data and evidence to inform our promotion decisions. This includes analyzing student performance data, reviewing individualized learning plans, and considering feedback from educators and parents.

Communication of Promotion Criteria: Transparency and Open Dialogue

We are committed to transparent communication with parents and students regarding our promotion policies and criteria. We believe that open dialogue and collaboration are essential for ensuring that students and families understand the expectations for advancement and the support available to help students succeed.

Student Handbook and Parent Orientation: Our student handbook and parent orientation materials provide detailed information about our promotion policies and criteria. These materials are readily available online and are reviewed with parents and students at the beginning of each academic year.

Individualized Learning Plans: Each student's individualized learning plan outlines their specific academic goals and benchmarks for promotion. These plans are reviewed with parents and students regularly to ensure clear understanding and alignment with expectations.

Parent-Teacher Conferences: Regular parent-teacher conferences provide opportunities to discuss student progress, address any concerns, and collaboratively develop strategies to support student success and advancement.

Progress Reports and Report Cards: Progress reports and report cards provide parents and students with regular updates on academic performance and progress toward promotion criteria.

Open Communication Channels: We encourage open communication between parents, students, and educators throughout the academic year. Parents and students are welcome to reach out to teachers and administrators with any questions or concerns regarding promotion policies or



individual student progress.

Promotion Considerations for Students with Special Needs

At 2hr Learning Online Academy, we are committed to providing an inclusive and supportive learning environment for all students, including those with special needs. Our promotion policies and procedures are adapted to meet the individual needs of each student, ensuring that they have the opportunity to achieve academic success and progress to the next grade level.

Individualized Education Programs (IEPs): Students with disabilities who qualify for special education services under the Individuals with Disabilities Education Act (IDEA) have an Individualized Education Program (IEP) that outlines their unique learning needs, goals, and services. Promotion decisions for these students are based on the goals and objectives outlined in their IEP, ensuring that they are making adequate progress and achieving their individualized learning outcomes.

504 Plans: Students with disabilities who do not qualify for special education services but require accommodations to access and participate in the general education curriculum have a 504 Plan. Promotion decisions for these students consider the accommodations outlined in their 504 Plan, ensuring that they have equal access to learning opportunities and are able to demonstrate mastery of the curriculum.

Collaboration with Special Education Professionals: Our educators collaborate closely with special education professionals, including special education teachers, therapists, and counselors, to ensure that students with special needs receive the appropriate support and accommodations to succeed academically and progress toward promotion.

Differentiated Instruction and Assessments: We implement differentiated instruction and assessments to meet the diverse learning needs of our students, including those with special needs. This may involve providing alternative assignments, modifying assessments, or offering additional support and resources.

Progress Monitoring and Adjustments: We continuously monitor the progress of students with special needs and make adjustments to their individualized learning plans or accommodations as needed to ensure their success and continued growth.

Q160. 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 students at risk of dropping out.



At 2hr Learning Online Academy, our commitment to student success extends beyond academic excellence to encompass the holistic development of well-rounded individuals equipped with the knowledge, skills, and values necessary to thrive in the 21st century. Our exit standards for graduating students, encompassing those completing the 8th grade, reflect this commitment by outlining a comprehensive set of expectations that encompass academic mastery, life skills proficiency, and a growth mindset that fosters lifelong learning and adaptability.

Academic Mastery:

Graduating students from 2hr Learning Online Academy will demonstrate a deep understanding and mastery of core academic subjects, including mathematics, science, language arts, and social studies. This mastery goes beyond rote memorization or superficial understanding, encompassing the ability to apply knowledge in practical contexts, solve problems creatively, and think critically about complex issues. Our students will be proficient in mathematical reasoning, scientific inquiry, effective communication, and historical analysis, preparing them for the rigors of high school and beyond.

Life Skills Proficiency:

Recognizing the importance of skills beyond academics, our graduates will exhibit proficiency in a range of essential life skills that are crucial for personal and professional success. These skills include teamwork and collaboration, leadership and initiative, effective communication and public speaking, financial literacy and entrepreneurship, critical thinking and problem-solving, and adaptability and resilience. Our graduates will be able to work effectively in teams, lead with confidence, communicate persuasively, manage finances responsibly, navigate challenges creatively, and adapt to changing circumstances with resilience.

Growth Mindset and Lifelong Learning:

2hr Learning Online Academy instills a growth mindset in our students, fostering a belief in their ability to learn and grow through effort and perseverance. Our graduates will embrace challenges as opportunities for learning, persist through setbacks, and view failures as stepping stones to success. They will be equipped with the skills and strategies necessary for self-directed learning, enabling them to continuously expand their knowledge and adapt to new situations throughout their lives.

Support for Students at Risk of Dropping Out:

2hr Learning Online Academy is dedicated to ensuring that every student has the opportunity to succeed, recognizing that some students may face unique challenges that put them at risk of dropping out. For these students, we implement a comprehensive support system that includes:

Early Identification and Intervention: We utilize a robust data-driven system to identify students who are exhibiting early warning signs of academic or social-emotional difficulties. This early identification allows us to intervene promptly with targeted support, preventing these challenges



from escalating and increasing the risk of dropout.

Personalized Learning Plans: We develop individualized learning plans for students at risk, tailoring their educational experience to meet their specific needs and address their challenges. These plans may include modifications to the curriculum, additional academic support, social-emotional counseling, or connections to community resources.

Mentorship and Counseling: We provide mentorship and counseling services to students at risk, offering guidance, support, and encouragement to help them overcome obstacles and stay engaged in their education. Our mentors and counselors work closely with students to build trusting relationships and develop strategies for success.

Family Engagement: We actively engage families in the educational process, recognizing their crucial role in supporting student success. We provide families with resources and information to help them understand their child's challenges and work collaboratively with the school to develop solutions.

Alternative Learning Pathways: We offer alternative learning pathways for students who may not thrive in a traditional academic setting. These pathways may include project-based learning, internships, or vocational training, allowing students to explore their interests and develop skills that prepare them for future success.

Community Partnerships: We collaborate with community organizations to provide additional support and resources to students at risk. These partnerships may include mentoring programs, after-school programs, or mental health services, offering a comprehensive network of support to help students overcome challenges and stay on track to graduation.

Conclusion:

2hr Learning Online Academy's exit standards for graduating students set a high bar for academic achievement, life skills proficiency, and the development of a growth mindset. We are committed to ensuring that all students, including those at risk of dropping out, have the opportunity to reach their full potential and graduate prepared for success in high school, college, and beyond. Through our innovative educational model, personalized learning approach, and comprehensive support systems, we empower our students to become lifelong learners, responsible citizens, and contributors to a better future.

10.5. School Culture and Discipline

Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



2hr Learning Online Academy envisions a vibrant virtual learning community where innovation, engagement, and holistic student development are not just aspirations but the very foundation of our educational approach. Our culture is built upon the belief that students thrive when they are empowered to take ownership of their learning, when their curiosity is ignited, and when their education extends beyond traditional academics to encompass essential life skills and personal growth.

Fostering a Positive Academic Environment

At 2hr Learning Online Academy, we believe that a positive academic environment is essential for fostering student success. Our virtual classrooms are designed to be inclusive, supportive, and engaging, providing students with a sense of belonging and community. We achieve this through:

Personalized Learning Journeys: Our AI-driven platform tailors the learning experience to each student's individual needs and pace, ensuring that they are challenged appropriately and can progress at a rate that optimizes their learning potential. This personalized approach fosters a sense of accomplishment and motivates students to take ownership of their education.

Engaging and Interactive Learning: We move beyond static textbooks and lectures, embracing interactive activities, simulations, and multimedia resources that bring learning to life. Our virtual classrooms are dynamic spaces where students actively participate in discussions, collaborate on projects, and engage in hands-on learning experiences that spark their curiosity and deepen their understanding.

Positive Reinforcement and Growth Mindset: We celebrate effort, perseverance, and a growth mindset. Our educators provide constructive feedback that focuses on progress and improvement, encouraging students to embrace challenges as opportunities for learning and growth.

Student Agency and Choice: We empower students by providing them with choices in their learning journey. This includes offering a variety of electives, project-based learning opportunities, and personalized learning pathways that allow students to explore their interests and passions.

Reinforcing Student Intellectual and Social Development

2hr Learning Online Academy recognizes that education extends beyond academics to encompass the intellectual and social development of each student. Our culture is designed to nurture well-rounded individuals who are equipped with the skills and values needed to thrive in a complex and interconnected world. We achieve this through:

Critical Thinking and Problem-Solving: Our curriculum is infused with opportunities for critical thinking and problem-solving. Students are challenged to analyze information, evaluate evidence, and develop creative solutions to real-world problems. This approach fosters intellectual curiosity, analytical skills, and the ability to think independently.

Collaboration and Communication: We foster a collaborative learning environment where students work together on projects, engage in discussions, and learn from each other's perspectives. This promotes teamwork, communication skills, and the ability to build positive relationships with others.



Digital Citizenship and Ethical Decision-Making: We teach students the principles of digital citizenship, including responsible online behavior, ethical use of technology, and respect for intellectual property. Our curriculum also emphasizes ethical decision-making, encouraging students to consider the consequences of their actions and make choices that are aligned with their values.

Social-Emotional Learning: We recognize the importance of social-emotional learning and integrate it into our curriculum. Students learn about self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. This holistic approach fosters emotional intelligence, resilience, and the ability to navigate social situations effectively.

A Culture of Innovation and Continuous Improvement

2hr Learning Online Academy embraces a culture of innovation and continuous improvement. We are constantly seeking new ways to enhance the learning experience for our students and adapt to the evolving educational landscape. This includes:

Embracing Educational Technology: We actively explore and integrate emerging educational technologies to enhance the learning experience for our students. This includes utilizing AI-powered learning platforms, virtual reality experiences, and other innovative tools that personalize learning and make it more engaging.

Data-Driven Decision-Making: We collect and analyze data on student performance, engagement, and feedback to inform our instructional practices and curriculum development. This data-driven approach allows us to identify areas for improvement and make adjustments that optimize student learning outcomes.

Professional Development for Educators: We invest in ongoing professional development for our educators to ensure that they are equipped with the latest pedagogical strategies and technological skills. This commitment to continuous learning ensures that our educators remain at the forefront of educational innovation and can effectively guide our students in their learning journeys.

Open Communication and Collaboration: We foster a culture of open communication and collaboration among all stakeholders, including students, parents, educators, and community partners. We value feedback and actively seek input from our community to inform our decision-making and ensure that our school remains responsive to the needs of our students.

2hr Learning Online Academy is dedicated to cultivating a vibrant virtual learning community where students thrive academically, intellectually, and socially. Our culture of innovation, engagement, and continuous improvement ensures that our students are well-prepared for success in a rapidly changing world. We believe that every student has the potential to achieve great things, and we are committed to providing them with the tools, resources, and support they need to reach their full potential.

Q162.Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



2hr Learning Online Academy recognizes that building a thriving virtual learning community requires intentionality and a comprehensive strategy for instilling our core values and fostering a positive school culture. From the very first day of school, we embark on a journey of cultivating a culture of innovation, engagement, and holistic growth among students, teachers, administrators, and parents. This approach extends to welcoming and acculturating students who join us mid-year, ensuring a seamless transition and a sense of belonging within our virtual community.

Launching a Culture of Excellence: First Day and Beyond

The foundation for our vibrant school culture is laid from the first day of school through a series of initiatives designed to introduce students, teachers, administrators, and parents to our unique educational philosophy and values.

Welcome Orientation: Our journey begins with a comprehensive virtual orientation program that immerses new students and their families in the 2hr Learning Online Academy experience. This program introduces them to our learning platform, curriculum, daily schedules, and the diverse range of resources available to support their success. The orientation also emphasizes our core values of personalized learning, mastery-based progression, and life skills development, setting the stage for a transformative educational journey.

Building Community Connections: We believe that a strong sense of community is essential for student success in a virtual environment. From the outset, we facilitate opportunities for students, teachers, and families to connect and build relationships through virtual icebreaker activities, online forums, and social events. These interactions foster a sense of belonging and encourage collaboration and peer-to-peer support within our virtual community.

Setting the Tone for Learning: The first day of school is not just about logistics; it's about igniting a passion for learning. Our teachers engage students in interactive activities, introduce them to our innovative learning technologies, and showcase the exciting learning journeys that lie ahead. This sets a positive and enthusiastic tone for the academic year, emphasizing the joy of discovery and the limitless possibilities that learning unlocks.

Empowering Educators: Our teachers are the cornerstone of our school culture. We provide them with ongoing professional development opportunities focused on online pedagogy, innovative teaching strategies, and effective use of our learning platform. This ensures that they are equipped to deliver engaging and personalized instruction, foster a positive classroom environment, and support the holistic development of each student.

Engaging Parents as Partners: We view parents as essential partners in their child's education. We establish open communication channels, provide regular updates on student progress, and offer resources and workshops to help parents support their child's learning journey. This collaborative approach strengthens the home-school connection and ensures that parents are actively involved in their child's educational experience.

Welcoming New Students Mid-Year: A Seamless Transition

We understand that students may join our virtual academy mid-year due to various circumstances. To ensure a smooth transition and a sense of belonging for these students, we have developed a comprehensive acculturation plan:



Personalized Onboarding: Each new student is assigned a dedicated mentor who guides them through the onboarding process. The mentor helps the student familiarize themselves with our learning platform, curriculum, and daily routines, ensuring that they feel comfortable and supported as they transition into our virtual community.

Academic Assessment and Placement: We conduct an academic assessment to determine the student's current academic level and place them in appropriate courses that align with their learning needs and goals. This ensures that they are challenged appropriately and can continue their academic progress seamlessly.

Social Integration and Community Building: We actively facilitate opportunities for new students to connect with their peers and build relationships within our virtual community. This may include virtual social events, online forums, and collaborative learning activities. We also encourage existing students to welcome and support new members, fostering a culture of inclusivity and belonging.

Individualized Support and Resources: We recognize that new students may require additional support as they adjust to our virtual learning environment. We provide them with access to a variety of resources, including tutoring services, academic support workshops, and counseling services.

Open Communication with Parents: We maintain open communication with the parents of new students, providing them with updates on their child's progress and offering guidance on how to support their child's transition into our virtual academy. This collaborative approach ensures that parents feel informed and involved in their child's educational experience.

2hr Learning Online Academy is committed to creating a thriving virtual learning community where every student feels valued, supported, and empowered to reach their full potential. By implementing a comprehensive strategy for cultivating our school culture and welcoming new students, we ensure that our virtual academy is a place where all learners can thrive.

Q163. Provide a brief narrative that delineates 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. 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 regard 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.**



2hr Learning Online Academy is dedicated to fostering a positive and productive virtual learning environment where students can thrive academically and personally. Our approach to student conduct is grounded in our core educational philosophy, emphasizing respect, responsibility, and a growth mindset. We believe in empowering students to take ownership of their actions and learn from their mistakes, promoting a culture of self-discipline and accountability. To achieve this, we have established a comprehensive plan for governing student conduct that aligns seamlessly with our mission and proposed Education Plan.

Promoting Effective Discipline: A Proactive Approach

Our approach to discipline is proactive rather than reactive, focusing on preventing misconduct and fostering positive behavior. We achieve this through:

Clear Expectations and Communication: We establish clear expectations for student conduct through our student handbook, code of conduct, and regular communication with students and parents. These expectations emphasize respect for oneself, others, and the learning environment.

Positive Reinforcement: We believe in the power of positive reinforcement to encourage desired behaviors. We implement a system of rewards and recognition to acknowledge students who demonstrate positive conduct, academic effort, and contributions to the school community.

Social-Emotional Learning (SEL): Our curriculum integrates social-emotional learning, equipping students with the skills necessary to manage their emotions, build positive relationships, and make responsible decisions.

Restorative Practices: We utilize restorative practices to address conflict and misconduct. This approach focuses on repairing harm and restoring relationships rather than solely punitive measures.

Open Communication and Collaboration: We encourage open communication between students, parents, and educators. We work collaboratively to address any behavioral concerns and develop solutions that support student growth.

Offenses and Consequences: A Framework for Accountability

While we prioritize proactive discipline, we recognize the need for a structured framework to address serious misconduct. Our preliminary list of offenses that may result in suspension or expulsion includes, but is not limited to:

Harassment and Bullying: Any form of harassment, bullying, or discrimination based on race, ethnicity, gender, religion, disability, or any other protected characteristic will not be tolerated.

Violence and Threats: Acts of violence or threats of violence during school-sponsored activities will result in immediate disciplinary action.

Academic Dishonesty: Cheating, plagiarism, or other forms of academic dishonesty undermine the integrity of our educational program and will be met with appropriate consequences.

Disruption of the Learning Environment: Disruptive behavior that significantly interferes with the learning process or creates a hostile environment for others will be addressed promptly.

Damage to Property: Intentional damage to school property or the property of others will result in disciplinary action and restitution.



Substance Abuse: Possession, use, or distribution of illegal substances will not be tolerated. The severity of consequences will be determined on a case-by-case basis, considering factors such as the nature of the offense, the student's disciplinary history, and the potential impact on the school community. Consequences may range from warnings and detentions to suspension or expulsion in severe cases.

Protecting the Rights of Students with Disabilities

2hr Learning Online Academy is committed to protecting the rights of all students, including those with disabilities. We recognize that certain behaviors may be manifestations of a student's disability. In such cases, we adhere to the following procedures:

Evaluation and Assessment: We conduct a comprehensive evaluation to determine if the behavior is a manifestation of the student's disability. This evaluation may involve input from parents, educators, and specialists.

Individualized Education Program (IEP) or 504 Plan Review: We review the student's IEP or 504 Plan to determine if any accommodations or modifications are necessary to address the behavior.

Behavioral Intervention Plan (BIP): If needed, we develop a BIP to address the behavior and support the student's success. The BIP outlines strategies for preventing and responding to the behavior, and may include positive reinforcement, social skills training, or other interventions.

Collaboration with Parents and Specialists: We work collaboratively with parents and specialists to develop and implement the BIP and ensure that the student receives the necessary support.

Due Process and Grievance Procedures: Ensuring Fairness and Transparency

2hr Learning Online Academy is committed to ensuring fairness and transparency in our disciplinary procedures. We have established clear due process and grievance procedures to protect the rights of students facing disciplinary action:

Notice of Charges: Students facing suspension or expulsion will receive written notice of the charges against them, including a description of the alleged misconduct and the potential consequences.

Opportunity to Respond: Students will have the opportunity to respond to the charges and present their perspective. This may involve a meeting with school administrators, a formal hearing, or the submission of a written statement.

Representation: Students have the right to be represented by a parent, guardian, or advocate during the disciplinary process.

Appeal Process: Students have the right to appeal disciplinary decisions through a clearly defined appeal process.

Grievance Procedures: We have established grievance procedures for students and parents to address concerns or complaints regarding disciplinary actions.

Conclusion

2hr Learning Online Academy's approach to student conduct is grounded in our educational philosophy, emphasizing respect, responsibility, and a growth mindset. Our comprehensive plan for governing student conduct promotes a positive and productive virtual learning environment



while ensuring accountability for misconduct and protecting the rights of all students. By fostering a culture of self-discipline, open communication, and collaboration, we empower students to become responsible and successful members of the school community and beyond.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q165. Explanation (optional):



11. Governance and Capacity

11.1. School Governing Body

Q166.Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

We intend in the short term to lease administrative space at Regus Imperial Center, 4819 Emperor Blvd, Durham, NC 27703. Beyond that we will find a more permanent administrative office space of approximately 10,000 square feet nearby.


11.2. Governance

The private nonprofit corporation or municipality 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.


Q167.Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

☒ Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of t...

Applicant Evidence :


Initial Members of t...

Uploaded on
4/26/2024 by **Andrew
Maroun**

Q168.Describe 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.



2hr Learning Online Academy's governance structure is designed to ensure effective oversight, strategic direction, and accountability in fulfilling its mission to provide innovative, high-quality online education. At the heart of this structure lies the governing board, a group of dedicated individuals with diverse expertise and a shared commitment to the academy's success. This board plays a pivotal role in shaping the academy's future and ensuring its adherence to the highest standards of educational excellence.

Governing Board: Functions, Duties, Roles, and Responsibilities

The governing board of 2hr Learning Online Academy functions as the ultimate authority responsible for the overall well-being and success of the school. Its primary duties encompass a wide range of areas, reflecting the multifaceted nature of managing a virtual charter school.

Strategic Oversight and Policy Development:

The board serves as the guiding force in setting the strategic direction for the academy. This involves developing and approving long-term plans, setting educational goals, and establishing policies that align with the academy's mission and vision. The board ensures that these policies adhere to all applicable federal and state laws, as well as the terms of the charter agreement.

Financial Stewardship and Accountability:

The board is entrusted with the financial health and sustainability of the academy. This includes overseeing the development and approval of the annual budget, monitoring financial performance, and ensuring responsible fiscal management. The board is also responsible for ensuring compliance with all financial reporting requirements and maintaining transparency in financial matters.

Academic Program Oversight:

The board plays a critical role in overseeing the quality and effectiveness of the academy's academic program. This involves reviewing and approving curriculum plans, monitoring student progress and achievement, and ensuring that the program meets or exceeds state educational standards. The board also oversees the implementation of assessments and accountability measures to track student learning and program effectiveness.

Personnel Management and Oversight:

The board is responsible for recruiting, hiring, and supervising the lead administrator, who serves as the head of school. This involves establishing clear expectations for the lead administrator, providing guidance and support, and evaluating their performance regularly. The board also approves all personnel decisions, including the hiring and termination of staff members, ensuring that the academy has a highly qualified and dedicated team.

Community Engagement and Advocacy:

The board acts as a liaison between the academy and the wider community. This involves



fostering relationships with parents, community organizations, and other stakeholders. The board also advocates for the academy's interests and promotes its mission within the community. The board has ultimate responsibility and control, acting independently and must not be subservient to the interests of outside individuals or organizations.

Lead Administrator: Recruitment, Hiring, and Supervision

The recruitment, hiring, and supervision of the lead administrator are among the most crucial responsibilities of the governing board. This individual serves as the head of school and is responsible for the day-to-day operations of the academy. The board ensures that the lead administrator possesses the necessary qualifications, experience, and leadership skills to effectively manage the school and lead it towards achieving its educational goals.

Recruitment Process:

The board conducts a thorough and transparent recruitment process to attract a diverse pool of highly qualified candidates for the lead administrator position. This process may involve advertising the position through various channels, such as educational job boards, professional networks, and community outreach efforts. The board establishes clear criteria for the position, focusing on qualifications, experience, leadership skills, and alignment with the academy's mission and vision.

Hiring Process:

The board implements a rigorous hiring process to select the most suitable candidate for the lead administrator role. This process may involve multiple rounds of interviews, reference checks, and background checks. The board carefully assesses each candidate's qualifications, experience, leadership style, and vision for the academy's future. The board seeks a candidate who is not only a skilled administrator but also a passionate advocate for innovative education and a strong leader who can inspire and motivate the academy's staff and students.

Supervision and Evaluation:

Once the lead administrator is hired, the board provides ongoing supervision and support. This involves establishing clear expectations, setting performance goals, and providing regular feedback. The board conducts annual performance evaluations to assess the lead administrator's effectiveness in managing the school and achieving its educational goals. The board also provides opportunities for professional development and growth to ensure that the lead administrator remains at the forefront of educational leadership and innovation.

Conclusion

The governance structure of 2hr Learning Online Academy, with its dedicated governing board and its focus on strategic oversight, financial stewardship, academic excellence, and community engagement, provides a strong foundation for the academy's success. The board's commitment to recruiting, hiring, and supervising a highly qualified lead administrator further reinforces the academy's dedication to providing an exceptional online learning experience for its students.



Through effective governance and leadership, 2hr Learning Online Academy is poised to make a significant and lasting impact on the educational landscape, empowering students to achieve their full potential and prepare for success in the 21st century.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



2hr Learning Online Academy's governing board is structured to ensure effective oversight, strategic guidance, and unwavering commitment to our mission of delivering a high-quality, innovative online education experience for students in North Carolina. Our board operates with a commitment to transparency, accountability, and a deep understanding of the unique needs and challenges within the North Carolina educational landscape.

Board Size and Composition: Balancing Expertise and Local Perspective

The governing board will maintain a balance between expertise in crucial areas and representation of the local community. The board will consist of a minimum of 3 and a maximum of 7 voting directors, ensuring efficient decision-making while allowing for diverse perspectives. To foster continuity and institutional knowledge, directors will serve 3-year terms, with a limit of 2 consecutive terms to encourage fresh perspectives and engagement.

We are committed to having a board that reflects the diversity of our student population and the North Carolina community. We actively seek individuals from various backgrounds, with expertise in areas such as education, technology, finance, law, business, and community development. A majority of directors must be North Carolina residents, ensuring a deep understanding of the local educational landscape, community needs, and the specific challenges and opportunities within North Carolina.

Powers and Duties: Upholding Fiduciary Responsibility and Educational Excellence

The governing board serves as the ultimate steward of the nonprofit 2hr Learning Online Academy, collectively exercising control over the school's operations, finances, and strategic direction. The board's powers and duties encompass a wide range of responsibilities, including:

Policy Development and Oversight: Establishing and overseeing school policies that align with our mission, vision, and values, ensuring compliance with all applicable laws and regulations.

Educational Program Oversight: Reviewing and approving the school's curriculum, instructional methods, and assessment strategies to ensure they meet the highest standards of quality and effectiveness.

Financial Management: Overseeing the school's financial health, including budget development, financial reporting, and ensuring fiscal responsibility and transparency.

Personnel Management: Approving the hiring and evaluation of key personnel, including the school leader and other administrative staff.

Strategic Planning: Developing and guiding the school's long-term strategic plan, ensuring alignment with the evolving needs of the students and the community.

Community Engagement: Fostering relationships with parents, community members, and other stakeholders to ensure the school remains responsive to the needs of the community it serves.

Advocacy and Outreach: Promoting the school's mission and accomplishments to the broader community, advocating for policies that support the success of virtual charter schools in North Carolina.

Conflict of Interest Policy: Maintaining Integrity and Transparency

We are committed to maintaining the highest ethical standards and ensuring that all board



decisions are made in the best interests of the school and its students. To this end, we are implementing a strict conflict of interest policy. If any board member has a real or perceived conflict of interest related to a particular matter, they will recuse themselves from discussions and voting on that matter. This policy ensures that all decisions are made objectively and with the utmost integrity.

Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The founding board of 2hr Learning Online Academy brings together a diverse and accomplished group of individuals with a shared commitment to revolutionizing education through innovative online learning models. Each member possesses unique expertise and experiences that collectively contribute to the successful implementation of our school design. Their qualifications encompass a wide range of critical areas, including:

School Leadership, Administration, and Governance:

- **Mackenzie Price (President):** A seasoned entrepreneur and educational visionary with a deep understanding of the educational landscape and a passion for leveraging technology to enhance learning. Price's experience as a co-founder of Alpha School and host of the Future of Education podcast demonstrates their ability to lead and manage innovative educational initiatives.
- **Dr. Stefanie Baduria:** A highly accomplished educational leader with extensive experience in curriculum development, instructional design, and student support. Dr. Baduria's expertise in educational psychology and her proven track record in leading successful educational programs, as demonstrated in her roles at Alpha School and LA Galaxy, contribute significantly to the academy's administrative and governance capacities.
- **Suzanne Wasiolek:** With decades of experience in higher education administration, Wasiolek brings extensive expertise in student affairs, legal matters, and strategic planning. Her current role as VP of Student Health Initiatives at Mytonomy, Inc. showcases her ability to navigate complex organizational structures and implement effective policies. As Executive Director of Ever Scouts Education Foundation, she demonstrates a commitment to educational outreach and community engagement.
- **David Cooney:** A licensed school counselor with experience in K-12 settings, Cooney brings valuable insights into student support services, academic advising, and behavioral interventions. His expertise in 504 plans and experience as a 504 Coordinator demonstrate his ability to navigate the complexities of special education and ensure compliance with relevant regulations.
- **Andrew Price:** A financial expert with a strong background in corporate finance and strategic planning. Andrew Price's extensive experience as CFO for various technology companies, coupled with his understanding of educational technology, ensures sound financial management and strategic decision-making for the academy.

Curriculum, Instruction, and Assessment:

- **Dr. Stefanie Baduria:** As a seasoned educator with a doctorate in educational leadership and expertise in curriculum development and instructional design, Dr. Baduria leads the academy's efforts in creating a rigorous and engaging online curriculum aligned with state standards. Her experience in integrating technology into education and developing effective assessment strategies ensures a data-driven approach to curriculum implementation and evaluation.
- **Catherine Stearns:** With experience as a health and physical education teacher, Stearns brings a practical understanding of classroom dynamics and student engagement strategies. Her background in business development and community outreach, as demonstrated in her roles at SproutSupplies and APIC, contributes to the academy's ability to build partnerships and enhance the student experience.
- **David Cooney:** As a school counselor, Cooney possesses a deep understanding of student



learning needs and effective instructional approaches. His experience in creating and implementing guidance lessons and working with diverse student populations contributes to the academy's ability to cater to individual learning styles and provide personalized support.

Performance Management:

- **Mackenzie Price:** With experience in leading high-performing teams and driving organizational success, Price's expertise in performance management ensures that the academy establishes clear expectations, provides regular feedback, and implements effective strategies to support continuous improvement among staff.
- **Dr. Stefanie Baduria:** Her experience in developing and implementing performance management systems for educators and staff, as demonstrated in her previous roles, contributes significantly to the academy's ability to evaluate staff performance, provide professional development opportunities, and maintain high standards of educational excellence.
- **Andrew Price:** Andrew Price's financial expertise and experience in managing budgets and resources ensure that the academy implements performance-based incentives and allocates resources effectively to support high-quality instruction and student success.

Parent/Community Engagement:

- **Mackenzie Price:** Price's experience in building strong relationships with parents and community stakeholders is crucial for fostering a supportive and collaborative learning environment. Their ability to communicate effectively and engage with diverse audiences ensures that the academy remains responsive to the needs and expectations of the community.
- **Suzanne Wasiolek:** Wasiolek's extensive experience in student affairs at Duke and her current role as Executive Director of Ever Scouts Education Foundation demonstrate her ability to build community partnerships and engage with stakeholders effectively. Her expertise in fostering positive relationships between educational institutions and the community contributes significantly to the academy's success in creating a supportive and inclusive learning environment.
- **Catherine Stearns:** With experience in community outreach and building strong relationships with clients, Stearns contributes to the academy's ability to engage with parents, community organizations, and local businesses. Her skills in fostering positive working environments and driving client engagement ensure effective communication and collaboration with stakeholders.

Additional Expertise:

- **Lewis Manalo:** As an accomplished video game writer and producer, Manalo brings a unique perspective on storytelling, technology integration, and engaging students through interactive media. His experience in creating immersive and interactive experiences contributes to the development of innovative learning tools and strategies that enhance student engagement and motivation.

In conclusion, the founding board of 2hr Learning Online Academy possesses a diverse and complementary set of qualifications that encompass all critical aspects of school design and implementation. Their collective expertise in school leadership, administration, curriculum, instruction, assessment, performance management, and parent/community engagement ensures



that the academy is well-positioned to deliver on its mission of providing a high-quality, innovative online education that prepares students for success in the 21st century.

Q171. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



Educational and Operational Success

The foundation of our success lies in a robust governance structure that combines the expertise of our board members with the dedication of our school leadership and staff. Our board provides strategic guidance and oversight, ensuring that the school's operations align with its mission and vision. This expertise is complemented by the dedication of our school leadership team, who are responsible for the day-to-day management of the school and the implementation of the educational program.

Proven Curriculum and Instructional Methods:

2hr Learning Online Academy benefits from a proven curriculum and instructional methods. This curriculum, developed by education experts and refined through years of experience, emphasizes personalized, mastery-based learning supported by adaptive technology and project-based workshops. Our board members, several of whom were instrumental in the development and implementation of the curriculum, bring their firsthand knowledge and expertise to ensure its successful adaptation and implementation in the virtual environment.

Data-Driven Decision Making:

We believe in the power of data to inform our decisions and drive continuous improvement. Our board regularly will review student performance data, including standardized test scores, formative assessments, and progress monitoring data, to evaluate the effectiveness of our educational program and identify areas for growth. This data-driven approach allows us to make informed decisions about curriculum adjustments, instructional strategies, and resource allocation, ensuring that our students are on track to achieve their academic goals.

Continuous Improvement and Innovation:

Our commitment to continuous improvement is reflected in our ongoing efforts to innovate and adapt to the evolving educational landscape. We explore emerging technologies and pedagogical approaches to enhance our virtual learning environment and provide our students with the best possible educational experience. Our board members, with their diverse expertise and forward-thinking mindset, are instrumental in identifying and integrating these innovations into our school's program.

Evaluation of School and Leadership

The success of 2hr Learning Online Academy is measured not only by student outcomes but also by the effectiveness of our leadership and the overall impact of our school on the community. Our board plays a critical role in evaluating the school and its leadership, ensuring accountability and continuous improvement.

Objective Data and Metrics:

We utilize a variety of objective data and metrics to evaluate the school's performance, including standardized test scores, student growth data and parent satisfaction surveys. These data are



reviewed regularly by the board to assess the school's progress towards its goals and identify areas for improvement.

Performance Reviews and Goal Setting:

The board conducts annual performance reviews of the lead administrator, evaluating their effectiveness in leading the school towards its mission and goals. This process involves a comprehensive review of the lead administrator's performance, including their management skills, strategic planning abilities, and ability to foster a positive and productive school culture. The board also works with the lead administrator to set clear goals for the future, ensuring that the school continues to strive for excellence.

Active Stakeholder Representation

We believe that active and effective representation of key stakeholders, including parents, is essential for the success of our school. Our governance structure is designed to foster open communication, collaboration, and shared decision-making with our stakeholders.

Open Board Meetings and Public Forums:

We will comply with North Carolina's Open Meetings Law, ensuring that our board meetings are open to the public. We also will host regular public forums to provide opportunities for parents, teachers, staff, and community members to voice their opinions, share their concerns, and provide feedback on the school's programs and policies.

Parent Advisory Council:

We will establish a Parent Advisory Council to provide a formal platform for parent involvement in the school's decision-making processes. This council will be comprised of parent representatives who will meet regularly with the school leader and board members to discuss school-related issues, provide feedback, and offer suggestions for improvement.

Teacher and Staff Representation:

We value the input of our teachers (guides) and staff and will establish mechanisms for their representation in school-related decisions. This may involve forming a Teacher Advisory Committee or establishing regular forums for teacher feedback and collaboration.

Community Partnerships:

2hr Learning Online Academy actively seeks partnerships with community organizations, businesses, and educational institutions to enhance the educational experience for our students and contribute to the broader community. We believe that these partnerships are essential for providing our students with real-world experiences, career exploration opportunities, and access to cutting-edge technology and resources.



Q172. 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?



The founding board members of 2hr Learning Academic Institute (NC) were chosen through a process that prioritized alignment with the institution's core values, a deep understanding of the educational landscape, and a diverse range of expertise to effectively guide the school's mission. The recruitment and selection process involved the following key steps:

1. Identification of Potential Candidates:

MacKenzie Price, the founder of 2hr Learning, played a pivotal role in identifying potential board members. Leveraging her extensive network within the education and technology sectors, she reached out to individuals who had demonstrated a passion for innovative education, a commitment to student success, and a proven track record of leadership and impact. She involved her husband Andrew Price, CFO of the group that created 2hr Learning, recognizing his expertise in financial management and strategic planning. Similarly, she approached Dr. Stefanie Baduria, whose experience in implementing the 2-hour learning model at Alpha School made her an ideal candidate for guiding the educational framework of the new institute.

2. Initial Outreach and Conversations:

MacKenzie initiated conversations with potential candidates, sharing the vision and mission of 2hr Learning and exploring their interest in contributing to the establishment of the virtual charter school in North Carolina. These initial discussions focused on understanding the candidate's background, their alignment with the school's values, and their potential contribution to the board. For example, conversations with David D. Cooney, an experienced school counselor, highlighted his passion for innovative educational approaches and his understanding of student needs, making him a valuable addition to the board.

3. Evaluation of Qualifications and Expertise:

A thorough evaluation of each candidate's qualifications and expertise was conducted. This included assessing their educational background, professional experience, leadership skills, and understanding of the educational landscape in North Carolina. For instance, Suzanne Wasiolek's extensive experience in higher education administration and her legal background were deemed invaluable for navigating the complexities of establishing and operating a charter school.

4. Board Composition and Diversity:

The selection process prioritized creating a diverse board with a wide range of expertise to ensure a comprehensive approach to governance and decision-making. This included individuals with backgrounds in education, technology, finance, law, and community engagement. For example, Lewis Manalo's experience in the video game industry and his understanding of digital platforms were considered essential for guiding the technology-driven aspects of the school, while Catherine Stearns' expertise in business development and community outreach was crucial for building partnerships and ensuring the school's sustainability.

5. Formal Invitations and Onboarding:



Once the initial board members were identified, formal invitations were extended, outlining the roles and responsibilities of board membership. New members were then onboarded through an orientation process that familiarized them with the school's mission, educational philosophy, operational procedures, and legal and financial obligations.

Filling Board Vacancies

To ensure the continued effectiveness of the board and maintain its diverse composition, a clear process for filling vacancies will be implemented:

1. Notification and Timeline:

Upon the resignation or departure of a board member, the remaining members will be promptly notified. The board will aim to fill the vacancy within a timeframe of 90 days to ensure continuity and avoid any disruption to governance.

2. Review of Existing Candidate Pool:

The board will first review its existing pool of potential candidates who may have expressed interest in joining the board or were previously considered during the initial recruitment process. This pool may include individuals from the education, technology, business, or community sectors who have demonstrated alignment with the school's mission and values.

3. Recruitment and Outreach:

If necessary, the board will initiate a targeted recruitment process to identify new potential candidates. This may involve advertising the vacancy on relevant job boards, reaching out to professional networks, or collaborating with local community organizations. The recruitment process will emphasize the importance of diversity and seek candidates who can bring unique perspectives and expertise to the board.

4. Application and Interview Process:

Interested candidates will be required to submit an application outlining their qualifications and experience. Shortlisted candidates will then undergo an interview process with a selection committee comprised of current board members and school leadership. The interview will assess the candidate's understanding of the school's mission, their commitment to student success, and their ability to contribute effectively to the board's responsibilities.

5. Selection and Approval:

The selection committee will recommend a candidate to the full board for final approval. The decision will be based on the candidate's qualifications, experience, and alignment with the school's values and goals.

6. Onboarding and Training:



The newly appointed board member will undergo an onboarding process similar to that of the founding members. This will include an orientation to the school's operations, policies, and strategic plans, as well as ongoing training opportunities to ensure they are equipped to fulfill their responsibilities effectively.

Q173. Describe the group's ties to and/or knowledge of the target community.



2hr Learning Online Academy is dedicated to establishing a strong and lasting presence within the North Carolina educational landscape. While we are a new entity in the state, our commitment to understanding and serving the needs of K-8 students throughout North Carolina is unwavering. Our approach to building ties and deepening our knowledge of the target community is multifaceted and involves the following key strategies:

Harnessing Existing Expertise and Networks:

Several members of our founding board and leadership team possess strong ties to North Carolina and a deep understanding of the state's educational context. David D. Cooney, a seasoned school counselor with extensive experience in North Carolina schools, brings invaluable insights into the challenges and opportunities faced by students in the state. His firsthand knowledge of student needs, school systems, and community resources will be instrumental in tailoring our educational program to effectively serve the North Carolina student population.

Similarly, Suzanne Wasiolek, with her extensive experience in higher education administration at Duke and her active involvement in the North Carolina legal and educational communities, provides crucial guidance in navigating the complexities of the state's educational landscape and establishing strong relationships with key stakeholders. Catherine Stearns, through her work with Sprout Supplies and her engagement with public, private, and charter schools across North Carolina, has developed a deep understanding of the diverse needs and challenges faced by schools and communities throughout the state. Her expertise in building partnerships and her passion for educational equity will be essential in fostering collaboration and ensuring that 2hr Learning Online Academy effectively serves the needs of all students in North Carolina.

Community Outreach and Engagement:

We are committed to actively engaging with the North Carolina community to gain a deeper understanding of the specific needs, aspirations, and challenges faced by K-8 students and their families. This engagement will involve:

- **Community Forums and Listening Sessions:** Hosting community forums and listening sessions in various regions across the state to gather input from parents, educators, community leaders, and students themselves. These sessions will provide valuable insights into the educational landscape, identify areas where our program can make a significant impact, and foster relationships with key stakeholders.
- **Collaborations with Local Organizations:** Establishing partnerships with local organizations, including community centers, libraries, after-school programs, and educational non-profits. These partnerships will provide opportunities to connect with families, learn about existing educational resources, and develop collaborative programs that enhance the educational experiences of K-8 students.
- **Engagement with Educational Leaders and Policymakers:** Actively engaging with educational leaders and policymakers at the state and local levels. This will involve participating in educational conferences, joining relevant committees and task forces, and advocating for policies that support innovation and expand access to high-quality education for all students.



Research and Data Analysis:

We will conduct thorough research and data analysis to gain a comprehensive understanding of the educational landscape in North Carolina. This will involve:

- **Analyzing Student Performance Data:** Examining statewide and district-level student performance data to identify areas of strength and weakness, understand achievement gaps, and assess the effectiveness of existing educational programs.
- **Reviewing Educational Research and Best Practices:** Staying abreast of the latest educational research and best practices relevant to K-8 education, virtual learning, and student success. This will inform the development and refinement of our educational program and ensure that we are implementing evidence-based strategies that are proven to improve student outcomes.
- **Monitoring Educational Trends and Innovations:** Actively monitoring emerging trends and innovations in the field of education, particularly those related to online learning, personalized learning, and the integration of technology in the classroom. This will enable us to adapt our program to meet the evolving needs of students and ensure that we remain at the forefront of educational advancements.

Building a Diverse and Inclusive School Community:

We are committed to building a diverse and inclusive school community that reflects the rich cultural tapestry of North Carolina. This will involve:

- **Recruiting a Diverse Staff:** Prioritizing diversity in our recruitment efforts for both staff and board members. We will seek individuals from various backgrounds, experiences, and perspectives to ensure that our school community is representative of the students we serve and that all voices are heard and valued.
- **Implementing Culturally Responsive Teaching Practices:** Providing professional development opportunities for our teachers on culturally responsive teaching practices. This will equip them with the skills and knowledge necessary to create a learning environment that is inclusive, respectful, and responsive to the diverse cultural backgrounds and learning styles of our students.
- **Developing Inclusive Curriculum and Learning Materials:** Ensuring that our curriculum and learning materials are inclusive and representative of various cultures and perspectives. This will involve selecting materials that reflect the experiences of students from varying backgrounds and providing opportunities for students to learn about and appreciate different cultures.

Continuous Improvement and Adaptation:

We are committed to continuous improvement and adaptation to ensure that our program remains relevant, effective, and responsive to the evolving needs of the North Carolina community. This will involve:

- **Regular Evaluation and Feedback:** Implementing a robust system for evaluating the effectiveness of our program and gathering feedback from students, parents, teachers, and community stakeholders. This feedback will be used to identify areas for improvement, make



data-driven decisions, and ensure that our program is continuously evolving to meet the needs of our students and the community.

- **Collaboration and Partnerships:** Maintaining strong partnerships with local organizations, educational institutions, and community leaders. These collaborations will provide opportunities for ongoing dialogue, resource sharing, and collaborative problem-solving, ensuring that we are working together to improve educational outcomes for all students in North Carolina.

2hr Learning Online Academy is dedicated to becoming an integral part of the North Carolina educational landscape. We believe that our commitment to understanding and serving the needs of the target community, coupled with our innovative approach to personalized learning and our unwavering dedication to student success, will enable us to make a significant contribution to the educational advancement of K-8 students throughout the state. We are eager to collaborate with families, educators, and community leaders to create a brighter future for all learners in North Carolina.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.



At 2hr Learning Online Academy, we believe in the power of a well-structured board calendar to guide our strategic direction and ensure effective governance. While our bylaws provide the framework for board operations, we recognize the need for a more specific calendar that outlines the rhythm of our board meetings, balancing the need for regular engagement with the flexibility to address emerging issues and opportunities.

Regular Meetings: A Consistent Cadence of Governance

The cornerstone of our board calendar is a consistent cadence of regular meetings, tentatively scheduled for the second Wednesday of each month. This monthly rhythm ensures that the board remains actively engaged in the academy's affairs, providing ongoing oversight and guidance on key strategic matters. These regular meetings serve as a forum for in-depth discussions on a variety of topics, including:

Academic Performance and Student Outcomes: Reviewing student progress data, analyzing trends, and discussing strategies to enhance academic achievement and ensure that all students are on track to meet or exceed learning goals.

Financial Management and Budget Oversight: Monitoring the academy's financial health, reviewing budget reports, and making informed decisions regarding resource allocation and financial planning.

Policy Development and Implementation: Developing and reviewing school policies, ensuring alignment with the academy's mission and vision, and addressing any necessary revisions or updates to reflect changing needs or regulatory requirements.

Strategic Planning and Goal Setting: Engaging in strategic discussions about the academy's future direction, setting long-term goals, and developing action plans to achieve those goals.

Community Engagement and Stakeholder Relations: Discussing strategies for building strong relationships with parents, community members, and other stakeholders, and fostering a supportive and collaborative school environment.

Flexibility for Emerging Needs:

While the regular monthly meetings provide a solid foundation for board governance, we recognize that unforeseen issues and opportunities may arise that require more immediate attention. To address these needs, our board calendar allows for the flexibility to schedule additional meetings as deemed necessary by the directors.

The board calendar will be readily accessible to all board members, staff, and stakeholders, ensuring transparency and open communication about the board's schedule and activities. Additionally, the board will regularly communicate with stakeholders about key decisions and discussions that take place during board meetings, fostering a culture of transparency and accountability.



Q175. 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.



2hr Learning Online Academy recognizes the critical role of our board of directors in guiding our strategic direction and ensuring the success of our school. To empower our board members with the knowledge and skills necessary for effective governance, we will establish onboarding and professional development programs. These programs will equip new board members with a solid understanding of our academy's mission, values, and operations, while providing ongoing professional development opportunities for existing board members to enhance their governance skills and stay abreast of emerging trends in education and the charter school landscape.

New Board Member Orientation: A Comprehensive Introduction

New board members will participate in a comprehensive orientation program designed to provide them with a thorough understanding of the academy's key aspects. This program will cover a variety of topics, including:

Mission and Vision: Delving into the academy's core mission of providing innovative, personalized online education, and exploring the vision for the future of the academy as a leader in the virtual learning space.

Educational Philosophy and Program of Instruction: Examining the academy's unique educational philosophy, which emphasizes personalized, mastery-based learning, and life skills development, and gaining an in-depth understanding of the program of instruction, including the curriculum, instructional methodologies, and assessment strategies.

Governance Structure and Board Responsibilities: Exploring the roles and responsibilities of the board of directors, understanding the bylaws and governance policies, and learning about the board's role in strategic planning, financial oversight, and policy development.

Financial Management and Budgeting: Gaining insights into the academy's financial operations, including budget development, financial reporting, and resource allocation strategies.

Legal and Regulatory Requirements: Understanding the legal framework governing charter schools in North Carolina, including compliance with state and federal regulations related to education, finance, and operations.

Community Engagement and Stakeholder Relations: Learning about the academy's commitment to building strong relationships with parents, community members, and other stakeholders, and exploring strategies for effective communication and collaboration.

Technology and Online Learning Environment: Gaining familiarity with the academy's online learning platform, understanding the technology infrastructure, and exploring the role of technology in enhancing student learning and engagement.

Ongoing Professional Development: A Commitment to Continuous Growth

We believe in the importance of continuous learning and growth for all our board members. To



support this, we will provide ongoing professional development opportunities that are tailored to the specific needs and interests of our board members. These opportunities may include:

Workshops and Training Sessions: Offering workshops and training sessions on a variety of governance topics, such as strategic planning, financial oversight, board effectiveness, legal compliance, and emerging trends in education and technology.

Conferences and Networking Events: Encouraging participation in relevant conferences and networking events to connect with other charter school leaders and learn about best practices in governance and education.

Online Learning Resources: Providing access to online learning resources, such as webinars, articles, and publications, on various governance and education topics.

Peer Mentoring and Coaching: Facilitating peer mentoring and coaching opportunities for board members to share their experiences and learn from one another.

Timetable and Participation Requirements

To ensure that our board members are adequately prepared and equipped for effective governance, we propose the following timetable and participation requirements:

New Board Member Orientation: The orientation program will be conducted within the first month of a new member's joining the board. Participation in this program is mandatory for all new board members.

Ongoing Professional Development: Board members are recommended to participate in a minimum of 10 hours of professional development activities per year. This can include a combination of workshops, conferences, online learning, and peer mentoring.

Q176. 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.



2hr Learning Online Academy recognizes the importance of ethical governance in maintaining the trust and confidence of our stakeholders and ensuring the integrity of our decision-making processes. To achieve this, we have established a robust framework of ethical standards and procedures for identifying, addressing, and mitigating potential conflicts of interest. This framework is designed to promote transparency, accountability, and responsible governance, ensuring that the academy's decisions are always made in the best interest of our students and the community we serve.

Guiding Principles: Ethical Standards for Board Members

Our board of directors is guided by a set of core ethical standards that underpin all their actions and decisions. These standards include:

Integrity: Upholding the highest ethical standards of honesty, fairness, and transparency in all their dealings on behalf of the academy.

Objectivity: Making decisions based on objective criteria and sound judgment, free from personal bias or undue influence.

Confidentiality: Maintaining the confidentiality of sensitive information and respecting the privacy of students, staff, and other stakeholders.

Accountability: Taking responsibility for their actions and decisions, and being accountable to the academy's stakeholders.

Stewardship: Acting as responsible stewards of the academy's resources, ensuring their efficient and effective use for the benefit of the students and the community.

Respect: Treating all individuals with respect and dignity, regardless of their background, beliefs, or perspectives.

Proactive Identification and Disclosure: A Commitment to Transparency

To ensure that potential conflicts of interest are identified and addressed proactively, we are implementing the following procedures:

Annual Conflict of Interest Disclosure: All board members are required to submit an annual conflict of interest disclosure statement. This statement identifies any potential conflicts of interest that may arise from their personal or professional relationships.

Ongoing Disclosure: Board members are expected to disclose any potential conflicts of interest that arise during the year, as soon as they become aware of them.

Conflict of Interest Review Process: The board is establishing a conflict of interest review process to assess potential conflicts and determine appropriate actions. This process may involve recusal from discussions and voting, seeking external advice, or implementing other measures to



mitigate the conflict.

Navigating Existing Relationships: Addressing Potential Conflicts

We acknowledge that existing relationships between our current directors and entities like 2hr Learning, Trilogy, and Crossover present potential conflicts of interest. To ensure that these relationships do not compromise the academy's decision-making or create any perception of impropriety, we will implement the following safeguards:

Arm's-Length Transactions: All transactions with 2hr Learning, Trilogy, Crossover, or any other affiliated entities will be conducted on an arm's-length basis. This means that the terms of the transactions will be fair and reasonable, and comparable to what would be expected in a transaction with an unrelated party.

Independent Review: The terms of any transactions with affiliated entities will be subject to review by independent experts to ensure their fairness and compliance with applicable laws and regulations.

Transparency and Disclosure: All transactions with affiliated entities will be transparently disclosed to the board and the public.

Recusal: Board members with a conflict of interest will recuse themselves from any discussions or decisions related to the conflict. Board members will give up voting rights or resign if they are employees of a for-profit company that provides substantial services to the charter school for a fee.

Q177. Explain the decision-making processes the board will use to develop school policies.



At 2hr Learning Online Academy, we recognize that sound school policies form the bedrock of a thriving educational environment. These policies guide our operations, ensure compliance with legal and ethical standards, and ultimately contribute to the success of our students. As such, we are committed to a rigorous process for developing and implementing school policies, ensuring they are effective, equitable, and responsive to the evolving needs of our virtual learning community.

Building on a Foundation of Success: Adapting Proven Policies to the Online Environment

Our starting point for developing school policies will be the existing policies of 2hr Learning, Inc. and Alpha School, which have a proven track record of success in fostering a love for learning, accelerating academic growth, and nurturing essential life skills in its students. These policies provide a strong foundation upon which we will build, adapting them to the specific context of a public, online school operating in North Carolina. This adaptation process will involve careful consideration of the unique challenges and opportunities presented by the virtual learning environment, ensuring that our policies remain relevant and effective in supporting our students' success.

Embracing Best Practices: A Commitment to Excellence in Online Education

We are dedicated to staying at the forefront of online education, continuously learning and adapting to ensure our students receive the highest quality educational experience. As part of our policy development process, we will actively seek out and incorporate best practices in online education, drawing on research, industry standards, and the experiences of successful online schools across the nation. This commitment to best practices will inform our policies on curriculum development, instructional methods, assessment strategies, student support services, and technology integration, ensuring that our virtual learning environment is optimized for student success.

Harnessing Expertise: Seeking Guidance from Educational Leaders and Charter School Experts

We recognize that developing effective school policies requires a deep understanding of the educational landscape, legal frameworks, and the unique challenges and opportunities of operating a charter school. To ensure our policies are well-informed and aligned with best practices, we will seek guidance from a diverse group of experts, including:

Experienced Educators: We will consult with experienced educators who have a deep understanding of student learning, curriculum development, and effective teaching methods in online environments. Their insights will be invaluable in shaping policies that support student engagement, academic rigor, and personalized learning.

Charter School Leaders: We will collaborate with leaders of successful charter schools, both in North Carolina and across the nation, to learn from their experiences and practices. This collaboration will ensure our policies are aligned with the specific needs and challenges of the charter school environment.



Legal and Policy Experts: We will seek guidance from legal and policy experts to ensure our policies comply with all applicable federal, state, and local laws and regulations. This includes expertise in areas such as student privacy, special education, civil rights, and employment law.

A Collaborative Approach: Engaging Stakeholders in Policy Development

We believe that effective school policies are developed through a collaborative process that involves input from a diverse range of stakeholders. As such, we will actively engage with our community, including:

Parents and Guardians: We will seek feedback from parents and guardians through surveys, focus groups, and open forums. Their perspectives are crucial in ensuring our policies reflect the needs and expectations of our families.

Students: We will create opportunities for students to share their feedback and ideas on school policies, ensuring their voices are heard and their needs are considered.

Teachers and Staff: We will actively engage with our teachers (guides) and staff in the policy development process, drawing on their expertise to create policies that support effective teaching and learning.

Community Members: We will reach out to community members and organizations to gather their input and ensure our policies are aligned with the needs and values of the broader community.

Data-Driven Decision-Making: Continuously Evaluating and Refining Policies

We are committed to a data-driven approach to policy development, continuously evaluating the effectiveness of our policies and making adjustments as needed. This involves:

Collecting Data: We will collect data on the implementation and impact of our policies, including student outcomes, stakeholder feedback, and operational metrics.

Analyzing Data: We will analyze the data to identify trends, patterns, and areas where our policies may need to be adjusted or improved.

Making Data-Driven Decisions: We will use the data to inform our decision-making and ensure our policies are evidence-based and effective in achieving our desired outcomes.

2hr Learning Online Academy is committed to a comprehensive and collaborative approach to developing school policies. Our dedication to ethical governance, transparency, and continuous improvement will ensure our policies effectively support our mission of providing a high-quality, personalized online education that prepares students for success in the 21st century.



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.



While 2hr Learning Online Academy's organizational structure primarily relies on a cohesive leadership team and a dedicated staff, we recognize the immense value of external perspectives and specialized expertise. To enrich our educational offerings and ensure we remain at the forefront of innovation, we actively engage with various advisory bodies and consultants. These collaborations provide invaluable insights, guidance, and support in critical areas such as curriculum development, technology integration, and educational best practices.

Educational Consultants:

We maintain ongoing relationships with educational consultants who possess extensive experience in online learning, curriculum design, and assessment strategies. These consultants act as invaluable resources, providing expert advice and recommendations on various aspects of our educational program. Their contributions include:

Curriculum Enhancement: Collaborating with our curriculum development team to ensure alignment with state standards, incorporating innovative teaching methodologies, and adapting content to suit the online learning environment.

Technology Integration: Guiding the effective integration of technology tools and platforms to enhance student engagement, personalize learning experiences, and optimize the use of our Learning Management System (LMS).

Assessment Strategies: Providing expertise in developing and implementing comprehensive assessment strategies, including formative and summative assessments, to accurately measure student learning outcomes and inform instructional decisions.

Professional Development: Designing and delivering targeted professional development programs for our teachers, focusing on best practices in online pedagogy, effective use of educational technology, and strategies for engaging students in a virtual environment.

Evaluation and Improvement: Assisting in the evaluation of our educational program, identifying areas for improvement, and recommending data-driven strategies to enhance student learning outcomes.

Advisory Councils:

We plan to establish advisory councils comprised of parents and teachers (guides), as well as community leaders, and representatives from local businesses and organizations. The councils will serve as a vital link between the school and the broader community, providing valuable perspectives and feedback on various aspects of our operations. Their roles and responsibilities include:

Providing Community Input: Sharing insights and perspectives on the educational needs and priorities of the community, ensuring that our programs remain relevant and responsive to local concerns.



Advocacy and Outreach: Promoting awareness of our online school within the community, building relationships with local organizations, and advocating for the benefits of online education.

Feedback and Evaluation: Providing feedback on our school's performance, curriculum, and overall educational experience, assisting in identifying areas for improvement and ensuring that we meet the expectations of the community.

Resource Development: Assisting in identifying and securing resources to support our school's programs and initiatives, including partnerships with local businesses and organizations.

Community Engagement: Facilitating opportunities for our students to engage with the local community through volunteering, internships, and other outreach programs.

Reporting Structure:

Both the educational consultants and the advisory councils report directly to the school's leadership team. The leadership team, in turn, keeps the governing board informed about the contributions and recommendations of these advisory bodies, ensuring transparency and accountability.

Additional Partnerships and Collaborations:

We actively seek opportunities to partner with other educational institutions, technology groups, and non-profit organizations that share our vision for innovative education. These collaborations may include:

Joint research projects to explore new pedagogical approaches and the effectiveness of educational technology in online learning environments.

Sharing of resources and best practices to enhance the quality of our programs and expand access to educational opportunities for students.

Developing joint initiatives to promote awareness of online education and advocate for policies that support innovation and access in the educational landscape.

Q179. Discuss the school's grievance process for parents and staff members.



2hr Learning Online Academy is dedicated to fostering a positive and productive learning environment for all members of our community. We recognize that grievances may arise from time to time. We are committed to addressing them in a fair, timely, and respectful manner. To ensure everyone feels heard and supported, we are establishing a clear and comprehensive grievance process for both parents and staff members.

Grievance Process for Parents: Ensuring Open Communication and Collaborative Solutions

Step 1: Informal Resolution

We encourage parents to first attempt to resolve their concerns informally by directly communicating with the individual involved, whether it be a teacher (guide), staff member, or administrator. If the parent feels uncomfortable addressing the individual directly or if the issue remains unresolved, they can proceed to the next step.

Step 2: Formal Grievance Submission

Parents can submit a formal grievance in writing to the lead administrator. The written grievance should clearly outline the nature of the concern, the individuals involved, and the desired outcome. The lead administrator will acknowledge receipt and initiate an investigation into the matter.

Step 3: Investigation and Resolution

The lead administrator will conduct a thorough investigation, gathering information from all relevant parties. Upon completion of the investigation, the lead administrator will meet with the parent to discuss the findings and proposed resolution. The goal is to find a solution that addresses the parent's concerns and ensures a positive learning environment for the student.

Step 4: Appeal Process

If the parent is not satisfied with the outcome of step 3, they may appeal the decision to the school's governing board. The governing board will review the grievance and the lead administrator's findings, and may conduct additional investigations if necessary. The governing board's decision is final.

Grievance Process for Staff Members: Fostering a Supportive and Equitable Work Environment

Step 1: Informal Resolution

Similar to the parent grievance process, we encourage staff members to first attempt to resolve their concerns informally through direct communication with the individual involved. Open dialogue often leads to a mutually agreeable solution.

Step 2: Formal Grievance Submission

If the issue remains unresolved, the staff member can submit a formal grievance in writing to the



lead administrator or a designated human resources representative. The written grievance should clearly outline the nature of the concern, the individuals involved, relevant dates and events, and the desired outcome.

Step 3: Investigation and Resolution

The lead administrator or HR representative will conduct a thorough and impartial investigation. Upon completion of the investigation, the lead administrator or HR representative will meet with the staff member to discuss the findings and proposed resolution.

Step 4: Appeal Process

If the staff member is not satisfied with the resolution, they may appeal the decision to the school's governing board. The governing board will review the grievance and the investigation findings, and may conduct additional investigations if necessary. The governing board's decision is final.

2hr Learning Online Academy is dedicated to maintaining a positive and productive learning and working environment. Our grievance process is designed to be fair, transparent, and efficient, ensuring that all concerns are addressed in a timely and respectful manner. We believe that open communication and collaboration are key to resolving grievances and fostering a strong sense of community within our school.


Q180. **Attach as Appendix G Organizational Chart**

- **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).**

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Charter School Orga...

Uploaded on
4/26/2024 by **Andrew
Maroun**

Q181. **Attach as Appendix H Charter School Board Member Information Form and**




Resume


- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

☒ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50


Resources


2024 Charter School...


Applicant Evidence :


Stefanie Resume.pdf


Uploaded on
4/26/2024 by **Andrew Maroun**


Stefanie Board Me...


Uploaded on
4/26/2024 by **Andrew Maroun**


David Board Memb...


Uploaded on
4/26/2024 by **Andrew Maroun**


Andrew Board Mem...

Uploaded on
4/26/2024 by **Andrew Maroun**


Lewis Board Memb...


Uploaded on
4/26/2024 by **Andrew Maroun**


David Resume.pdf


Uploaded on
4/26/2024 by **Andrew Maroun**


Andrew Resume.docx


Uploaded on
4/26/2024 by **Andrew Maroun**


Lewis Resume.docx

Uploaded on
4/26/2024 by **Andrew Maroun**


MacKenzie Board M...


Uploaded on
4/26/2024 by **Andrew Maroun**


MacKenzie Resume....


Uploaded on
4/26/2024 by **Andrew Maroun**


Suzanne Resume.do...


Uploaded on
4/26/2024 by **Andrew Maroun**


Catherine Resume....

Uploaded on
4/26/2024 by **Andrew Maroun**


Catherine Board Me...

Uploaded on
4/26/2024 by **Andrew Maroun**


Suzanne Board Me...

Uploaded on
4/26/2024 by **Andrew Maroun**

Q182. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and



2. Completed Background Check


PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

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Total Files Count: 50

Resources


2024 Charter School...



Applicant Evidence :

 Suzanne Backgroun...	 Catherine Backgrou...	 Stefanie Backgroun...	 David Background C...
Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun
 Stefanie Backgroun...	 David Background C...	 Andrew Backgroun...	 MacKenzie Backgro...
Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun
 Suzanne Backgroun...	 Andrew Backgroun...	 MacKenzie Backgro...	 Lewis Background C...
Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun
 Lewis Background C...	 Catherine Backgrou...		
Uploaded on 4/26/2024 by Andrew Maroun	Uploaded on 4/26/2024 by Andrew Maroun		


Q183. **Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** 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.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3



Applicant Evidence :


2hr Learning Acade...

Uploaded on
4/26/2024 by **Andrew
Maroun**


Q184. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Q184 - Appendix K.p...


Uploaded on
4/26/2024 by **Jack
Abolt**

11.3. Staffing Plans, Hiring, and Management

Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

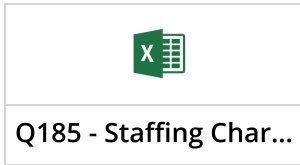
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Resources


Staffing Chart Temp...



Applicant Evidence :



Uploaded on
4/26/2024 by **Jack**
Abolt

Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.

Attracting Top Talent:

Targeted Recruitment: We utilize a targeted recruitment approach, focusing on educators with a passion for online teaching and advertising on specialized education job boards.

Competitive Compensation and Benefits: Our compensation packages are competitive within the online education sector, reflecting the value we place on our teachers (guides).

Emphasis on Innovation and Growth Mindset: We seek educators who are passionate about exploring new teaching methods, integrating technology into their practice, and continuously improving their skills.

Fostering a Supportive and Rewarding Work Environment:

Collaborative Culture: Regular team meetings, peer mentoring programs, and online forums provide opportunities for teachers (guides) to share best practices, discuss challenges, and learn from each other.

Open Communication and Feedback: We encourage open communication and feedback between teachers and administrators.

Recognition and Appreciation: We regularly acknowledge and celebrate the achievements and contributions of our guides.

Q187. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.



Although we haven't yet identified a specific candidate for the principal/lead administrator position, we have developed a comprehensive job description and established rigorous selection criteria.

Job Description and Qualifications:

The ideal candidate for the Principal/lead administrator position will possess educational leadership experience, technological acumen, and a deep understanding of virtual learning environments.

Key qualifications include:

Educational Background: A Master's degree in Educational Leadership, Educational Technology, or a related field is required, with a Doctorate preferred.

Experience: A minimum of five years of experience in educational leadership roles, with a track record of success in leading and managing schools, preferably within online or blended learning settings.

Technological Expertise: A strong understanding of educational technologies and their application in virtual learning environments is essential. The candidate should be comfortable with learning management systems, digital assessment tools, and other technologies used in online education.

Visionary Leadership: The ability to articulate and implement a clear vision for the school's future, aligned with the academy's mission and educational philosophy, is crucial. The candidate should be able to inspire and motivate staff, students, and the wider school community.

Data-Driven Decision-Making: The candidate should be proficient in data analysis and be able to use data to inform instructional decisions, monitor student progress, and evaluate the effectiveness of educational programs.

Communication and Collaboration Skills: Excellent communication and interpersonal skills are essential for building strong relationships with staff, students, parents, and community partners.

Commitment to Innovation and Continuous Improvement: The candidate should be open to exploring new ideas, embracing change, and seeking ways to enhance the school's educational programs and operational effectiveness.

Recruitment and Selection Process:

National Search: We will conduct a national search to attract a wide range of qualified candidates, advertising the position on major educational job boards, professional organizations' websites, and social media platforms.

Application Review Committee: A committee comprising members of the governing board will review applications, shortlisting candidates who meet the qualifications and demonstrate a



strong alignment with the school's mission and vision.

Interviews: Shortlisted candidates will participate in several rounds of interviews. These interviews will assess the candidates' leadership skills, educational philosophy, technological expertise, and vision for the school.

Reference and Background Checks: Thorough checks will be conducted on finalist candidates to ensure the safety and well-being of our students and staff.

Performance Tasks and Presentations: Finalist candidates may be asked to complete performance tasks or presentations that demonstrate their ability to lead and manage a virtual charter school.

Selection and Appointment: The governing board will make the final decision on the appointment of the Principal/lead administrator based on the recommendations of the committee and feedback from stakeholders.

Timeline:

We intend to initiate the recruitment process in the fall of 2024, with the goal of filling the role by spring 2025. This timeline allows for a thorough process while ensuring that the new leader has enough time to prepare for the school's launch in the fall of 2025.

Leadership Training and Development:

We are committed to providing ongoing leadership training and development opportunities to support the new Principal in effectively leading our virtual charter school. This may include:

Virtual School Leadership Programs: Participation in specialized programs designed for leaders of virtual schools, focusing on best practices in online instruction, virtual school management, and technology integration.

Mentorship and Coaching: Connecting the new leader with experienced educators and administrators who can provide guidance in navigating the challenges of virtual school leadership.

Professional Development Opportunities: Encouraging participation in conferences, workshops, and other professional development opportunities that focus on online education, educational leadership, and emerging trends in the field.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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Applicant Comments :

Not yet identified

Q189. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



The relationship between charter school employees and the board of directors at 2hr Learning Online Academy will be built on a foundation of mutual respect, collaboration, and shared commitment to the school's mission and vision. While each group has distinct roles and responsibilities, their collaborative efforts are essential for the successful operation of the school.

Board of Directors: Governance and Oversight

The board of directors will serve as the governing body of 2hr Learning Online Academy, responsible for setting the school's strategic direction, ensuring its financial stability, and overseeing its overall performance. Key responsibilities include:

Strategic Planning: Defining the school's mission, vision, and long-term goals.

Policy Development: Establishing policies that guide the school's operations, ensuring compliance with legal and regulatory requirements, and promoting a positive and productive learning environment.

Financial Oversight: Approving the school's budget, monitoring its financial performance, and ensuring responsible stewardship of resources.

Hiring and Evaluation of the Principal/lead administrator: Recruiting, selecting, and evaluating the performance of the school's principal/lead administrator.

Academic Program Oversight: Monitoring the quality of the school's academic program, ensuring it aligns with the school's mission and meets the needs of students.

Community Engagement: Building relationships with parents, community members, and other stakeholders to foster support for the school and its mission.

The board does not directly supervise employees other than the lead administrator, but will approve decisions to hire or terminate employees and note the decisions in its minutes.

Charter School Employees: Implementation and Day-to-Day Operations

Charter school employees, including teachers, administrators, and support staff, will be responsible for implementing the school's policies, delivering the academic program, and managing the day-to-day operations of the school. Key responsibilities include:

Instruction and Student Support: Providing high-quality instruction, supporting student learning, and creating a positive and engaging virtual learning environment.

Curriculum Management: Developing and implementing a rigorous and engaging curriculum that aligns with the school's mission and meets the needs of students.

Assessment and Data Analysis: Regularly assessing student progress, analyzing data to inform instructional decisions, and identifying areas for improvement.

School Operations: Managing the day-to-day operations of the school, including student enrollment, technology support, and communication with parents.

Professional Development: Engaging in ongoing professional development to enhance their skills and knowledge and stay abreast of best practices in virtual education.

Collaboration and Communication

Effective collaboration and communication between charter school employees and the board of directors are crucial for the school's success. Mechanisms to foster collaboration and



communication may include:

Regular Board Meetings: Employees, particularly the Principal/Lead Administrator, will regularly attend board meetings to provide updates on the school's progress, discuss challenges and opportunities, and seek guidance on key decisions.

Open Communication Channels: Establishing clear and open communication channels between employees and the board, such as email, online forums, or regular meetings with the Principal/lead administrator, will facilitate the sharing of information and feedback.

Employee Surveys and Feedback Mechanisms: Regularly soliciting feedback from employees on school policies, programs, and working conditions will help the board understand their perspectives and make informed decisions.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



We are committed to establishing a rigorous and transparent process for hiring and dismissing school personnel. Our procedures are designed to uphold the highest standards of professionalism, ethical conduct, and compliance with all applicable laws and regulations.

1. Defining Job Requirements and Qualifications:

Each open position begins with a comprehensive analysis of the required skills, experience, and educational qualifications necessary for success in the role. We consider the specific needs of our online learning environment and the unique challenges and opportunities it presents. This ensures that we seek candidates who are well-equipped to navigate the virtual classroom and effectively engage students in a remote setting.

2. Recruitment and Outreach:

We utilize a multi-faceted recruitment strategy to reach a diverse pool of qualified candidates. This includes advertising on a variety of major educational job boards.

3. Application Screening and Review:

A dedicated hiring committee carefully reviews applications, screening for candidates who have appropriate qualifications and demonstrate the desired skills and experience.

4. Interview Process:

Shortlisted candidates participate in a multi-stage interview process. These interviews delve deeper into candidates' teaching philosophies, their understanding of online pedagogy, their experience with educational technology, and their ability to build relationships and foster a positive learning environment in a virtual setting.

5. Demonstration Lessons and Performance Tasks:

Finalist candidates may be asked to conduct demonstration lessons or complete performance tasks relevant to the position. This allows us to assess their instructional skills and classroom management techniques.

6. Reference and Background Checks:

Thorough reference and background checks are conducted for all finalists to ensure the safety and well-being of our students and staff. This includes criminal background checks, verification of employment history, and confirmation of educational credentials.

7. Offer and Onboarding:

Upon successful completion of the hiring process, we extend offers to the most qualified candidates. New hires participate in a comprehensive onboarding program that introduces them to our school culture, educational philosophy, online learning platform, and expectations for their role.



Dismissal Procedures: Ensuring Fairness and Due Process

Our dismissal procedures are designed to be fair, transparent, and consistent with all applicable laws and regulations. We recognize the importance of due process and provide employees with opportunities to address concerns and improve their performance before considering dismissal.

1. Performance Evaluation and Feedback:

We believe in open communication and encourage ongoing dialogue between supervisors and employees regarding performance expectations and areas for development.

2. Performance Improvement Plans (PIPs):

If an employee's performance falls below expectations, a Performance Improvement Plan (PIP) may be implemented. The PIP outlines specific areas for improvement, sets clear goals, and provides a timeline for achieving those goals. We provide employees with the necessary support and resources to successfully complete the PIP.

3. Disciplinary Actions:

In cases of serious misconduct or failure to meet performance expectations despite interventions, disciplinary actions may be taken. These actions may include verbal warnings, written reprimands, suspension, or termination, depending on the severity of the issue and the employee's history.

4. Due Process and Appeals:

We ensure that employees are afforded due process throughout the dismissal process. This includes providing clear communication about the reasons for dismissal, opportunities to respond to concerns, and the right to appeal the decision.

5. Legal Compliance:

We adhere to all applicable federal and state laws regarding employee dismissal, including anti-discrimination laws and regulations related to termination of employment.

Criminal Background Checks: Ensuring a Safe Learning Environment

As part of our commitment to providing a safe and secure learning environment for our students and staff, we conduct criminal background checks for all prospective employees. These checks are conducted through reputable third-party screening services and include:

National Criminal Database Search: This search examines criminal records from jurisdictions across the United States, identifying any felony or misdemeanor convictions.

Sex Offender Registry Search: This search verifies that the candidate is not listed on any sex offender registries.

Identity Verification: This process confirms the candidate's identity and ensures the accuracy of the information provided. We also verify the candidate's right to work in the USA.



Our commitment to rigorous hiring and dismissal procedures, along with our comprehensive background check process, reflects our dedication to building a team of exceptional educators and staff who are dedicated to our mission and who will provide our students with a safe, supportive, and engaging online learning experience.

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.

2hr Learning Online Academy prioritizes attracting and retaining top talent to deliver its unique online educational program. We offer competitive compensation and a comprehensive benefits package to achieve this goal.

Proposed Salary Structure:

The proposed salaries reflect the value placed on each role and are designed to be competitive within the online education sector. Factors like experience, qualifications, and performance influence individual compensation within these ranges.

- Principal (1): \$140,000-\$160,000
- Clerical Staff (1): \$55,000-\$65,000
- Teachers - Regular Education (6-30): \$85,000-\$115,000
- Instructional Assistants (10-60): \$50,000-\$70,000

Employment Benefits:

We are committed to promoting the well-being of our staff and will offer:

- Health Insurance: Our health insurance offerings will include medical, dental, and vision plans, ensuring comprehensive care coverage for our employees.
- Retirement Savings Plan: We will provide a 401(k) retirement savings plan.
- Life Insurance: A life insurance policy will be provided to support the families of our employees in the event of an unforeseen tragedy.
- Paid Time Off: Our employees will enjoy generous paid time off.

Compensation Philosophy:

Our compensation philosophy is grounded in fairness, transparency, and recognition of individual contributions. We are committed to:

- Internal Equity: Maintaining fair and consistent salaries within each role, considering experience, qualifications, and performance.
- External Competitiveness: Regularly assessing our salary structure to ensure it remains competitive within the online education market.
- Performance-Based Incentives: Recognizing and rewarding exceptional performance through bonuses and other incentives.
- Transparency: Open communication about our compensation philosophy and practices with our employees.



Q192. Provide the procedures for handling employee grievances and/or termination.



2hr Learning Online Academy is committed to fostering a positive, respectful, and productive work environment where open communication is encouraged and employee concerns are addressed fairly and effectively. We recognize that conflicts or misunderstandings may arise, and we are establishing clear procedures for handling employee grievances and terminations.

Informal Resolution:

We encourage employees to attempt to resolve grievances informally whenever possible. This may involve discussing the issue directly with the individual involved, seeking guidance from a supervisor or mentor, or utilizing our open-door policy to speak with a member of the leadership team. Informal resolution often provides a faster and more amicable solution to workplace concerns.

Formal Grievance Process:

If informal resolution is unsuccessful or not appropriate, employees can initiate a formal grievance process. This process involves the following steps:

Written Grievance Submission: The employee submits a written grievance outlining the nature of the concern, relevant dates and individuals involved, and the desired resolution. This grievance is submitted to the lead administrator or HR team.

Supervisor Review and Response: The administrator or HR team review the grievance, gathers additional information as needed, and attempts to resolve the issue within a specified timeframe.

Appeal Process: If the employee is dissatisfied with the outcome, they may have the option to appeal the decision to the school's governing board or a designated appeals committee. The board or committee reviews the case and makes a final determination.

Timeline and Confidentiality:

Specific timelines are established for each step of the grievance process to ensure timely resolution. All grievances are handled with the utmost confidentiality, protecting the privacy of all involved parties.

Retaliation Prohibited:

2hr Learning Online Academy strictly prohibits any form of retaliation against employees who file grievances or participate in the grievance process. We are committed to creating a safe and supportive environment where employees feel comfortable raising concerns without fear of reprisal.

Grounds for Termination:

Termination of employment may occur for various reasons, including but not limited to:

Performance Issues: Failure to meet performance expectations after receiving appropriate support and opportunities for improvement.



Misconduct: Engaging in behavior that violates school policies or disrupts the learning environment, such as harassment, insubordination, or ethical violations.

Attendance Issues: Excessive absenteeism or tardiness that negatively impacts job performance.

Financial Exigency: Unforeseen financial circumstances that necessitate staff reductions.

Due Process:

2hr Learning Online Academy ensures that all employees are afforded due process during termination proceedings. This includes:

Prior Notice: Employees are provided with reasonable notice of termination, except in cases of gross misconduct where immediate termination may be necessary.

Opportunity to Respond: Employees have the opportunity to respond to the reasons for termination and provide any relevant information or documentation.

Severance Pay: Eligible employees may receive severance pay based on their length of service and the circumstances of termination.

All termination decisions are documented thoroughly, outlining the reasons for termination and any relevant evidence.

Compliance with Legal Requirements:

2hr Learning Online Academy adheres to all applicable federal and state laws and regulations governing employee terminations, including those related to non-discrimination and wrongful termination.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.



At 2hr Learning Online Academy, we are dedicated to creating a streamlined and effective operational structure that maximizes the talents and expertise of our staff while maintaining financial responsibility. To achieve this, we have carefully designed several positions within our academy to hold dual responsibilities. This approach allows us to leverage the multifaceted skills of our team members, fostering a collaborative and efficient work environment. Here's a detailed explanation of the positions with dual responsibilities and the funding sources for each:

Principal/Lead Administrator/Curriculum Director:

Our principal will also serve as the curriculum director, overseeing both the day-to-day operations of the school and the development and implementation of our innovative curriculum. This dual role ensures seamless alignment between the academy's educational goals and its operational practices. The principal/curriculum director will be responsible for:

School Leadership: Providing overall leadership and direction for the academy, managing staff, overseeing student affairs, and ensuring a positive and productive learning environment.

Curriculum Development and Oversight: Leading the curriculum development team, aligning the curriculum with state standards, and ensuring its effective implementation across all grade levels.

Assessment and Accountability: Overseeing the academy's assessment system, analyzing student performance data, and ensuring compliance with accountability measures.

Professional Development: Facilitating professional development opportunities for teachers and staff, focusing on online pedagogy, technology integration, and best practices in virtual education.

Funding Source: The salary and benefits for the principal/curriculum director position will be funded through the general operating budget of the academy, which is primarily comprised of state funding allocations and student enrollment revenues.

Guides/Teachers/Learning Facilitators:

Our guides/teachers will also serve as learning facilitators, providing both direct instruction and personalized support to students in their virtual classrooms. This dual role ensures that teachers have a deep understanding of each student's learning needs and can adapt their instruction accordingly. Teachers/learning facilitators will be responsible for:

Instructional Delivery: Delivering engaging and effective online lessons that align with the curriculum and state standards, utilizing a variety of teaching methods and technologies.

Personalized Learning Support: Providing individualized support to students, addressing their specific learning needs, and helping them achieve their academic goals.

Assessment and Feedback: Assessing student learning through formative and summative assessments, providing timely and constructive feedback, and using data to inform instruction.

Technology Integration: Effectively integrating technology tools and resources into their teaching to enhance student learning and engagement.

Communication and Collaboration: Maintaining open communication with students, parents, and colleagues, fostering a collaborative and supportive learning community.

Funding Source: The salaries and benefits for teachers/learning facilitators will be funded through



the general operating budget of the academy.

Instructional Assistants/Technology Support Specialists:

Our instructional assistants will also serve as technology support specialists, providing assistance to both teachers and students in navigating the online learning environment. This dual role ensures that technical issues are addressed promptly and effectively, minimizing disruptions to the learning process. Instructional assistants/technology support specialists will be responsible for:

Instructional Support: Assisting teachers in delivering online lessons, providing individualized support to students, and facilitating small group activities.

Technology Support: Troubleshooting technical issues, providing assistance with the learning management system and other technology tools, and ensuring that all students have access to the technology they need to succeed.

Student Engagement: Monitoring student engagement and participation in online activities, providing encouragement and support, and helping to foster a positive and inclusive learning environment.

Funding Source: The salaries and benefits for instructional assistants/technology support specialists will be funded through the general operating budget of the academy.

Benefits of Dual Responsibilities:

This approach offers several key benefits:

Enhanced Efficiency: By combining responsibilities, we reduce the need for additional staff members, which helps to optimize our budget and allocate resources more effectively towards direct educational services.

Improved Collaboration: Dual responsibilities foster greater collaboration and communication among staff members, as individuals with different areas of expertise work together to achieve common goals.

Holistic Student Support: By having staff members who understand both the academic and technical aspects of online learning, we can provide more comprehensive and holistic support to students.

Flexibility and Adaptability: Staff members with multiple skill sets are better equipped to adapt to changing needs and challenges, ensuring that the academy remains flexible and responsive to the evolving educational landscape.

Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



2hr Learning Online Academy is dedicated to providing a high-quality, personalized education to all students, regardless of their individual needs or learning styles. We recognize that our student population will encompass a diverse range of learners, including those with special needs, English Language Learners (ELLs), and gifted students. To effectively meet the needs of this diverse population, we are developing a flexible and responsive staffing plan that allows us to acquire and deploy qualified personnel as needed.

Special Needs Students:

Initial Assessment and Identification: We will begin by conducting thorough assessments and screenings to identify students who may require special education services. This process will involve reviewing student records, conducting observations, and collaborating with parents and guardians.

Individualized Education Programs (IEPs): For students identified as needing special education services under the Individuals with Disabilities Education Act (IDEA), we will develop IEPs in collaboration with parents, teachers, and specialists. These IEPs will outline the student's specific needs and the services required to support their learning.

Contracting with Qualified Specialists: To ensure that we have access to the necessary expertise, we will contract with qualified special education teachers, therapists, and other specialists on an as-needed basis. This approach allows us to provide a wide range of specialized services, such as:

Special Education Teachers: Provide specialized instruction and support to students with disabilities in various subject areas.

Speech-Language Pathologists: Assess and treat communication disorders, helping students develop their speech, language, and social communication skills.

Physical Therapists: Address gross motor skill development and mobility issues, helping students participate fully in the learning environment.

School Psychologists: Provide counseling and support services to students with emotional or behavioral challenges, promoting their social-emotional well-being and academic success.

English Language Learners (ELLs):

Language Proficiency Assessments: We will conduct language proficiency assessments to determine the English language skills of our ELL students and identify their specific needs.

ELL Specialists: We will contract with qualified ELL specialists to provide targeted language instruction and support services to our ELL students.

Language Support Resources: We will provide access to a variety of language support resources, such as bilingual dictionaries, translation tools, and online language learning programs.

Gifted Students:

Identification and Assessment: We will utilize a multi-faceted approach to identify gifted students, including standardized test scores, teacher recommendations, and portfolio reviews. We will also consider student interests and learning styles when making identification decisions.

Gifted Education Specialists: We will contract with qualified gifted education specialists to provide



differentiated instruction and enrichment opportunities to our gifted students. These specialists will work with students individually and in small groups to challenge them academically and foster their intellectual curiosity.

Enrichment Programs: We will offer a variety of enrichment programs and activities that cater to the interests and talents of our gifted students. These may include advanced academic courses, independent study projects, mentorship opportunities, and participation in academic competitions.

Acceleration Options: We will explore acceleration options for gifted students who are ready to move ahead at a faster pace, such as subject or grade-level acceleration, or early graduation.

Flexibility and Responsiveness:

Needs-Based Staffing: We believe that our flexible staffing plan is the most effective way to meet the needs of our diverse student population. By acquiring qualified personnel as needed, we can ensure that we have the right expertise available when and where it is required, without incurring unnecessary costs.

Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



2hr Learning Online Academy is dedicated to providing a high-quality, innovative online education experience for students in North Carolina. Our success hinges on the expertise and dedication of our personnel, who are carefully selected and trained to deliver our unique 2-hour learning model effectively. To ensure excellence in all aspects of our operations, we have established clear roles and responsibilities for each position, along with rigorous qualification standards and licensing requirements.

Leadership and Administrative Team

Lead Administrator:

The Lead Administrator serves as the visionary leader and chief administrator of 2hr Learning Online Academy. They are responsible for overseeing all aspects of the school's operations, ensuring adherence to our educational philosophy and compliance with state and federal regulations. This includes managing the school's budget, supervising staff, developing and implementing school policies, and fostering positive relationships with stakeholders, including parents, community members, and the school board.

Qualifications:

Master's degree in Educational Leadership, Business Administration, or a related field.

Minimum of 5 years of experience in educational leadership or administration, preferably in an online or virtual school setting.

Strong leadership, organizational, and communication skills.

Expertise in educational compliance regulations and financial management.

Proven ability to engage and collaborate with diverse stakeholders.

Clerk:

The Clerk provides essential administrative support to the Lead Administrator and the school community. They manage administrative tasks such as student records, attendance, enrollment, and communications. Their responsibilities include maintaining school databases, coordinating school events, and handling inquiries from parents and the community.

Qualifications:

Associate's degree in Business Administration, Office Management, or a related field.

Minimum of 3 years of experience in an administrative role, preferably within an educational setting.

Proficiency in office management software and student information systems.

Excellent organizational and communication skills.

Educational Team

Teachers:

Guides (teachers) are the heart of our educational program. They are responsible for delivering engaging and effective online instruction using the 2hr Learning curriculum and platform. Their duties include developing and implementing lesson plans aligned with North Carolina state



standards, assessing student performance, providing personalized feedback, and communicating with students and parents regarding academic progress. They also participate in professional development activities to enhance their online teaching skills and collaborate with instructional assistants to support student learning.

Qualifications:

Bachelor's degree

Valid North Carolina teaching license for the appropriate grade level and subject area.

Strong instructional skills and proficiency in using digital learning platforms.

Ability to develop and implement curriculum aligned with North Carolina state standards.

Skilled in student assessment, performance analysis, and personalized feedback strategies.

Instructional Assistants:

Instructional Assistants play a vital role in supporting teachers and students within the online learning environment. They assist teachers in delivering instruction, monitor student progress, provide individualized support, facilitate small group activities, and assist with the development of instructional materials.

Qualifications:

Bachelor's degree

Proficiency in using educational technology and digital tools.

Excellent interpersonal and communication skills to effectively assist students and collaborate with teachers.

Specialized Support Team

Special Education Teachers:

Special Education Teachers provide specialized instruction and support to students with disabilities. They are responsible for developing and implementing Individualized Education Programs (IEPs), conducting assessments, delivering individualized instruction, and collaborating with parents and other professionals to ensure that students with disabilities receive a free and appropriate public education.

Qualifications:

Bachelor's degree in Special Education or a related field.

Valid North Carolina teaching license with a specialization in Special Education.

Minimum of 3 years of experience working with students with diverse learning needs.

Expertise in IEP development and implementation.

Strong understanding of federal and state special education laws and regulations.



Educational Consultant:

The Educational Consultant provides expert guidance and support to the Director and the educational team. They advise on curriculum development, instructional strategies, technology integration, and professional development initiatives. Their responsibilities include analyzing current educational trends, evaluating program effectiveness, and fostering partnerships with external organizations to enhance the school's educational offerings.

Qualifications:

Master's degree or higher in Education, Educational Technology, Curriculum Development, or a related field.

Minimum of 5 years of experience in educational consulting, with a strong background in online learning environments and digital education platforms.

Proven track record of successful implementation of educational technology solutions and curriculum innovation.

Expertise in the latest educational technologies and digital teaching tools.

Strong analytical, communication, and interpersonal skills.

Contracted Services

Business Management and Administrative Services (Trilogy Enterprises, Inc.):

Trilogy Enterprises provides comprehensive business management and administrative services to support the school's operations. This includes financial management, legal services, and insurance procurement.

Crossover Markets provides HR and recruiting services to ensure that the school attracts and retains high-quality personnel. Their services include recruitment, onboarding, payroll, benefits administration, and employee relations.

2hr Learning, Inc. serves as the primary curriculum provider for the school, developing and aligning curriculum with North Carolina state standards and integrating educational technologies to enhance the learning experience.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.



At 2hr Learning Online Academy, ensuring that our educators maintain the highest standards of professionalism and competence is paramount to delivering our innovative and effective online learning program. This commitment involves a dedicated focus on maintaining teacher license requirements and providing continuous professional development opportunities. To achieve this, we have established a collaborative system where several key positions within the academy share responsibility for this critical aspect of our operations.

Lead Administrator

The lead administrator serves as the primary overseer of all personnel matters, including ensuring that our teachers maintain their license requirements. This involves:

Compliance Oversight: The lead administrator keeps abreast of all current state regulations and requirements for teacher licensure. They ensure that the academy's policies and procedures align with these requirements and that teachers are informed of any changes or updates.

Recordkeeping and Monitoring: The lead administrator maintains accurate records of each teacher's license status, including renewal dates and any additional endorsements or qualifications. They establish a system for monitoring these records and promptly alerting teachers of upcoming renewals or any potential issues with their licensure.

Support and Guidance: The lead administrator provides support and guidance to teachers regarding license renewal processes, continuing education requirements, and professional development opportunities. They serve as a resource for teachers navigating the complexities of maintaining their licensure.

Instructional Coaches (Optional):

Instructional coaches, if integrated into our staffing model, play a supportive role in maintaining teacher license requirements and professional development. They:

Individualized Support: Work closely with teachers to identify their individual professional development needs and goals. They assist teachers in finding relevant professional development opportunities that align with their licensure requirements and areas of interest.

Mentorship and Coaching: Provide mentorship and coaching to teachers, particularly those who are new to the profession or transitioning to online teaching. They offer guidance on effective teaching practices, classroom management strategies, and integrating technology into instruction.

Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



2hr Learning Online Academy recognizes that our dedicated and passionate educators are the cornerstone of our innovative virtual learning environment. To ensure the continued success of our educational program and uphold our commitment to fostering a supportive and enriching community for both students and staff, we have developed a comprehensive plan for mentoring, retaining, and evaluating our instructional staff. This plan is meticulously designed to align with the academy's mission of providing a personalized, mastery-based education that empowers students to learn at an accelerated pace while developing essential life skills.

Mentoring Program: Fostering Growth and Collaboration

At the heart of our staff development strategy lies a robust mentoring program that pairs experienced online educators with new teachers. This program provides invaluable guidance and support, facilitating a smooth transition into our unique virtual learning environment. Mentors serve as trusted advisors, offering insights into best practices for online instruction, navigating our learning management system, and effectively engaging students in a virtual setting. The program fosters a collaborative community where new teachers can learn from the experiences and expertise of their mentors, building confidence and refining their teaching skills.

Retention Strategies: Cultivating a Supportive and Rewarding Environment

2hr Learning Online Academy recognizes that retaining high-quality educators is essential for the long-term success of our school. We are committed to creating a supportive and rewarding environment where teachers feel valued, respected, and motivated to contribute their best. Our retention strategies include:

Competitive Compensation and Benefits: We offer competitive salaries and a comprehensive benefits package that includes health insurance, retirement plans, and professional development opportunities. This demonstrates our commitment to investing in our teachers' well-being and professional growth.

Positive and Collaborative School Culture: We foster a positive and collaborative school culture where teachers feel supported by their colleagues and administrators. Open communication, teamwork, and mutual respect are core values that guide our interactions and create a sense of belonging within the school community.

Opportunities for Professional Growth: We provide ample opportunities for professional development, including workshops, conferences, and online courses, to support teachers in expanding their knowledge, refining their skills, and staying abreast of the latest trends in online education.

Recognition and Appreciation: We regularly recognize and appreciate the hard work and dedication of our teachers through awards, celebrations, and public acknowledgements. This fosters a culture of appreciation and motivates teachers to continue striving for excellence.

Evaluation Process: Ensuring Continuous Improvement

2hr Learning Online Academy employs a comprehensive evaluation process to assess the effectiveness of our instructional staff and ensure continuous improvement in our educational



program. The evaluation process is multifaceted and includes:

Student Feedback: We gather feedback from students through surveys, focus groups, and individual conferences to gain insights into their learning experiences and the effectiveness of our teachers. Student perspectives are invaluable in identifying areas where teachers excel and areas where they can improve their instructional practices.

Peer Observations: Teachers engage in peer observations, providing constructive feedback to one another on their teaching methods, classroom management strategies, and use of technology. This collaborative approach fosters professional growth and allows teachers to learn from each other's strengths and experiences.

Administrative Observations: Administrators conduct regular observations of teaching sessions, providing feedback to teachers on their instructional delivery, classroom management, and overall effectiveness in meeting the needs of students.

Student Performance Data: We analyze student performance data, including assessment results, grades, and progress reports, to evaluate the effectiveness of our teachers in facilitating student learning and growth.

Self-Assessment and Reflection: Teachers engage in self-assessment and reflection, analyzing their own teaching practices and identifying areas for improvement. This process encourages self-awareness and promotes a culture of continuous learning and growth.

The feedback gathered through these various methods is used to provide individualized support to teachers, identify professional development needs, and inform decisions regarding teacher retention and advancement.

Meeting Teacher Certification and Licensure Requirements

2hr Learning Online Academy is committed to ensuring that all our teachers meet the certification and licensure requirements mandated by state and federal law. We have established a rigorous process for verifying teacher credentials and ensuring ongoing compliance with all applicable regulations. This includes:

Verification of Credentials: We verify the credentials of all teacher applicants, including their teaching licenses, educational degrees, and any required certifications or endorsements. We work closely with state education agencies to ensure that all teachers meet the qualifications necessary to teach in North Carolina.

Background Checks: All teachers undergo thorough background checks to ensure the safety and security of our students.

Ongoing Monitoring: We continuously monitor changes in state and federal regulations regarding teacher certification and licensure. We provide support to teachers in maintaining their credentials and completing any required professional development or continuing education courses.

Alignment with Budget and Projected Staff

Our plan for mentoring, retaining, and evaluating staff is designed to be financially sustainable and aligns with the projected staff and funding outlined in the proposed budget. We have



allocated resources for professional development, mentoring programs, and performance-based incentives to support our teachers and promote their growth and retention. We are confident that our commitment to investing in our staff will result in a high-quality educational program that benefits both our students and our teachers.

Conclusion

2hr Learning Online Academy's comprehensive plan for mentoring, retaining, and evaluating instructional staff is integral to achieving our mission of providing an innovative and effective virtual learning experience. By investing in our teachers and fostering a supportive and rewarding environment, we ensure that our students have access to dedicated and passionate educators who are committed to their success. This commitment to our staff is reflected in our competitive compensation plan, comprehensive benefits package, and ongoing professional development opportunities. Our rigorous evaluation process ensures continuous improvement in our educational program and allows us to identify and retain the highest quality educators. We are confident that our plan will contribute to the long-term success of 2hr Learning Online Academy and our students.

Q198. Describe the core components of the professional development plan and how these components will support the 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.



2hr Learning Online Academy recognizes the crucial role that continuous professional development plays in ensuring the effective implementation of our innovative educational program. Our professional development plan is designed to equip our educators with the knowledge, skills, and resources they need to thrive in a virtual learning environment and effectively guide students in their accelerated learning journey. The core components of our professional development plan are:

1. Onboarding and Induction:

New teachers at 2hr Learning Online Academy will participate in a comprehensive onboarding program that familiarizes them with our unique educational philosophy, curriculum, and technology platform. This program will cover:

2hr Learning Educational Philosophy: An in-depth exploration of our core commitments, including fostering a love for learning, accelerating academic growth, and teaching essential life skills.

Curriculum and Assessment: A thorough review of our curriculum, including its alignment with North Carolina state standards and our mastery-based learning approach. Teachers will also receive training on our assessment methods and tools, including formative and summative assessments, and the use of data to inform instruction.

Technology Platform Training: Extensive training on our learning management system (LMS) and other educational technologies used within the academy. This will ensure that teachers are proficient in navigating the virtual learning environment, delivering online instruction, and utilizing technology to enhance student learning.

Mentoring and Coaching: Each new teacher will be paired with an experienced mentor who will provide guidance and support throughout the onboarding process and beyond.

2. Ongoing Professional Development:

We are committed to providing ongoing professional development opportunities for our teachers to support their continuous growth and development. This will include:

Workshops and Training Sessions: Regular workshops and training sessions on topics such as online pedagogy, differentiated instruction, student engagement strategies, assessment and data analysis, social-emotional learning, and emerging trends in educational technology.

Conferences and Networking Opportunities: Opportunities for teachers to attend conferences and participate in professional networks to stay current on the latest developments in online education and connect with colleagues from other schools and organizations.

Individualized Professional Growth Plans: Teachers will develop individualized professional growth plans that outline their specific goals and areas for development. The academy will provide support and resources to help teachers achieve their goals.

Action Research and Collaboration: We will encourage teachers to engage in action research projects to explore innovative teaching methods and share their findings with colleagues. This collaborative approach fosters a culture of continuous improvement and innovation within the academy.

3. Focus on Online Pedagogy and Technology Integration:



Our professional development plan will place a strong emphasis on equipping teachers with the skills and knowledge needed to excel in an online learning environment. This will include training on:

Online Pedagogical Strategies: Effective methods for delivering online instruction, including creating engaging virtual lessons, facilitating online discussions, and providing personalized feedback to students.

Technology Integration: Strategies for integrating technology into instruction to enhance student learning, such as using online simulations, virtual labs, educational games, and collaborative tools.

Digital Citizenship and Online Safety: Training on promoting responsible digital citizenship and ensuring online safety for both students and teachers.

Internal and External Professional Development:

We will utilize a blend of internal and external resources to deliver professional development.

Internal PD: Experienced teachers and administrators within the academy will lead workshops, provide mentoring and coaching, and facilitate collaborative learning opportunities.

External PD: We will partner with educational organizations, universities, and technology providers to offer specialized training, workshops, and conferences.

Individualized and Uniform PD:

Our professional development plan will provide a balance of individualized and uniform learning experiences:

Individualized PD: Teachers will have opportunities to pursue professional development that aligns with their individual goals and needs. This could involve attending conferences, taking online courses, or participating in mentoring programs.

Uniform PD: All teachers will participate in core professional development activities that are essential for implementing our educational program effectively. This ensures that all teachers have a shared understanding of our educational philosophy, curriculum, and technology platform.

Alignment with Educational Program Implementation

The core components of our professional development plan are directly aligned with the effective implementation of our educational program:

Onboarding and induction: Ensures that new teachers are equipped with the knowledge and skills needed to successfully implement our curriculum and teaching methods.

Ongoing professional development: Supports teachers in continuously improving their practice and adapting to evolving educational trends and technologies.

Focus on online pedagogy and technology integration: Equips teachers with the skills and strategies needed to excel in a virtual learning environment.

Blend of internal and external PD: Provides a diverse range of learning opportunities and



expertise.

Balance of individualized and uniform PD: Meets the needs of both individual teachers and the academy as a whole.

Conclusion

2hr Learning Online Academy's professional development plan is a comprehensive and dynamic approach to supporting our educators and ensuring the effective implementation of our innovative educational program. By investing in our teachers and providing them with ongoing opportunities for growth and development, we ensure that our students receive a high-quality, personalized education that prepares them for success in the 21st century.

Q199. Provide a schedule and explanation of professional development that will take place prior to the 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.



At 2hr Learning Online Academy, we recognize that the success of our innovative virtual learning model hinges on the preparedness and expertise of our teaching staff. To ensure a smooth and effective launch, we have designed a comprehensive professional development program that will take place prior to the school opening. This induction period will equip our teachers with the knowledge, skills, and resources necessary to deliver our unique curriculum and instructional methods with confidence and proficiency.

Induction Schedule and Focus Areas

The professional development program will span several weeks, providing ample time for in-depth training and collaboration among our teaching staff. The schedule will be structured to cover the following key areas:

2hr Learning Philosophy and Methodology: The program will begin with a deep dive into the 2hr Learning philosophy, emphasizing the core principles of personalized learning, mastery-based progression, and the integration of life skills development. Teachers will explore the theoretical foundations of our approach and gain a thorough understanding of how these principles translate into practice within the virtual classroom.

Curriculum Familiarization and Alignment: A significant portion of the induction period will be dedicated to familiarizing teachers with the 2hr Learning curriculum for each grade level and subject area. We will delve into the specific learning objectives, content scope and sequence, and assessment strategies for each course. Teachers will also engage in collaborative curriculum mapping activities to ensure alignment with North Carolina state standards and identify opportunities for differentiation and personalization.

Mastery-Based Learning and Assessment: A critical aspect of our model is the emphasis on mastery-based learning, where students progress at their own pace and demonstrate a deep understanding of concepts before moving on. The professional development program will equip teachers with strategies for implementing mastery-based learning in the virtual environment, including the use of formative assessments, personalized feedback, and differentiated instruction. Teachers will also explore various assessment tools and techniques that effectively measure student mastery and inform instructional decision-making.

Technology Integration and LMS Training: Our virtual learning environment relies heavily on technology, making it essential for teachers to be proficient in using our Learning Management System (LMS) and other digital tools. The induction program will provide extensive training on the LMS, covering all functionalities, including course creation, content delivery, communication tools, assessment features, and data analysis capabilities. Teachers will also explore a range of educational technologies that can enhance student engagement and personalize the learning experience.

Life Skills Development and Project-Based Learning: At 2hr Learning Online Academy, we believe that education should extend beyond academics to encompass the development of essential life skills. The professional development program will equip teachers with strategies for integrating life skills development into their virtual classrooms, including project-based learning, collaborative activities, and real-world problem-solving tasks. Teachers will also explore ways to



foster critical thinking, communication, collaboration, and creativity within the virtual environment.

Student Support and Engagement: Creating a supportive and engaging virtual learning environment is crucial for student success. The induction program will provide teachers with strategies for building relationships with students remotely, fostering a sense of community, and providing individualized support. Teachers will also explore ways to motivate students, address diverse learning needs, and create a positive and inclusive online classroom culture.

Preparing for Unique Challenges

The 2hr Learning model presents unique challenges that require specialized training and preparation for our teachers. The professional development program will address these challenges by:

Personalized Learning Implementation: Teachers will receive guidance on how to effectively personalize learning paths for each student, utilizing data from assessments, learning styles inventories, and student interests. We will explore strategies for differentiating instruction, providing individualized feedback, and creating a flexible learning environment that caters to diverse needs and paces.

Mastery-Based Assessment Strategies: Teachers will be trained on various assessment techniques that accurately measure student mastery of concepts. This includes using formative assessments to provide ongoing feedback, summative assessments to evaluate overall understanding, and performance-based assessments that allow students to demonstrate their knowledge and skills in authentic contexts.

Technology Integration Best Practices: Teachers will explore best practices for integrating technology into their virtual classrooms, ensuring that technology enhances rather than hinders the learning process. We will focus on using technology to personalize learning, promote collaboration, provide engaging learning experiences, and facilitate effective communication.

Fostering Community in a Virtual Setting: Building relationships and a sense of community is crucial in a virtual environment. Teachers will learn strategies for creating a welcoming and inclusive online classroom culture, fostering student-to-student interactions, and building strong relationships with students and families remotely.

Collaboration and Ongoing Support

The professional development program will foster collaboration among our teaching staff, providing opportunities for teachers to share ideas, best practices, and resources. We will also establish ongoing support systems, including:

Mentorship Program: Experienced online teachers will mentor new teachers, providing guidance and support as they navigate the challenges of virtual instruction.

Professional Learning Communities (PLCs): Teachers will participate in PLCs focused on specific subject areas or grade levels, providing a forum for collaboration, problem-solving, and sharing of best practices.

Ongoing Coaching and Feedback: Our academic leadership team will provide ongoing coaching and feedback to teachers, ensuring continuous improvement and growth in their online teaching



practice.

Professional Development Opportunities: Teachers will have access to ongoing professional development opportunities, including workshops, conferences, and online courses, to stay current with the latest trends and best practices in virtual education.

Through this comprehensive professional development program, we are confident that our teachers will be well-prepared to deliver the 2hr Learning curriculum with excellence, ensuring a successful launch for our innovative online academy and setting the stage for student success.

Q200. 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.



At 2hr Learning Online Academy, we recognize that professional development is not a one-time event but rather a continuous journey of learning and growth. To ensure that our teachers remain at the forefront of educational innovation and are equipped to deliver our unique virtual learning model with excellence, we have established a comprehensive professional development plan that extends throughout the school year.

Expected Days/Hours for Professional Development

We are committed to providing our teachers with ample opportunities for professional growth, dedicating a significant amount of time throughout the school year to professional development activities. Our plan includes:

Weekly Professional Development Sessions: Teachers will participate in weekly professional development sessions, each lasting approximately 1-2 hours. These sessions will cover a variety of topics relevant to online teaching, curriculum implementation, assessment strategies, technology integration, and life skills development.

Monthly Collaboration Days: In addition to weekly sessions, we will hold monthly collaboration days where teachers can work together on curriculum development, share best practices, and engage in peer coaching and feedback. These days will provide dedicated time for teachers to learn from one another and build a strong sense of community within our virtual school.

Individualized Professional Growth Plans: Each teacher will develop an individualized professional growth plan in collaboration with their mentor and academic coach. These plans will outline specific goals, areas for development, and professional learning activities tailored to the teacher's individual needs and interests.

Conferences and Workshops: Teachers will be encouraged to attend conferences and workshops throughout the year to stay current with the latest trends and best practices in virtual education. The academy will provide financial support for these professional learning opportunities.

Accommodating Professional Development within the School Structure

Our school calendar, daily schedule, and staffing structure are designed to accommodate our robust professional development plan:

School Calendar: The school calendar will include designated days for professional development, ensuring that teachers have dedicated time for these activities without impacting instructional time. These days will be strategically placed throughout the year to align with curriculum implementation, assessment cycles, and teacher needs.

Daily Schedule: The daily schedule for teachers will include time for professional development activities, such as individual planning, collaboration with colleagues, and participation in online learning modules. This time will be built into the regular workday, ensuring that teachers have the flexibility to engage in professional growth without sacrificing personal time.

Staffing Structure: Our staffing structure includes instructional coaches and mentors who will provide ongoing support and guidance to teachers. These individuals will play a key role in facilitating professional development activities, providing individualized coaching, and helping teachers implement new strategies and techniques in their virtual classrooms.

Focus Areas for Professional Development



The professional development program will address a wide range of topics relevant to online teaching and the 2hr Learning model, including:

Mastery-Based Learning and Assessment: Teachers will delve deeper into strategies for implementing mastery-based learning in the virtual environment, exploring various assessment tools and techniques, and developing differentiated instruction strategies to meet the diverse needs of learners.

Technology Integration: We will continue to explore new and innovative ways to integrate technology into the virtual classroom, focusing on tools and strategies that personalize learning, promote collaboration, and enhance student engagement.

Life Skills Development: Teachers will expand their repertoire of strategies for integrating life skills development into their virtual classrooms, including project-based learning, service-learning, and real-world problem-solving activities.

Social-Emotional Learning (SEL): We will focus on incorporating SEL principles into the virtual classroom, providing teachers with strategies for fostering a positive and supportive learning environment, promoting student well-being, and addressing social-emotional needs.

Culturally Responsive Teaching: Teachers will engage in professional development activities focused on culturally responsive teaching practices, ensuring that our virtual classrooms are inclusive and equitable for all learners.

Data-Driven Instruction: We will continue to refine our data analysis skills and explore ways to use data to inform instructional decision-making, personalize learning, and monitor student progress.

A Culture of Continuous Learning

Through our comprehensive professional development plan, we aim to foster a culture of continuous learning within our virtual school community. By providing our teachers with ongoing opportunities for growth and development, we ensure that they remain at the forefront of educational innovation and are equipped to provide our students with an exceptional virtual learning experience

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.

Q201. 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 reflect 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-218.45(e)).



2hr Learning Online Academy, in its pursuit of establishing a virtual charter school in North Carolina, recognizes the critical role of marketing in not only attracting students but also in fostering a diverse and inclusive school community that reflects the rich tapestry of North Carolina's demographics. Our comprehensive marketing strategy is crafted to ensure that our message reaches families from all backgrounds and resonates with their aspirations for their children's education.

Understanding the Landscape: Research and Data-Driven Insights

The foundation of our marketing plan lies in a deep understanding of North Carolina's diverse demographics. We will conduct a thorough analysis of the state's population distribution, including racial, ethnic, socioeconomic, and geographic variations. This data will be instrumental in tailoring our outreach efforts to specific communities and ensuring that our marketing materials and messages are culturally relevant and resonate with the unique needs and aspirations of families across the state.

We will delve into the educational landscape of North Carolina, researching the performance of existing schools, the availability of alternative educational options, and the specific challenges faced by different communities in accessing high-quality education. This understanding will inform our messaging, allowing us to highlight how 2hr Learning Online Academy addresses these challenges and provides a unique and effective solution for families seeking an innovative approach to education.

Building Bridges: Community Engagement and Partnerships

Recognizing that trust and credibility are built through genuine relationships, we will actively engage with community leaders, organizations, and faith-based groups representing diverse populations across North Carolina. We will partner with these organizations to host informational sessions, participate in community events, and disseminate information about our school through trusted channels. This collaborative approach will ensure that our message reaches families within their familiar community settings and builds bridges of understanding and trust.

We will establish partnerships with local media outlets, including newspapers, radio stations, and online platforms that cater to diverse audiences. These partnerships will allow us to reach a wider range of families and promote our school within specific communities. We will leverage these platforms to share stories about our unique approach to education, highlighting the successes of our students and showcasing how 2hr Learning Online Academy is making a positive impact on the lives of families across North Carolina.

Reaching Every Corner: Multi-Channel Marketing Approach

Our marketing plan will utilize a multi-channel approach to ensure that our message reaches families through their preferred channels of communication. This includes a strategic blend of digital marketing, community outreach, and traditional media.

Digital Marketing:



Website and Online Presence: We will develop a user-friendly and informative website that showcases our educational philosophy, curriculum, and student success stories. Our website will be optimized for search engines to ensure that families searching for online education options in North Carolina can easily find us.

Social Media Engagement: We will create engaging social media pages on platforms like Facebook, Instagram, and Twitter to connect with families and share updates about our school. We will leverage social media advertising to target specific demographics and geographic locations, ensuring that our message reaches a diverse audience.

Email Marketing: We will build an email list of interested families and send out regular newsletters with information about our school, upcoming events, and student success stories. This will keep families informed and engaged with our school community.

Community Outreach:

Partnerships with Local Organizations: We will partner with local organizations, such as parent groups, after-school programs, and community centers, to reach families and build relationships within the community.

Traditional Media:

Print Advertising: We will place ads in local newspapers, magazines, and community newsletters to reach families who may not be actively searching for online education options but are open to learning about new opportunities.

Radio and Television Advertising: We will consider radio and television advertising to reach a wider audience and build awareness of our school within specific regions of North Carolina.

Building Inclusivity: Culturally Relevant Messaging and Outreach

Our marketing materials and messages will be culturally relevant and resonate with the values and experiences of diverse families. We will use images and stories that reflect the diversity of our community and showcase the benefits of an online education for students from all backgrounds.

We will actively seek feedback from community leaders and families about our marketing efforts and make adjustments as needed to ensure that we are effectively reaching diverse communities. We will track our enrollment data to ensure that our student body reflects the diversity of North Carolina's population. This data will help us identify areas where we need to improve our outreach efforts and ensure that we are reaching all segments of the community.

Accessibility and Affordability: Removing Barriers to Education

2hr Learning Online Academy is committed to making education accessible and affordable for all families in North Carolina. We will offer tuition-free education to all enrolled students. We will provide clear and accessible information about our program, including enrollment requirements, curriculum, and support services.

Measuring Success: Data-Driven Evaluation and Continuous Improvement

We will closely monitor the effectiveness of our marketing campaign through a data-driven approach. This will involve tracking key metrics such as website traffic, social media engagement, inquiry volume, and enrollment numbers. We will use this data to evaluate the effectiveness of



different marketing channels and make adjustments as needed to optimize our outreach efforts. We will also conduct surveys and focus groups with families to gather feedback on our marketing materials and messaging. This feedback will be invaluable in ensuring that our marketing efforts remain relevant and resonate with the needs and interests of our target audience.

Through this comprehensive and data-driven approach to marketing, 2hr Learning Online Academy is confident in our ability to attract a diverse student body that reflects the rich demographic tapestry of North Carolina. We are committed to building a vibrant and inclusive online learning community where students from all backgrounds can thrive and reach their full potential.

Q202. Describe how parents and other members of the community will be informed about the school.



2hr Learning Online Academy recognizes the importance of open communication and transparency in building trust and fostering a strong relationship with parents and the broader North Carolina community. We are dedicated to keeping our community informed about our school, its innovative approach to education, and the opportunities it offers to students. Our comprehensive communication strategy will utilize a multi-faceted approach to ensure that information about our school is readily available and accessible to all.

Building a Digital Bridge: Website and Social Media

Website: We will develop a user-friendly and informative website that serves as a central hub for information about 2hr Learning Online Academy. The website will provide comprehensive details about our educational philosophy, curriculum, enrollment process, and the unique benefits of our 2-hour learning model.

Social Media: We will establish a strong presence on major social media platforms such as Facebook, Instagram, and Twitter. These platforms will be used to share updates about school events, student achievements, and upcoming deadlines. We will also utilize social media as a platform for engaging with the community, responding to inquiries, and fostering a sense of connection with our school.

Direct Engagement: Community Outreach and Events

Informational Sessions: We will host regular informational sessions in community centers, libraries, and other accessible locations throughout North Carolina. These sessions will provide an opportunity for parents and community members to learn more about our school, meet our staff, and ask questions. We will ensure that these sessions are held at convenient times and locations for families and offer translation services as needed.

Partnerships with Community Organizations: We will collaborate with local organizations, such as parent groups, after-school programs, and community centers, to reach families and build relationships within the community. These partnerships will provide valuable opportunities for sharing information about our school and connecting with families from diverse backgrounds.

Open Communication: Regular Updates and Feedback

Newsletters and Email Communications: We will send out regular newsletters and email updates to keep parents and community members informed about school news, events, and student achievements. These communications will also provide opportunities for feedback and suggestions, ensuring that we remain responsive to the needs of our community.

Parent-Teacher Conferences: We will hold regular parent-teacher conferences to discuss individual student progress, address any concerns, and foster a strong partnership between parents and educators. These conferences will be conducted virtually or in person, based on the preference of the family.

Community Forums and Town Halls: We will host community forums and town halls to provide a platform for open dialogue and feedback from parents and community members. These events



will allow us to share updates about the school, address concerns, and gather valuable insights to guide our decision-making and continuous improvement efforts.

Open Door Policy: We will maintain an open-door policy, encouraging parents and community members to reach out to school leadership and staff with any questions, concerns, or suggestions. This open communication policy will foster transparency and ensure that everyone feels heard and valued within our school community.

Celebrating Success: Sharing Student Achievements

We will actively celebrate the achievements of our students through various channels. This includes showcasing student work on our website and social media, highlighting student success stories in our newsletters, and recognizing student accomplishments at school events and community gatherings. Sharing these successes will not only build pride within our school community but also demonstrate the effectiveness of our educational model.

2hr Learning Online Academy is committed to building strong relationships with parents and the North Carolina community through open communication, transparency, and active engagement. We believe that by keeping our community informed and involved, we can create a supportive and collaborative environment that fosters student success and contributes to the betterment of our community.

Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Digital Advertising: Targeted digital advertising campaigns on platforms like Google AdWords and social media will reach specific demographics within North Carolina, ensuring that our message reaches families actively seeking alternative educational options.

Educational Blogs and Content Marketing: Creating informative and engaging blog posts, articles, and other digital content related to online learning, educational innovation, and parenting will attract organic traffic and establish 2hr Learning Online Academy as a thought leader in the field of education.

Community Engagement:

Partnerships with Local Organizations: Collaborating with community centers, libraries, and educational organizations within North Carolina will extend our reach and connect us with families seeking alternative educational options. These partnerships may involve hosting information sessions at partner locations, participating in community events, or offering joint programs and initiatives.

School Fairs and Educational Expos: Actively participating in school fairs and educational expos across North Carolina will provide us with opportunities to interact directly with prospective families and showcase the unique benefits of our online learning model.

Parent-to-Parent Outreach: Building relationships with parent groups and homeschooling networks within North Carolina will allow us to tap into communities that are already familiar with and open to alternative educational models.

Local Media Outreach: Engaging with local news outlets, radio stations, and community publications will generate awareness about 2hr Learning Online Academy and provide us with a platform to share our story and educational philosophy with a wider audience.

Referral Programs: Implementing a referral program will incentivize current families and community partners to recommend our program to others, generating organic growth and building trust within the community.

Timeline and Benchmarks

A clear timeline with measurable benchmarks is essential for evaluating the effectiveness of our recruitment efforts and ensuring that we are on track to meet our enrollment goals.

Pre-Launch Phase (6-12 Months Prior to School Opening):

Benchmark: Develop a comprehensive marketing and outreach plan with defined target audiences and key messages.

Activity: Launch website and social media platforms, initiating engagement with potential families.

Benchmark: Establish partnerships with at least 5 local organizations, generating awareness within the community.

Activity: Host virtual information sessions and participate in educational fairs, directly interacting with prospective families.

Benchmark: Generate at least 100 inquiries from interested families, indicating growing awareness and interest in the program.

Launch Phase (3-6 Months Prior to School Opening):



Benchmark: Open enrollment process, accepting applications from prospective students.

Activity: Increase digital advertising and social media campaigns, targeting specific enrollment periods and deadlines.

Benchmark: Receive at least 50 applications, demonstrating positive response to recruitment efforts.

Activity: Conduct parent and student interviews, assessing suitability and fit for the program.

Benchmark: Offer enrollment to qualified students, building a strong founding cohort.

Post-Launch Phase (Ongoing):

Benchmark: Continue to monitor enrollment trends and adjust recruitment strategies as needed.

Activity: Maintain active engagement on social media and community partnerships, fostering ongoing community involvement.

Benchmark: Analyze student retention rates and implement strategies to promote student satisfaction and continued enrollment.

Activity: Gather feedback from families and stakeholders, using insights to improve the program and refine recruitment efforts.

Benchmark: Achieve sustainable enrollment growth over time, demonstrating the program's value and impact within the community.

Responsible Parties

A dedicated team will be responsible for the successful implementation of the student recruitment and engagement plan.

Director of Admissions: Oversees the overall recruitment strategy, manages the admissions team, and coordinates with marketing and community outreach efforts.

Marketing and Communications Team: Develops and implements digital marketing campaigns, manages social media presence, and creates engaging content to promote the school.

Community Outreach Coordinator: Builds relationships with local organizations, participates in community events, and fosters collaboration with stakeholders.

Admissions Counselors: Interact directly with prospective families, answer inquiries, guide families through the application process, and conduct student interviews.

This team will work collaboratively to ensure that all recruitment activities are effectively coordinated, implemented, and aligned with the academy's enrollment goals.

Conclusion

2hr Learning Online Academy's student recruitment and engagement plan is a comprehensive and dynamic approach designed to build a strong foundation for our online learning community within North Carolina. By incorporating a diverse range of online and offline strategies, establishing clear benchmarks, and assigning dedicated responsibilities, we are confident in our ability to attract a diverse and motivated student body, contributing to the educational landscape of North Carolina through our innovative and personalized approach to learning.



Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



Alpha School's student recruitment strategy during the planning year will prioritize building awareness, generating interest, and establishing a strong foundation for enrollment growth. We recognize the importance of early engagement with the community and will employ a multi-faceted approach to reach prospective families and students.

Key Strategies and Activities:

Digital Outreach:

Website Development: Launch a user-friendly and informative website showcasing Alpha School's educational philosophy, curriculum, and unique learning environment.

Social Media Engagement: Establish a robust presence on major social media platforms like Facebook, Instagram, and Twitter to share updates, engage with the community, and promote upcoming events.

Search Engine Optimization (SEO) and Marketing (SEM): Implement SEO strategies to enhance organic search visibility and leverage targeted SEM campaigns to reach specific demographics.

Content Marketing: Create engaging blog posts, articles, and videos that highlight Alpha School's innovative approach to education and the benefits of the 2-hour learning model.

Community Engagement:

Informational Sessions: Host regular informational sessions at community centers, libraries, and other accessible locations to provide prospective families with in-depth information about Alpha School.

School Fairs and Education Expos: Actively participate in local school fairs, education expos, and community events to connect with families and promote the school's unique offerings.

Partnerships: Collaborate with community organizations, parent groups, after-school programs, and other relevant entities to reach a wider audience and build relationships within the community.

Targeted Outreach:

Local Media Outreach: Engage with local newspapers, radio stations, and television channels to generate media coverage and raise awareness about Alpha School within the community.

School Visits: Conduct presentations at local schools to introduce students and educators to Alpha School's educational model and potential enrollment opportunities.

Open Houses and Campus Tours: Organize open houses and campus tours to provide prospective families with a firsthand experience of the school's learning environment and facilities.

Referral Program: Implement a referral program to encourage current families and community members to refer potential students to Alpha School.

Timeline and Benchmarks:

Phase 1 (Months 1-2): Focus on website development, establishing social media presence, and initiating community partnerships.

Benchmark: Achieve a defined number of website visits, social media followers, and community partnerships established.

Phase 2 (Months 3-4): Implement digital marketing campaigns, host informational sessions, and participate in school fairs and community events.



Benchmark: Reach a target number of attendees at informational sessions and generate a defined number of leads through digital marketing efforts.

Phase 3 (Months 5-6): Conduct targeted outreach activities, including local media engagement, school visits, and open houses.

Benchmark: Secure media coverage in local publications and reach a target number of attendees at open houses.

Phase 4 (Months 7-8): Focus on application processing, enrollment confirmations, and preparing for the inaugural school year.

Benchmark: Achieve the desired enrollment numbers for the first year and establish a waitlist for future enrollment.

Responsible Parties:

Admissions Team: Oversee the overall recruitment strategy, manage digital marketing campaigns, and coordinate community outreach activities.

Marketing Team: Develop marketing materials, manage social media channels, and collaborate with the admissions team on outreach efforts.

Community Outreach Coordinator: Build relationships with community organizations, schedule informational sessions, and represent Alpha School at community events.

School Leadership: Provide strategic guidance, participate in key outreach activities, and engage with local media outlets.

Continuous Improvement:

Alpha School will consistently evaluate the effectiveness of its recruitment strategy and adapt its approach based on data and feedback. We will track key metrics such as website traffic, social media engagement, lead generation, and enrollment numbers to measure progress and identify areas for improvement.

By implementing this comprehensive and data-driven recruitment plan, Alpha School is confident in its ability to attract a diverse and talented student body and establish a strong foundation for success.

Q205. What established community organizations would you target for marketing and recruitment?



2hr Learning Online Academy, in its pursuit to establish a virtual charter school in North Carolina, recognizes the vital role of community partnerships in effectively reaching and engaging prospective students and their families. We believe that by collaborating with established community organizations, we can tap into existing networks, build trust within the community, and ensure that our innovative educational model reaches those who would benefit the most. Our approach to community partnerships is grounded in our commitment to inclusivity, diversity, and providing equitable access to high-quality education.

Identifying Key Community Organizations

We will strategically target a range of community organizations that align with our mission and values, and that serve diverse populations within North Carolina. These organizations will include:

Educational Organizations: We will collaborate with established educational organizations such as the North Carolina Association for Public Charter Schools, the North Carolina PTA, and local school districts. These partnerships will facilitate information sharing, provide access to educational resources, and connect us with families seeking alternative educational options.

Community Centers and Libraries: Local community centers and libraries serve as vital hubs for families and children. By partnering with these organizations, we can participate in community events, host informational sessions, and offer workshops on topics such as digital literacy and online learning strategies. This will increase our visibility within the community and allow us to directly engage with potential students and their families.

Faith-Based Organizations: Faith-based organizations often play a significant role in supporting families and promoting educational opportunities. We will collaborate with diverse faith communities to share information about our virtual school and connect with families who may be seeking an alternative to traditional schooling options.

Non-Profit Organizations: Numerous non-profit organizations in North Carolina focus on education, youth development, and supporting underserved communities. We will partner with organizations such as Communities In Schools of North Carolina, the YMCA of the Triangle, and the Boys & Girls Clubs of North Carolina to reach a broader audience and ensure that our virtual school is accessible to students from diverse socioeconomic backgrounds.

Homeschooling Networks: North Carolina has a vibrant homeschooling community. We will connect with homeschooling networks and organizations to share information about our virtual school as a potential option for families seeking a structured yet flexible online learning environment.

Building Mutually Beneficial Partnerships

Our approach to community partnerships extends beyond simply promoting our virtual school. We aim to build mutually beneficial relationships that contribute to the overall well-being of the community. We will achieve this by:

Providing Educational Resources: We will offer workshops and training sessions for parents and community members on topics related to online learning, digital literacy, and supporting student success in a virtual environment.

Volunteering and Community Service: Our staff and students will actively participate in



community service projects and volunteer initiatives, contributing to the betterment of the local community.

Collaborating on Events and Programs: We will partner with community organizations to co-host events and programs that promote education, technology, and youth development.

Sharing Expertise and Resources: We will leverage our expertise in online education and technology to support community initiatives and provide access to educational resources.

Measuring the Impact of Community Partnerships

To ensure the effectiveness of our community engagement efforts, we will track key metrics such as:

Number of partnerships established

Reach and engagement through community events

Website traffic and inquiries generated from community partnerships

Enrollment numbers from families connected through community organizations

We will regularly evaluate the impact of our community partnerships and adapt our strategies as needed to ensure that we are effectively reaching and engaging with the diverse communities within North Carolina. By building strong relationships with community organizations, we aim to create a supportive network that promotes educational opportunities and contributes to the success of our students and the broader community.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.



2hr Learning Online Academy recognizes that establishing a thriving virtual school goes beyond creating a robust curriculum and assembling a dedicated staff. Building a strong and supportive community is essential for the success of our students and the overall sustainability of our academy. We are dedicated to fostering open communication and active engagement with parents and community members from the moment our school receives approval through to the exciting launch of our first academic year. Our approach to community engagement is rooted in transparency, inclusivity, and the belief that a connected community is fundamental to a thriving educational environment.

Phase 1: Celebrating Approval and Building Anticipation

Announcing the Good News: Upon receiving approval, we will share the exciting news with the community through a comprehensive press release, highlighting our mission, educational philosophy, and the unique opportunities offered by our virtual school. This announcement will be disseminated through local media outlets, social media platforms, and our official website.

Informational Website Launch: We will launch a dedicated website specifically tailored to providing information about our virtual school. This website will serve as a central hub for prospective families and community members to learn about our curriculum, enrollment process, staff, and upcoming events. The website will be user-friendly, informative, and regularly updated with the latest news and announcements.

Community Information Sessions: We will host a series of community information sessions across various locations in North Carolina. These sessions will provide an opportunity for prospective families and community members to meet our leadership team, learn about our educational model, and ask questions about our virtual school. We will partner with local community centers, libraries, and other organizations to ensure accessibility and reach a diverse audience.

Social Media Engagement: We will establish an active presence on social media platforms such as Facebook, Instagram, and Twitter. These platforms will be used to share updates about the school's progress, highlight student achievements, and engage in ongoing conversations with parents and community members. We will encourage dialogue and foster a sense of community through interactive posts, polls, and live Q&A sessions.

Phase 2: Enrollment and Onboarding

Streamlined Enrollment Process: We will implement a user-friendly and efficient online enrollment process, ensuring that families can easily submit applications and required documents. Our enrollment team will provide personalized support to guide families through the process and answer any questions they may have.

Welcome Events: Upon enrollment, we will host welcome events, both virtually and in-person, to warmly welcome new families to our school community. These events will provide opportunities for families to connect with each other, meet their child's teachers, and learn about the resources and support systems available to them.

Parent and Student Orientation: We will conduct comprehensive orientation sessions for both parents and students to familiarize them with our virtual learning environment, expectations, and policies. These sessions will cover topics such as technology requirements, online classroom etiquette, communication protocols, and strategies for success in a virtual learning setting.



Family Support Network: We will establish a dedicated family support network to provide ongoing guidance and assistance to families throughout their journey with our virtual school. This network will offer resources on topics such as navigating the online learning environment, supporting student learning at home, and fostering positive communication between parents, students, and teachers.

Phase 3: Building Excitement and Community Spirit

Virtual Open House: We will host a virtual open house event, providing an opportunity for families and community members to experience a "day in the life" of a 2hr Learning Online Academy student. This event will showcase our curriculum, teaching methods, and online learning platform, allowing participants to witness firsthand the engaging and interactive nature of our virtual school.

Student Clubs and Activities: We will establish a variety of virtual student clubs and activities to foster social connections, promote student engagement, and provide opportunities for students to explore their interests and talents. These clubs and activities will cater to diverse interests, including academic clubs, arts and crafts groups, coding clubs, debate teams, and more.

Community Service Initiatives: We will organize community service initiatives that involve both students and families. These initiatives will provide opportunities for our school community to contribute positively to the broader community while fostering a sense of social responsibility and civic engagement.

Ongoing Communication and Engagement

Regular Newsletters: We will send out regular newsletters to keep parents and community members informed about school news, events, and student achievements. These newsletters will provide updates on the school's progress, highlight upcoming events, and offer valuable resources and tips for supporting student learning.

Parent-Teacher Conferences: We will conduct regular parent-teacher conferences, both virtually and in-person, to discuss student progress, address any concerns, and collaborate on strategies to support student success. These conferences will provide an opportunity for open dialogue and partnership between parents and teachers.

Open Door Policy: We will maintain an open door policy, encouraging parents and community members to reach out to us with any questions, concerns, or suggestions. We value open communication and believe that it is essential for building trust and fostering a strong sense of community.

Community Advisory Board: We will establish a community advisory board comprised of parents, community members, and educational leaders. This board will provide valuable insights and feedback to help us continually improve our virtual school and ensure that it meets the needs of our community.

2hr Learning Online Academy is dedicated to building a strong and vibrant community where parents and community members are actively involved in the educational journey of our students. By fostering open communication, providing opportunities for engagement, and celebrating the achievements of our students and the contributions of our community, we aim to create a supportive and enriching environment that promotes academic excellence, personal growth, and lifelong learning for all.



Q207. 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.



2hr Learning Online Academy recognizes that parents are essential partners in the educational journey of our students. We are committed to fostering a strong and collaborative relationship with parents, creating a supportive network that enhances student learning and empowers families to actively participate in the life of our virtual charter school. Our approach to parent engagement is rooted in the belief that open communication, shared responsibility, and mutual respect are crucial for creating a thriving educational environment where all students can reach their full potential.

Fostering Open Communication and Transparency

Regular Communication Channels: We will establish consistent and reliable communication channels to keep parents informed about school news, events, and student progress. This includes regular newsletters, email updates, and a dedicated parent portal within our learning management system (LMS) where parents can access important information and resources.

Parent-Teacher Conferences: We will conduct regular parent-teacher conferences, providing a dedicated space for open dialogue and collaboration between parents and teachers. These conferences will focus on student progress, academic goals, social-emotional development, and strategies for supporting student learning at home.

Open Door Policy: We will maintain an open door policy, welcoming parents to reach out to us with any questions, concerns, or suggestions. We believe that open communication is fundamental to building trust and fostering a strong partnership between families and the school.

Community Forums: We will host virtual community forums where parents can connect with each other, share experiences, and engage in open discussions about school-related topics. These forums will provide a platform for parents to voice their opinions, ask questions, and collaborate on initiatives that support the school community.

Empowering Parents as Partners in Education

Parent Workshops and Training Sessions: We will offer a series of workshops and training sessions to empower parents with the knowledge and skills to support their child's learning at home. These workshops will cover topics such as navigating the online learning environment, effective study habits, fostering a growth mindset, and promoting social-emotional well-being.

Volunteer Opportunities: We will provide a variety of volunteer opportunities for parents to contribute their time and talents to the school community. This may include assisting with virtual events, mentoring students, serving on committees, or supporting fundraising efforts.

Parent Advisory Council: We will establish a parent advisory council to provide valuable insights and feedback on school policies, programs, and initiatives. This council will serve as a voice for parents, ensuring that their perspectives are considered in decision-making processes.

Family Learning Events: We will organize family learning events that bring together parents, students, and teachers for engaging and educational activities. These events may include virtual science fairs, online book clubs, family coding workshops, or guest speaker presentations on topics relevant to families.

Building a Strong and Supportive Community

Virtual Social Events: We will host regular virtual social events, providing opportunities for families



to connect with each other and build relationships within the school community. These events may include virtual game nights, online talent shows, or holiday celebrations that bring families together in a fun and engaging way.

Family Support Groups: We will create virtual family support groups that provide a safe and supportive space for parents to share experiences, discuss challenges, and offer encouragement to one another. These groups will focus on topics such as parenting in the digital age, supporting students with learning differences, or navigating the transition to online learning.

Community Outreach Programs: We will partner with local community organizations to offer outreach programs and resources that support families and promote student success. This may include partnering with libraries to provide access to educational materials, collaborating with mental health agencies to offer counseling services, or working with community centers to provide after-school programs.

Celebrations of Success: We will celebrate the achievements of our students and the contributions of our families through virtual awards ceremonies, recognition programs, and social media shout-outs. We believe that recognizing and celebrating success is essential for building a positive and supportive school culture.

2hr Learning Online Academy is dedicated to creating a vibrant and inclusive school community where parents are valued as partners in education. By fostering open communication, empowering parents with knowledge and opportunities for involvement, and building a strong support network, we aim to create an educational environment where all students can thrive and reach their full potential. Our commitment to parent engagement is a cornerstone of our mission to provide a transformative online learning experience that empowers students for lifelong success.

Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



At 2hr Learning Online Academy, we believe that a strong and supportive community is essential for student success. Our commitment to fostering meaningful connections extends beyond the virtual classroom, encompassing a range of programs designed to engage parents and the broader community in ways that enrich the educational experience for our students and contribute to the overall success of our virtual charter school. These programs are carefully crafted to align with our mission of providing an innovative and personalized education that empowers students for lifelong learning and success.

Parent University: Equipping Parents for Success

Understanding that parents play a crucial role in supporting their child's education, we will establish a Parent University program that empowers parents with the knowledge, skills, and resources they need to effectively guide and support their child's learning journey. This program will offer a variety of workshops, seminars, and online resources covering a range of topics relevant to parents of students in a virtual learning environment.

Navigating the Online Learning Environment: These sessions will guide parents through the features and functionalities of our learning management system (LMS), ensuring they feel comfortable accessing student progress reports, communicating with teachers, and supporting their child's online learning activities.

Promoting Effective Study Habits: These workshops will equip parents with strategies for creating a conducive learning environment at home, establishing routines, and encouraging effective study habits that promote focus, organization, and time management skills.

Fostering a Growth Mindset: These sessions will explore the concept of a growth mindset and provide parents with practical tools for nurturing resilience, perseverance, and a positive attitude towards challenges in their children.

Supporting Social-Emotional Well-being: Recognizing the importance of social-emotional learning, these workshops will equip parents with strategies for promoting emotional intelligence, healthy relationships, and positive self-esteem in their children.

Technology and Digital Citizenship: These sessions will explore the role of technology in education and provide parents with guidance on promoting responsible digital citizenship, online safety, and healthy technology habits in their children.

Community Engagement: Building Bridges and Expanding Horizons

2hr Learning Online Academy believes in the power of community partnerships to enhance the educational experience for our students. We will actively seek collaborations with local businesses, organizations, and educational institutions to provide our students with opportunities for real-world learning, career exploration, and exposure to diverse perspectives.

Business Partnerships and Mentorship Programs: We will partner with local businesses to offer mentorship programs that connect students with professionals in various fields. This will provide students with insights into different career paths, develop professional skills, and gain valuable real-world experience.

Community Service Projects: We will organize community service projects that allow students to contribute their time and talents to make a positive impact in their local communities. This will



foster a sense of civic responsibility, empathy, and social awareness in our students.

Cultural Enrichment Programs: We will collaborate with cultural organizations to offer enriching experiences that expose students to diverse cultures, traditions, and perspectives. This may include virtual museum tours, online cultural festivals, or guest speaker presentations from individuals from different backgrounds.

Educational Partnerships and Dual Enrollment Programs: We will seek partnerships with local colleges and universities to offer dual enrollment programs that allow our high school students to earn college credits while still in high school. This will provide them with a head start on their college education and ease their transition to higher education.

Family Fun and Community Building Events

We believe that creating a strong sense of community is essential for fostering a positive and supportive learning environment. We will organize a variety of family-friendly events and activities that bring together students, parents, teachers, and community members for fun, fellowship, and learning.

Virtual Game Nights: We will host virtual game nights where families can connect and compete in a friendly and social setting. These events will promote teamwork, problem-solving skills, and a sense of community among our families.

Online Talent Shows: We will organize online talent shows where students can showcase their unique talents and abilities. This will provide a platform for creativity, self-expression, and building confidence in our students.

Virtual Field Trips: We will take our students on virtual field trips to museums, historical sites, and other educational destinations. These virtual excursions will expand students' horizons, enhance their understanding of the world around them, and provide a shared learning experience for our school community.

Holiday Celebrations: We will celebrate holidays and special occasions with virtual events that bring families together for festive activities, cultural traditions, and community building.

2hr Learning Online Academy is committed to creating a thriving and supportive community that enhances the educational experience for our students. Through our Parent University program, community engagement initiatives, and family-friendly events, we aim to empower parents, build bridges within the community, and foster a sense of belonging and shared purpose. Our dedication to building a strong community is a testament to our belief that education is a collaborative endeavor that requires the active involvement of parents, teachers, and the broader community to ensure student success.

11.7. Admissions Policy

Q209. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes



to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

☐ Yes

☒ No

Q213. 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 withdrawals and transfers.



Open Enrollment Period

Tentative Dates: The open enrollment application period is scheduled from February 1st to April 30th, pending final approval from the State Board of Education.

Deadline for Applications: The deadline for submitting applications is April 30th. Applications received after this date will be placed on a waiting list.

Procedures: Applications must be submitted electronically via a secure online portal. The application will gather basic information such as student and family contact details and grade level. Proof of residency will be collected at a later stage to ensure compliance with the requirements for students transferring into the state under specific conditions, such as military families.

Open Enrollment Lottery Plan

Lottery Procedures: Should the number of applications exceed the number of available seats, a public, random lottery will be conducted in May. Applicants will have an equal chance of admission, regardless of their municipality or local school administrative unit.

Enrollment Preferences: As permitted by statute, enrollment priority may be given to siblings of currently enrolled students, children of the charter school's board members, and staff.

Waiting Lists and Incoming Transfers

Waiting List: Students not selected in the lottery will be placed on a waiting list in the order they were drawn. Families will be informed of their position on the list.

Transfers: Requests for transfers must be submitted in writing. Our transfer policy accommodates incoming students based on available space, facilitating a smooth transition with respect to credit transfer and academic placement.

Pre-Admission Activities

Optional Information Sessions: We may host optional information sessions for prospective students and their parents before the enrollment period. These sessions will provide insights into our educational approach and online learning environment but are not a requirement for admission.

Policies for Student Withdrawals and Transfers

Withdrawal Process: Written notification is required to withdraw a student. We will provide necessary academic records to ensure a smooth transition.

Transfer Process: Assistance in the transfer process includes providing academic transcripts and facilitating communication with the new school.

Commitment to Transparency and Communication

We are committed to transparent communication throughout the admissions process. Detailed information about our admissions policies, procedures, enrollment deadlines, and the lottery



process will be readily available on our website and communicated directly to interested families via email and/or phone.

Commitment to Equality

2hr Learning Online Academy adheres strictly to the nondiscrimination provisions outlined in state statutes. We do not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other protected status. Consistent with our charter, we are committed to providing equal educational opportunities to all students.

11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q215. Explanation (optional):



12. Operations

12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

2hr Learning Online Academy operates as a fully virtual school, delivering all instruction and learning activities online. We do not offer transportation services for students. Our virtual model eliminates the need for physical commutes.

12.2. School Lunch Plan

Q217. 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. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

As a fully virtual school, 2hr Learning Online Academy does not have a cafeteria or provide meal services.



12.3. Civil Liability and Insurance


The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law


Q218. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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Resources


Insurance Coverage...

Applicant Evidence :


Insurance Coverage...

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Q219. Attach Appendix L: Insurance Quotes

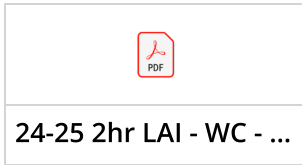
- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

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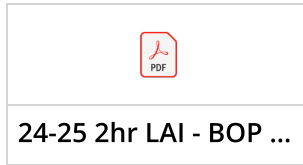
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Maroun**



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Maroun**

12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220. **We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.**

Signature

12.5. Start-Up Plan

Q221. **Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).**



The start-up period, spanning from May to July 2025, will lay the foundation for a the school's success. (Note that the salary amounts described below do not include the expected ~30% cost for aggregate taxes and benefits).

Leadership and Administration:

Lead Administrator (1 employee): The Lead Administrator will spearhead the start-up process, overseeing all aspects of school establishment and ensuring a successful launch. Responsibilities include securing necessary approvals and licenses, establishing operational procedures, overseeing staff recruitment and training, developing marketing and enrollment strategies, and building relationships with community partners. Compensation: \$100,000 annually, totaling \$25,000 for the start-up period.

Clerk (1 employee): The clerk will provide essential administrative support to the Lead Administrator, managing tasks such as record-keeping, communication, scheduling, and logistical coordination. Compensation: \$45,000 annually, totaling \$11,250 for the start-up period.

Instructional Team:

Guides (2 employees): Two experienced and highly qualified teachers will be recruited to review and implement the initial curriculum framework, ensuring alignment with North Carolina state standards and the academy's unique 2-hour learning model. They will also contribute to the design of assessments, create engaging learning materials, and participate in training sessions to prepare for effective online instruction. Compensation: \$75,000 annually each, totaling \$37,500 for the start-up period.

Instructional Assistants (3 employees): Three Instructional Assistants will provide valuable support to the teachers, assisting with curriculum development, preparing learning materials, and contributing to the design of engaging online learning activities. They will also participate in training sessions to familiarize themselves with the academy's educational model and online platform. Compensation: \$45,000 annually each, totaling \$33,375 for the start-up period.

In addition to the outlined roles and responsibilities, the academy has engaged Leaders Building Leaders (in North Carolina) for an initial 12 hours for a service fee of \$2,750, to provide advice and support in setting up our operations effectively. We expect to rely on Leaders Building Leaders as we start up operations, and have budgeted 100 hours at \$25,000.

The academy will seek to lease an administrative office in Durham for \$40,000± to centralize operations and provide a base for our administrative staff and infrastructure.

Start-Up Timeline and Tasks:

May 2025:

- **Secure Necessary Approvals and Licenses:** The Lead Administrator will obtain all required



approvals and licenses from the North Carolina Department of Public Instruction and other authorities.

- Establish Operational Procedures: Develop comprehensive operational procedures for the virtual school, including policies for student enrollment, attendance, assessment, communication, and technology use.
- Recruit and Hire Staff: The Lead Administrator, in collaboration with the Clerk, will initiate the recruitment and hiring process for teachers, instructional assistants, and any additional support staff needed for the initial launch.
- Develop Curriculum Framework: The two recruited teachers will propose the initial curriculum framework for core academic subjects, ensuring alignment with North Carolina state standards and the academy's 2-hour learning model.
- Design Learning Management System (LMS): Partner with a technology provider to design and implement a user-friendly and secure LMS that will serve as the central hub for online learning, communication, and collaboration.

June 2025:

- Finalize Curriculum and Assessments: Teachers and instructional assistants will finalize the curriculum for core subjects.
- Develop Training Program for Staff: The Lead Administrator, with input from teachers and instructional assistants, will develop a comprehensive training program for all staff members, focusing on online teaching strategies, LMS navigation, and effective student engagement in a virtual environment.
- Establish Student Support Services: Develop a comprehensive student support system, including academic counseling, social-emotional learning programs, and resources for students with disabilities.

July 2025:

- Conduct Staff Training: Implement the comprehensive training program for all staff members, ensuring they are well-prepared to deliver high-quality online instruction and effectively utilize the LMS.
- Prepare for School Launch: Conduct final preparations for the school launch, including testing the LMS, setting up communication channels, and ensuring all resources are in place for a successful start to the academic year.

Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



Here are some of the anticipated challenges and our strategies for addressing them:

1. Establishing Credibility and Building Trust:

Challenge: As a new school, building trust and credibility within the community is crucial. Parents and students may be hesitant to embrace an unfamiliar educational model.

Mitigation Strategies:

Transparency and Communication: We will prioritize open and transparent communication with parents, students, and the community. Regular updates, informational sessions, and opportunities for feedback will be provided to address concerns and build trust.

Demonstrating Success: We will showcase the success of the 2hr Learning curriculum, highlighting student achievements, testimonials, and data on academic growth.

Community Partnerships: Collaborations with local organizations, businesses, and educational institutions will enhance our credibility and demonstrate our commitment to the community.

2. Attracting and Retaining Students:

Challenge: In a competitive educational landscape, attracting and retaining students requires effective marketing and a compelling value proposition.

Mitigation Strategies:

Targeted Marketing Campaigns: We will implement data-driven marketing campaigns that reach our target audience through various channels, including social media and community events.

Unique Educational Model: Our 2-hour learning model, with its emphasis on personalized learning, accelerated academics, and life skills development, offers a distinct advantage over traditional schools. We will effectively communicate the benefits to prospective students and families.

Exceptional Student Experience: We will prioritize creating an exceptional student experience through engaging online learning, individualized support, and a strong sense of community.

3. Recruiting and Retaining Highly Qualified Staff:

Challenge: Finding and retaining qualified educators experienced in online teaching and comfortable with innovative educational technologies can be challenging.

Mitigation Strategies:

Competitive Compensation and Benefits: We will offer competitive salaries and benefits packages to attract and retain top talent.

Professional Development Opportunities: We will invest in ongoing professional development for our teachers, ensuring they remain at the forefront of online teaching methods and educational technologies.

Supportive Work Environment: We will foster a collaborative and supportive work environment that values innovation, creativity, and professional growth.

4. Ensuring Equitable Access and Addressing the Digital Divide:



Challenge: Not all students have equal access to technology and reliable internet connectivity, which can create barriers to participation in online learning.

Mitigation Strategies:

Student Laptops: To eliminate the barrier of device access, 2hr Learning Online Academy will provide each enrolled student with a school-issued laptop for the duration of their enrollment. These laptops will be equipped with all necessary software and tools for online learning, ensuring that students have the technology they need to fully engage with the curriculum and participate in virtual classrooms.

Community Partnerships: We will partner with local libraries and community centers to provide students with access to technology and internet connectivity.

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

As a fully virtual charter school, 2hr Learning Online Academy does not require a physical facility for teaching purposes. Our educational model is designed to be delivered entirely online, allowing us to serve students across North Carolina without the need for a traditional brick-and-mortar school building.



Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

As a fully virtual charter school, 2hr Learning Online Academy does not require physical classrooms, common areas, or a traditional school facility to deliver our educational program. To ensure the smooth operation of our virtual school, we will have a small serviced office space to house core administrative and support staff.

Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

As a fully virtual charter school, 2hr Learning Online Academy does not require traditional school facilities such as science labs, art rooms, computer labs, libraries, performance spaces, gymnasiums, or other specialized rooms. The school's educational program is designed to be delivered entirely online.

To support the school's operations and administrative functions, 2hr Learning Online Academy will have a small office space. We intend in the short term to lease space at Regus Imperial Business Park in Durham County. Beyond that we will find a more permanent administrative office space of approximately 10,000 square feet nearby.

By maintaining a small physical footprint and focusing on the delivery of a high-quality online educational program, 2hr Learning Online Academy can maximize the resources available to support student learning and success.

Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

2hr Learning Online Academy operates under a unique premise: a fully online learning environment. This innovative approach eliminates the need for a traditional brick-and-mortar school, significantly reducing overhead costs and allowing us to allocate more resources towards student learning and innovative educational technologies.

Q227. 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.

2hr Learning Online Academy is committed to providing a high-quality virtual education to students across North Carolina. As an online school, we do not require a physical facility for day-to-day operations or instruction.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

As 2hr Learning Online Academy embraces a fully virtual educational model, our approach to facilities acquisition and management differs from that of traditional schools. We will keep a small serviced office and therefore will not need to engage in physical construction or renovation projects.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q230. Explanation (optional):



13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

Q231.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.


We have a deep relationship with our content provider, 2Hr Learning, Inc. 2Hr Learning has an affiliate that makes donations toward virtual learning and remote schools across the globe. They have indicated their interest in supporting us in North Carolina with donations as needed.

Q232.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template.](https://www.dpi.nc.gov/2024-budget-template/download?attachment) (https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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Total Files Count: 5

Applicant Evidence :


Appendix N - 2024 2...

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4/26/2024 by **Neeraj
Gupta**

13.2. Budget Narrative



Please include additional information that explains the assumptions used in the 5-year budget.

Q233. How was the student enrollment number projected?

Per our research, we expect that there are approximately 1,000,000 K-8 students in North Carolina. 2HR Learning Online Academy contemplates an full enrollment of 3,000 students, which is only 0.3% enrollment of the available student body.

We have used fairly conservative assumptions to project our student enrollment by first starting with only 500 students in grades 5-8 (125 per grade). As families become aware of our innovate and highly student-specialized education model, we expect to both grow the number of students per grade as well as the number of grades that we support (going down towards kindergarten but not up to high school). By year 3, we will have approximately 240 students per grade, other than K-1 which are going to be 160± each. By year 5, we will have achieved our steady state enrollment of 340 students per grade.

As the school grows, we are factoring a 10% attrition year-to-year, and a marketing budget sufficient to attract new students. We expect to double in size for each of the first two years, and then add 500 net new students in years 4 and 5. Our marketing spend will be focused on:

- Digital Marketing: Utilizing social media platforms, search engine optimization (SEO), and targeted online advertising to reach a broader audience and promote the benefits of our program.
- Community Outreach: Engaging with local community organizations, attending education fairs, and hosting informational sessions to connect with families and build relationships within our target communities.
- School Partnerships: Collaborating with traditional schools to offer 2hr Learning Online Academy as an alternative option for students seeking a more flexible and personalized learning environment.
- Referral Programs: Encouraging current families and students to refer friends and family members to our program, leveraging the power of word-of-mouth marketing.

Note that because 2HR Learning Online academy is a virtual school, we do not have scaling issues inherent with schools that have physical, in-person campuses.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



There is significant demand in North Carolina for virtual charter schools. In 2020, the two virtual charter academies in North Carolina reported waitlists of approximately 10,000 students. In response to that, enrollment was increased by approximately 4,000 students. Additionally, the North Carolina legislature passed a bill last year allowing for the creation of new remote charter academies, acknowledging this continued demand. Whether it is the safety, family involvement, flexibility, or convenience, it is clear a wide cross-section of parents are seeking out an alternative to the traditional classroom model.

We have recently conducted in an online survey asking the simple question "Do you have interest in a virtual charter school"? After only 2 hours, the survey had 9,399 views with an astounding 92% of respondents selecting "Yes." The demand for a school that can provide a differentiated academic experience while being fully remote is overwhelming.

Parents appear to appreciate that education outcomes are improve when a school can provide a technology-centric, student-personalized medium for education. That our school delivers these outcomes by using adaptive learning software directly appeals to current primary and middle school students. As we stated earlier, our school will be a hub of innovation, constantly evolving to incorporate the latest advancements in educational technology and adapting to the diverse needs of our students. The virtual classrooms will be vibrant, interactive spaces where students are actively engaged in their learning, collaborating with their peers, and receiving personalized support from their dedicated guides.

Further, as discussed later in the application, we will be providing broadband internet access and computers to each student that is enrolled in 2HR Learning Online Academy, further reducing the barriers to entry for a new student or family.

Q235. Provide the break-even point of student enrollment.

2HR Learning Online Academy breaks even at roughly 460 students. Note that this analysis assumes ongoing marketing expense, which could be made lower if the school was intending to simply break-even and not grow, effectively lowering the break-even point.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



2HR Learning Online Academy prides itself on financial discipline and running the school with the utmost efficiency. We do not have large cost-cutting initiatives available if the anticipated revenue is either not received or lower than estimated. However, our academic partner (2HR Learning, Inc.) has an affiliate which invests globally in high-outcome academic programs, and has expressed their commitment to close financial gaps that we may encounter as we launch our first North Carolina academy. Further, our budget itself generates 10-15% cash flow after year 1 startup and recruiting expenses, meaning that we have a buffer to run the school at break-even for an extended amount of time.

Q237. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

No.

Q238. Provide the student to teacher ratio that the budget is built on.

We are targeting a 33:1 student:teacher ratio. It is important to understand that the ethos of 2HR Learning Online Academy is that students are being taught to be self-learners. This allows our students to engage with the academic curriculum at their own pace. The adult guides are not teachers per se; instead, the guides' primary responsibility is to drive student engagement with the learning platform and we have found a 33:1 guide to student ratio to be effective.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



We have a highly diverse board comprised of members that have significant experience and education in managing large organizations, including the successful operation of a financial plan.

Our board includes members with the following qualifications:

- MacKenzie Price - Co-Founder of 2Hr Learning and Alpha school, head of school at gt.school.
- Suzanne Wasiolek - Executive director at Scouts Education, holding a law degree with finance concentration along with her Ed.D.
- Stefanie Baduria - Director of K-8 at Alpha, holding a masters of business administration degree along with her Doctor of Education.
- Catherine Stearns - Credentialed teacher holding a masters of business administration
- Andrew Price - Chief financial officer at a group of software companies, including degrees in computer science and electrical engineering

As is apparent, this board is composed of dedicated individuals with diverse and complementary expertise, collectively possessing the qualifications and capacity to successfully implement the school's innovative financial plan. The board's collective strengths in educational leadership, financial management, legal compliance, and technological innovation provide a solid foundation for navigating the complexities of the financial landscape and ensuring the long-term success of the academy.

Collectively, the board will implement the financial plan, making adjustments and finding creating solutions to issues that arise, ensuring the school remains on extremely stable financial footing. Our board is comprised of individuals that have operated schools and other business, and will collectively implement policies for resource allocation and optimization, partnership development and management, technology integration and innovation, risk management and compliance, community engagement and fundraising, while ensuring continuous monitoring and evaluation.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.



2hr Learning Online Academy is dedicated to creating an inclusive virtual learning environment that empowers all students, including those with disabilities, to achieve their full potential. We recognize that meeting the needs of high-needs students with disabilities may require additional resources and flexibility, and we are committed to proactive planning, resource allocation, and individualized support to ensure their success. Our goal is to provide every student with the opportunity to thrive and reach their academic and personal goals.

While our core educational model and curriculum are designed to be adaptable and cater to individual learning needs, we acknowledge that some students may require additional resources and accommodations beyond what is typically anticipated. This understanding informs our budgeting and planning processes, ensuring that we are prepared to effectively address the needs of high-needs students with disabilities.

As an initial approach, we expect that state and federal EC funds will allow us to offset all or a material portion of the costs associated with:

- **Specialized Staff and Services:** Hiring or contracting with specialists such as speech-language pathologists, occupational therapists, or behavioral therapists to provide individualized support and interventions.
- **Assistive Technology:** Acquiring and implementing assistive technology tools such as text-to-speech software, screen readers, alternative input devices, or specialized communication devices to ensure accessibility and facilitate learning.
- **Professional Development:** Providing ongoing professional development for our educators and staff on effective strategies for supporting students with disabilities in the online environment. This could include training on differentiated instruction, Universal Design for Learning (UDL) principles, and the use of assistive technology.
- **Individualized Learning Plans (IEPs) and 504 Plans:** Allocating additional resources to ensure the development, implementation, and monitoring of comprehensive IEPs and 504 Plans that address the unique needs of each student with a disability.

Our financial model further generates 10-15% cash flow after year 1, and those funds are partially earmarked for contingency and flexible spending allocations to accommodate unexpected expenses related to supporting students with disabilities.

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



We plan to outsource various financial management functions to focus on our core mission of providing an exceptional online education to students. To ensure the selection of reliable and compliant vendors, we will:

- Seek recommendations from vendors serving schools run by our board members. Providing vetted existing providers is a benefit our board will provide.
- Conduct due diligence on potential vendors, reviewing their experience, reputation, financial stability, and compliance.
- Issue RFPs to shortlisted vendors, outlining our requirements and selection criteria.
- Establish regular reporting mechanisms and board oversight to ensure vendor fidelity and adherence to our standards.
- Implement regular, metrics-based quantitative assessments and reviews, setting clear KPIs for each vendor and making data-driven decisions to optimize performance. We may establish a board-subcommittee for vendor evaluation and monitoring.
- Enter into detailed contracts and SLAs with selected vendors, defining the scope of services, performance expectations, and consequences for non-compliance.

By following this rigorous process, we aim to ensure that our outsourced financial management functions are handled by reliable, compliant, and efficient providers, allowing us to focus on delivering exceptional educational experiences to our students.

Q242. 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.



As a school focused on providing exceptional online education, we intend to contract various services, including student accounting, financial services, exceptional children instructional support, and custodial services. Our goal is to ensure that these essential functions are carried out by experienced, reliable, and compliant providers, allowing our internal team to concentrate on our core educational mission.

As mentioned in our previous response, we will follow a rigorous process for selecting contractors and making large purchases. This process will include seeking recommendations from vendors already serving schools run by our board members, conducting thorough due diligence, issuing RFPs to shortlisted vendors, and establishing regular reporting mechanisms and board oversight.

When selecting contractors, we will prioritize the following criteria:

- Proven experience and expertise in providing services to schools, particularly in the online education sector.
- Demonstrated ability to comply with relevant regulations and standards, ensuring the protection of student data and the delivery of high-quality services.
- Competitive pricing and value for money, with a preference for fixed-price contracts or contracts with not-to-exceed clauses when possible, to maintain budget predictability.
- Flexibility and scalability to accommodate our school's growth and changing needs over time.
- We will follow a structured procedure for the selection of contractors and large purchases, including needs assessment, market research, RFP process, proposal evaluation, due diligence, contract negotiation, and board approval.

We are cognizant of the difference between capital expenditures (capex) and operating expenses, and their impact on our cash flow and budget. Capex investments, such as the purchase of equipment or software, can put significant pressure on our cash flow in the short term, while operating expenses related to contracted services will be accounted for in our normal profit and loss statements.

To manage the financial impact of contracted services and large purchases, we will conduct thorough financial planning and budgeting, prioritize investments based on their potential to enhance our educational offerings and support student success, seek alternative funding sources, and monitor and adjust our plans as needed.

The costs associated with contracted services and large purchases will be incorporated into our overall financial plan, ensuring that we maintain a balanced budget while delivering high-quality educational services. We will regularly review and update our financial projections to account for any changes in the costs or scope of contracted services, ensuring that we remain financially sustainable in the long term.

Our board, particularly any subcommittee responsible for vendor evaluation and monitoring, will play a crucial role in overseeing the financial impact of contracted services and large purchases. They will regularly review financial reports, assess the effectiveness of contracted services, and make recommendations to optimize our financial management practices.



By following this structured approach to contracting services and making large purchases, we aim to ensure that our school receives high-quality, cost-effective support that enables us to deliver exceptional online education to our students while maintaining financial stability and budget predictability.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



At 2hr Learning Online Academy, our budget directly reflects and supports our core mission of providing a revolutionary virtual learning experience, relying on insights and results from other schools that operate the same learning platform.

- Personnel - The focus of our personnel spending is on the guides, which interact daily with students. The guides are meant to drive motivation and engagement with students, and because they are not teachers per se, have time to build deep relationships with students as well as their families. Guides serve as the first point of contact for parents, and we target a reasonable 33:1 ratio. We pay more than 20% over market rate for teachers/guides to ensure that we have the best guides in our schools, with at least two of ou. Our guides are supported by one lead administrator with clerical help.
- Adaptive learning technologies - The vast majority of our budget is dedicated to acquiring and maintaining the cutting-edge adaptive learning software technologies and services that serve as the foundation for 2Hr Learning Online Academy's academic program. These AI-driven platforms personalize the learning experience for each student, allowing them to progress at their own pace and master concepts efficiently, aligning directly with our mission of accelerating academic growth. Software / Classroom technology are systems that are either provided directly by 2HourLearning, curated from a set of 3rd party learning applications, or subscription access to cutting-edge AI and other systems. 2Hr Learning Online Academy bears the full cost of these systems as part of its budget.
- Operations and Infrastructure - Part of our non-personnel budget is dedicated to providing the infrastructure that the students need to thrive at 2hr Learning Online Academy. The school will provide each student with, at no charge, a high-end laptop capable of implementing our proven online curriculum, zoom and video conferencing, as well as the broadband internet access they need to access the school from home or any other place. We will be providing computers and internet access to each of our guides and administrators as well.
- Learning Management System (LMS): We invest in a secure and user-friendly LMS that serves as the central hub for our virtual school. This platform facilitates communication, collaboration, content delivery, and assessment, ensuring a seamless and engaging learning experience for our students.
- Digital Tools and Resources: Our budget supports the acquisition of various digital tools and resources that enhance student learning and engagement. This includes interactive simulations, virtual labs, educational apps, and multimedia content that cater to diverse learning styles and preferences.
- Technical Support: We allocate resources to provide comprehensive technical support to our students and staff, ensuring that any technical issues are addressed promptly and do not impede the learning process.
- Virtual school - Because we are a virtual school, we do not provide meal assistance, transportation, or traditional school facilities. Our budget contemplates a modest administrative office.

Q244.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.



2hr Learning Online Academy aims to maintain a general fund balance equivalent to at least 15% of the expected annual operating expenditures. This target percentage is strategically determined to strike a balance between ensuring sufficient financial reserves for unexpected contingencies and investing in the ongoing enhancement of our educational programs and student support services.

The selection of a 15% target for our general fund balance is informed by a comprehensive analysis of various factors:

- **State Requirements and Best Practices:** We have reviewed the guidelines and recommendations provided by the North Carolina Department of Public Instruction and other relevant authorities, as well as best practices in charter school financial management, to determine an appropriate target percentage for our general fund balance.
- **Operational Considerations:** We have carefully assessed our anticipated operating expenses, including personnel costs, curriculum and technology investments, contracted services, and other essential expenditures, to determine a reserve amount that provides adequate coverage for potential fluctuations in revenue or unforeseen expenses.
- **Growth and Innovation:** Our target percentage allows us to maintain a balance between financial prudence and our commitment to continuous improvement and innovation. We recognize the importance of investing in new programs, technologies, and professional development opportunities that enhance the student learning experience and support our growth objectives.

The school budget runs cash-flow positive, which is the primary source of the general fund balance. Shortfalls are expected to be covered through 3rd party fundraising/donations with no obligation to parents and families.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.



Our proposed financing structure is guided by a principle of financial conservatism, prioritizing stability and minimal future liabilities. Generally, we disfavor financing and leasing arrangements that would burden our school with long-term financial commitments. This approach ensures that we manage our current cash resources prudently, without imposing undue financial pressure on future years.

In terms of financing facilities and other assets, we prefer to fund these expenditures upfront wherever feasible, using our available funds to avoid the complexities and obligations associated with debt financing. This allows us to maintain control over our financial health and ensure that our resources are directed towards enhancing our educational offerings.

The exception within our financing structure is the lease for our lone administrative office. This lease is a standard commercial triple net (NNN) lease, which is consistent with our overall strategy of minimizing liabilities while maintaining the necessary infrastructure to support our operations. This lease arrangement enables us to predict and manage occupancy costs effectively while focusing on our core educational mission.

Q246. 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.

At the present time, we do not anticipate having assets from other sources.

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



To ensure adequate internal controls and maintain the integrity of our operations, we intend to implement the following measures:

- **Segregation of Duties:** We will establish clear segregation of duties within our financial management processes. This means that different individuals will be assigned distinct responsibilities to prevent any single person from having complete control over a financial transaction from beginning to end. For example, the person responsible for initiating a transaction will be separate from the individual responsible for authorizing and recording it.
- **Accurate and Adequate Record Keeping:** We recognize the importance of accurate record keeping for financial transparency and accountability. We will establish systematic processes and protocols for maintaining comprehensive and up-to-date financial records. This involves recording transactions promptly and accurately, reconciling accounts regularly, and conducting periodic audits to ensure the integrity of our financial data.
- **Internal Control Policies and Procedures:** We will develop and implement internal control policies and procedures that clearly outline the expectations and responsibilities of employees regarding financial management. These policies will cover areas such as procurement, expense approvals, cash handling, and financial reporting. Regular training and communication will be provided to ensure that all staff members understand and adhere to these policies.
- **Internal and External Audits:** We will conduct both internal and external audits to assess the effectiveness of our internal controls and identify any potential weaknesses or areas for improvement. Internal audits will be performed by an independent internal audit team, while external audits will be conducted by reputable auditing firms. These audits will help ensure compliance with regulations, identify any fraudulent activities, and enhance the overall effectiveness of our internal controls.
- **Note that we rely on 3rd parties to administer much of our G&A operations, and that a majority of our staff is guides without direct ability to affect the budget.**

By implementing these measures, the school will establish strong internal controls that promote the segregation of duties, safeguard our assets, and maintain accurate and adequate record keeping. This commitment to sound financial practices will help ensure transparency, mitigate risks, and uphold the highest standards of financial integrity within our organization.

Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).



At 2hr Learning Online Academy, transparency and accountability are paramount in all our operations, including financial dealings and relationships with related parties. We understand the importance of clearly outlining these transactions to ensure ethical conduct, avoid conflicts of interest, and maintain the trust of our stakeholders. Below, we provide a comprehensive overview of known and possible related party transactions, detailing the relationships, descriptions of transactions, and estimated dollar amounts involved.

2hr Learning, Inc.: Curriculum and Educational Expertise

- **Relationship:** 2hr Learning, Inc. is the parent company of 2hr Learning Online Academy and serves as the primary curriculum provider. This close relationship ensures alignment between the academy's educational philosophy and the curriculum's design and implementation.
- **Description of Transaction:** 2hr Learning Online Academy contracts with 2hr Learning, Inc. for the development, delivery, and ongoing maintenance of our core curriculum and educational resources. This includes providing access to adaptive learning platforms, personalized learning pathways, and instructional materials aligned with North Carolina state standards.
- **Estimated Dollars Involved:** The annual cost for curriculum and resource materials from 2hr Learning, Inc. is estimated at \$2,000-\$2,500 per student. This amount covers the comprehensive suite of educational services provided by 2hr Learning, Inc. (including access to the for-fee 3rd party curated learning applications) and ensures our students have access to high-quality, engaging, and effective learning experiences.

Trilogy Enterprises, Inc.: Business Management and Administrative Support

- **Relationship:** Trilogy Enterprises, Inc. is a related party that provides essential business management and administrative services to 2hr Learning Online Academy. Their expertise in finance, legal matters, and operational support is crucial in ensuring the smooth functioning of our academy.
- **Description of Transaction:** We have established a contractual agreement with Trilogy Enterprises, Inc. for General and Administrative (G&A) services. This includes financial management, legal counsel, human resources support, and other administrative functions necessary for the efficient operation of our academy.
- **Estimated Dollars Involved:** The annual cost for G&A services from Trilogy Enterprises, Inc. is estimated at 3% of the total state funding received by the academy, with a fee cap of \$150,000. This percentage-based fee structure allows for scalability and ensures that our administrative costs remain proportional to our operational needs and growth.

Crossover Markets, Inc.: Technology and Human Resources Solutions

- **Relationship:** Crossover Markets, Inc. is a related party that provides technology and human resources solutions to 2hr Learning Online Academy. Their expertise in IT services, recruitment, and HR management is essential in supporting our technology-driven educational model and ensuring we have a qualified and dedicated workforce.
- **Description of Transaction:** Our agreement with Crossover Markets, Inc. encompasses a range



of services, including IT support, recruitment of qualified personnel, and comprehensive HR management. This includes managing payroll, benefits administration, and compliance with employment regulations.

- Estimated Dollars Involved: The cost for IT services and HR management from Crossover Markets, Inc. is determined based on the specific services utilized and the size of our staff. We anticipate these costs to be in line with industry standards and commensurate with the value provided by their expertise and support.

The decision to engage in related party transactions with 2hr Learning, Inc., Trilogy Enterprises, Inc., and Crossover Markets, Inc. is driven by efficiency, alignment, and expertise. These related parties have a deep understanding of our academy's needs, allowing for streamlined processes and cost-effective services. The close relationship ensures curriculum alignment and access to specialized expertise in areas such as technology and business management. The partnerships also offer scalability and flexibility as we grow. To maintain ethical conduct, we prioritize transparency and oversight through implemented measures.

- All related party transactions are governed by formal agreements that clearly define the scope of services, fees, and performance expectations.
- Our governing board, which includes independent members, reviews and approves all related party transactions to ensure they are in the best interests of the academy and its students.
- Where appropriate, we consider competitive bids from other providers to ensure that the terms of related party transactions are fair and reasonable.
- We have a strict conflict of interest policy in place that requires board members and staff to disclose any potential conflicts of interest and recuse themselves from decisions where a conflict exists.
- Transparency and Disclosure: We are committed to transparency and disclose all related party transactions in our financial statements and other relevant documents.

Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

CLA
4601 Six Forks Road
Suite 350
Raleigh, NC 27609-5287
P: 919-781-3581
F: 919-881-0611

13.4. Certify

Q250. I certify that this subsection is entirely original and has not been copied, pasted,



or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No

Q251.Explanation (optional):




14. Other Forms


Q252. [Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.](#)

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources


Charter School Req...

Applicant Evidence :


Charter School Req...

Uploaded on
4/26/2024 by **Andrew
Maroun**



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

Tom Miller - Leaders Building Leaders

Q255. Fees provided to the third-party person or group:

\$2,750



16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.


Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools
6307 Mail Service Center Raleigh, NC 27699-6307

☒ I understand


Applicant Comments :

FedEx tracking 776089903653.

Resources


2024 Payment Form...

Applicant Evidence :


2hr - NC Payment F...

Uploaded on

4/24/2024 by **Jack**

Abolt





17. Signature page

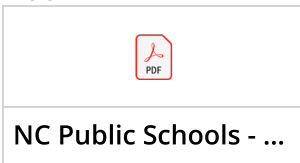
Q257. [Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.](#)

☒ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources

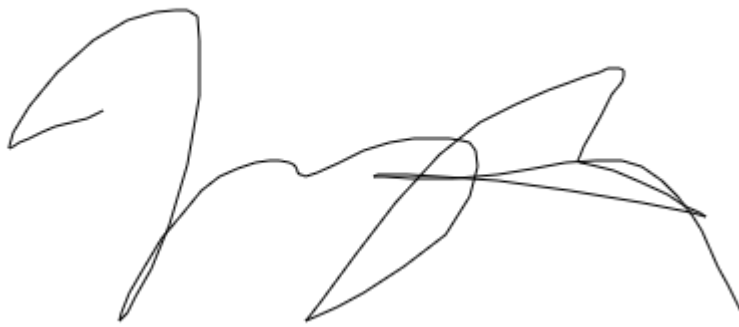


Applicant Evidence :



Uploaded on
4/26/2024 by **Andrew
Maroun**

Q258. [Board chair, please digitally sign your application here.](#)
Signature



Final Status

☐ Reject ☐ Approve



Approver Comments

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1

Year 2

Year 3

Year 4

Year 5

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	5 to 8		500
Year 2	3 to 8		1000
Year 3	K to 8		2000
Year 4	K to 8		2500
Year 5	K to 8		3000

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	150	5%
Asian	225	8%
Black or African American	600	20%
Hispanic	225	8%
Native HI or Pacific Islander	225	8%
Two or More Races	75	3%
White	1500	50%
EDS Subgroups	525	100%
Economically Disadvantaged Students	300	57%
Students with Disabilities	75	14%
English Language Learners	75	14%
Students Experiencing Homelessness	75	14%

Our organization is newly formed. We are working with nonprofit counsel on our 501(c)(3) application. We are committed to securing the determination before the 24-month deadline.

Date of this notice: 04-22-2024

Employer Identification Number:
99-2620862

Form: SS-4

Number of this notice: CP 575 E

2HR LEARNING ACADEMIC INSTITUTE NC
INC
2028 E BEN WHITE BLVD STE 240-2650
AUSTIN, TX 78741

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-2620862. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

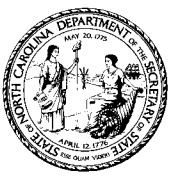
Thank you for your cooperation.

CP 575 E (Rev. 7-2007)

999999999999

2HR LEARNING ACADEMIC INSTITUTE NC
INC
2028 E BEN WHITE BLVD STE 240-2650
AUSTIN, TX 78741

As a fully virtual charter school, 2hr Learning Online Academy does not require a physical facility for teaching purposes. Our educational model is designed to be delivered entirely online, allowing us to serve students across North Carolina without the need for a traditional brick-and-mortar school building.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

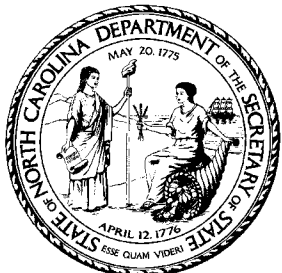
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

2HR LEARNING ACADEMIC INSTITUTE (NC), INC.

the original of which was filed in this office on the 22nd day of April, 2024.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 22nd day of April, 2024.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: 2hr Learning Academic Institute (NC), Inc.

2. ☒ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Capitol Corporate Services, Inc.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 176 Mine Lake CT Ste 100

City: Raleigh State: NC Zip Code: 27615 County: Wake

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: 176 Mine Lake CT Ste 100

City: Raleigh State: NC Zip Code: 27615 County: Wake

5. The name and address of each incorporator is as follows:

Name	Address
<u>Robyn A. Siers</u>	<u>1605 Lakecliff Hills Lane, Suite 100 Austin TX, 78732-2437</u> <u>United States</u>
<u></u>	<u></u>
<u></u>	<u></u>

6. (Check either "a" or "b" below.)

a. ☐ The corporation will have members.

b. ☒ The corporation will not have members.

7. ☒ Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. ☒ Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (512) 524-6149

Number and Street: 2028 E. Ben White Blvd., Ste. 240-2650

City: Austin State: TX Zip Code: 78741-6966 County: Travis

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: 2028 E. Ben White Blvd., Ste. 240-2650

City: Austin State: TX Zip Code: 78741-6966 County: Travis

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 19th day of April, 2024.

Incorporator Business Entity Name

Robyn A. Siers

Signature of Incorporator

Robyn A. Siers Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☒ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The specific purpose of the corporation is to advance educational purposes including, but not limited to, a) operating private and charter schools and b) all activities to advance the same and educational purposes. In furtherance of its purpose, the corporation shall engage in any lawful act or activity for which nonprofit corporations may be organized under the General Statutes of North Carolina.

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	1
Assistant Principal		
Dean(s)		
Additional School Leadership		
Core Classroom Teachers	2	6
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		
Student Support Positions (e.g. social workers, psychologists, etc.)		
Specialized School Staff		
Teaching Aides or Assistants	3	10
School Operations Support Staff		
Clerical	1	1

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	
	1	1	1	1
	10	20	24	30
	20	40	50	60
	1	1	1	1

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Mackenzie Price	Chairman	984-221-9999	mprice@2hourlearning.com	Travis (TX)	Co-Founder of 2hr Learning and Alpha; Head of School at gt.school	B.A. in Psychology at Stanford University Doctor of Education, Educational Leadership, University of Southern California Master of Business Administration, Southern New Hampshire University	No
Stefanie Baduria		984-221-9999	sbaduria@2hourlearning.com	Travis (TX)	Director of K-8 at Alpha in Austin, TX	Master of Arts, Child and Adolescent Literacy, Loyola Marymount University Bachelor of Arts, Liberal Studies, Loyola Marymount University Ed.D., University of Pennsylvania, May 2008 L.L.M, Duke University School of Law 1993 J.D., North Carolina Central University School of Law 1989	No
Suzanne Wasiolek		984-221-9999	swasiolek@2hourlearning.com	Durham	Executive Director at Ever Scouts Education	M.H.A. with a Concentration in Finance, Duke University 1978 A.B. in Science Education, Duke University Certified to teach high school mathematics and science	No
David Cooney		984-221-9999	dcooney@2hourlearning.com	Wake	Lead School Counselor – 504 Coordinator – Boys/Girls Soccer Coach at Wendell Middle School	Professional Educator’s License – School Counselor (Pre-kindergarten – 12th grade) Career Development Facilitator (CDF)	No
Lewis Manalo		984-221-9999	lmanalo@2hourlearning.com	Durham	Executive Producer and Co-Founder. Old Glory Studios	NYU Tisch School of the Arts, 1999. BFA in Film and Television Production. Master of Business Administration, MBA - Jack Welch Management Institute with Strayer University Bachelor of Science in Kinesiology - The Pennsylvania State University	No
Catherine Stearns		984-221-9999	cstearns@2hourlearning.com	Cabarrus	Health and Physical Education Teacher at Roberta Road Middle School	Certifications: Crossfit Level 1 Coach, Licensed Life, Health and Accident Insurance Producer, North Carolina and South Carolina, OSHA, Certified Ergonomics Consultant, Children’s Yoga Teacher, KAY Yoga	No
Andrew Price	Non-voting Director	984-221-9999	andy.price@2hourlearning.com	Travis (TX)	Chief Financial Officer at Trilogy	B.A. in Computer Science and B.S. in Electrical Engineering, Rice University	No

	Monday	Tuesday	Wednesday
8:45-9:00	Launch	Launch	Launch
9:00-10:10	CoreSkills	CoreSkills	CoreSkills
10:10-10:20	Break	Break	Break
10:20-11:30	CoreSkills	CoreSkills	CoreSkills
11:30-12:30	Lunch	Lunch	Lunch
12:30-12:55	Power Play (40min)	Legends (25 min)	Power Play (40min)
12:55-1:10	Learn to Learn (1hr)	Quest Teamwork (1hr 15)	Learn to Learn (1hr)
1:10-2:10			
2:10-2:25	Break	Break	Break
2:25-3:15	Town Hall (50min)	Love of School (50min)	Check Chart (50min)
3:15-3:30	Closing	Closing	Closing

Thursday

Friday

Launch	Launch (Legends)
CoreSkills	CoreSkills
Break	Break
CoreSkills	CoreSkills
Lunch	Lunch
Legends (25 min)	Power Play (40min)
Quest Teamwork (1hr 15)	Learn to Learn (1hr)
Break	Break
Love of School (50min)	Check Chart (50min)
Closing	Closing

Grade	Learning Targets	Prior Knowledge
K	<p>Students will be able to:</p> <p>Recognize and name familiar characters in a story.</p> <p>Identify basic elements of the setting (like home, school, forest).</p> <p>Remember and mention one or two key events from a story.</p>	<p>Before this lesson, students should have:</p> <p>Exposure to listening to stories read aloud.</p> <p>Basic recognition of pictures that represent characters and settings.</p> <p>Experience with expressing likes or dislikes about simple story elements.</p> <p>Guides will activate prior knowledge by reading a familiar picture book and asking students to point out and name characters and settings they recognize.</p>
1	<p>Students will be able to:</p> <p>Identify key characters in a story and describe their actions and traits using basic adjectives.</p> <p>Recognize and describe the setting of a story using sensory details (what they might see, hear, or feel).</p> <p>Sequence major events in a story and discuss their importance with support from textual details.</p>	<p>Before this lesson, students should have the following knowledge and skills:</p> <p>Recognition of simple words and phrases used in character and setting descriptions.</p> <p>Familiarity with narrative structures through previous engagement with short stories and picture books.</p> <p>Basic verbal skills to express thoughts about familiar objects and experiences.</p> <p>Guides will activate prior knowledge by encouraging students to share brief summaries of their favorite storybooks, focusing on the characters and where the story takes place. They will also use simple graphic organizers like story wheels to help students visualize and recall story elements.</p>
2	<p>Students will be able to:</p> <p>Identify key characters and their traits in different versions of the same story</p> <p>Describe the settings in different versions of the same story</p> <p>Compare the similarities and differences between characters from different versions of the same story</p> <p>Contrast the similarities and differences between settings from different versions of the same story</p> <p>Analyze how the differences in characters and settings impact the story</p>	<p>Before this lesson, students should have the following knowledge and skills:</p> <p>Proficient reading comprehension at the 2nd grade level</p> <p>Ability to identify main characters and describe their traits</p> <p>Understanding of story elements, including setting</p> <p>Experience with comparing and contrasting</p> <p>Familiarity with using graphic organizers to visualize comparisons</p> <p>The teacher will activate prior knowledge by having students discuss characters and settings from stories they've recently read. Students will also review the concepts of comparing and contrasting using familiar examples before applying these skills to the lesson.</p>

	Students will be able to:	Before this lesson, students should have the following knowledge and skills:
	Identify and describe the main characters in a story and explain how their actions influence the plot.	Ability to read slightly complex texts independently.
3	Describe the setting of a story and discuss how it affects the characters and events.	Previous experience with identifying characters, settings, and major events in stories.
	Analyze the plot of a story, noting major conflicts and resolutions, and understand how these are influenced by the characters and setting.	Basic understanding of cause and effect within a narrative.
		Guides will activate prior knowledge by engaging students in a review of a familiar story, discussing how the characters, setting, and plot were interconnected. This can be facilitated through a Q&A session or a quick group brainstorming activity.

	Students will be able to:	Before this lesson, students should have a solid foundation in:
	Analyze characters in depth by describing their traits, motivations, and developments throughout the story.	Basic understanding of character traits and settings.
4	Describe settings in detail, explaining how they contribute to the mood and plot of the story.	Ability to recount events from a story in a logical sequence.
	Discuss key events and their significance within the narrative, including how they influence the characters and the outcome of the plot.	Previous experience with using text evidence to support answers.
		Guides will activate prior knowledge by revisiting short stories read in class, discussing characters, settings, and events, and prompting students to cite textual details in their discussions.

5

Students will be able to:
Identify and define the different text structures (chronology, comparison, cause/effect, problem/solution)
Recognize and analyze the overall structure of various informational texts
Examine how specific text features (headings, subheadings, transition words, graphics) contribute to the overall structure and organization of the text
Compare and contrast the effectiveness of different text structures in conveying information for a particular purpose
Apply their understanding of text structures to their own writing

Before this lesson, students should have a solid foundation in:
Reading comprehension skills (identifying main ideas, supporting details, making inferences)
Familiarity with common text features and their functions in informational texts
Basic understanding of chronological order and simple comparison/contrast structures
Experience with close reading strategies and text annotation
Prior knowledge will be activated through a review of these skills and a guided discussion on how different texts can present information in various ways. Students will be prompted to share examples of texts they've read that used different structures.

6

Students will be able to:
Identify and explain the structure of a text, including how specific sections contribute to the whole.
Analyze how particular sentences or passages contribute to the development of themes, settings, or plots.
Evaluate the importance of a scene or chapter in advancing the narrative or deepening understanding of character dynamics.
Apply knowledge of text structure to predict outcomes or infer missing details.

Before engaging with this standard, students should be familiar with:
Basic elements of plot, theme, and setting.
Common text structures (e.g., chronological order, cause and effect, problem and solution).
Techniques for literary analysis, such as summarizing and identifying main ideas and supporting details.
Guides will activate prior knowledge by reviewing previously read texts and analyzing their structure and key components. Discussion prompts and visual aids like story maps will be used to visualize how different text parts contribute to overall themes and story progression.

7

Students will be able to demonstrate a deep understanding of the author's argument and claims by:

- Accurately identifying and describing the main argument and supporting claims within a text
- Assessing the soundness and logical coherence of the reasoning presented in the text's argument
- Critically examining the evidence provided, determining its relevance and sufficiency in supporting the claims made
- Citing appropriate textual evidence to support their analysis of the argument
- Evaluating the overall effectiveness of the argument based on the quality of reasoning and evidence

Before meeting these learning targets, students should have a solid foundation in:

- Textual analysis skills, including identifying main ideas, supporting details, and the author's purpose
- Understanding different types of evidence and their roles in supporting arguments
- Basic logical reasoning and the ability to identify logical fallacies
- Experience with close reading and annotating complex texts

This prior knowledge will be activated through review activities, class discussions, and guided practice, serving as a springboard for the more advanced skills of evaluating arguments and evidence.

8

Students will be able to:

- Identify and interpret the figurative and connotative meanings of words and phrases within various texts.
- Analyze how the author's choice of specific words or phrases affects the meaning, tone, and mood of the text.
- Recognize and explain analogies, metaphors, similes, and allusions within reading material, discussing their impact on the text.
- Compare how different authors use language to create unique styles and voices.

Before this lesson, students should already be familiar with:

- Basic literary devices such as metaphors, similes, and personification.
- Common types of figurative language and their effects on narrative and thematic elements.
- The concept of tone and how it influences the reader's perception of the text.

Guides will engage students in revisiting previously studied texts to identify examples of figurative language and discuss the impact of specific word choices on the reader's experience. This review will help solidify foundational concepts and introduce more complex analytical techniques.

Instructional Plan

Instruction

New information will be presented through:

Guide-led read-alouds with large, colorful picture books to clearly show characters and settings.

Simple questions during reading to engage students and help them identify characters and settings.

Use of physical props or puppet shows to demonstrate key story events.

Instructional strategies will include:

Repetitive reading to help children familiarize themselves with the story's characters and main events.

Interactive storytelling, allowing children to participate and predict what might happen next.

Students will engage in the following activities:

Listening to stories and pointing to characters and settings when mentioned.

Participating in group discussions where they can talk about their favorite parts of the story.

New information will be presented through:

Guide-led read-alouds using books with clear and vivid illustrations to enhance understanding of characters and settings.

Interactive discussions that encourage students to point out details in pictures and texts.

Demonstrations on how to use story maps and other visual aids to sequence events.

Instructional strategies will include:

Use of repetitive and predictable storybooks to build confidence in identifying story elements.

Small group activities that allow students to practice describing and sequencing with peers.

Students will engage in the following activities:

Participating in interactive read-alouds where they are asked to describe characters and settings as they appear in the story.

Working with classmates in small groups to create a visual story map that includes pictures and keywords depicting characters, settings, and major events.

New information will be presented through:

Teacher read-alouds of different versions of the same story

Class discussions on the similarities and differences between the versions

Explicit instruction on using Venn diagrams or other graphic organizers to compare and contrast

Modeling of character and setting analysis

Instructional strategies will include:

Guided reading and discussion

Think-pair-share for comparing and contrasting

Collaborative group work for deeper analysis

Independent practice with graphic organizers

Integration of digital resources for additional examples and practice

Students will engage in the following activities:

Listening to and reading multiple versions of the same story

Identifying and describing key characters and settings in each version

Completing graphic organizers to visually compare and contrast characters and settings

Participating in class discussions and small group work to analyze the impact of character and setting differences

Creating a project (e.g., a presentation, essay, or creative writing piece) demonstrating their understanding of the differences and similarities between the versions

New information will be presented through:

Guide-led discussions that explore more complex texts, highlighting the interconnectedness of characters, settings, and plot.

Demonstrations on how to create detailed character maps and setting descriptions that link directly to plot developments.

In-depth analysis of story elements using examples from both literature and student-suggested books.

Instructional strategies will include:

Thematic reading sessions where students explore multiple stories with similar settings or character types to compare and analyze plot developments.

Students will engage in the following activities:

Reading multiple stories individually or in small groups, with a focus on noting character development, setting details, and plot structure. Completing character maps that connect specific actions to plot outcomes and setting influences. Participating in discussions that challenge them to think critically about how different elements of a story work together to create a cohesive narrative.

New information will be presented through:

Detailed guide-led discussions on more complex literary texts, focusing on character analysis, setting description, and event significance.

Demonstrations of deeper textual analysis techniques, such as highlighting and annotating key passages that reveal character development or setting details.

Instructional strategies will include:

Targeted reading sessions focusing on specific passages to enhance understanding of characters, settings, or events.

Use of comparison charts and Venn diagrams to analyze characters across different texts or different settings within the same narrative.

Students will engage in the following activities:

Reading selected stories and identifying detailed character traits, settings, and key events. Creating detailed character maps and setting descriptions that include textual evidence and visual aids.

Participating in structured group discussions where they debate the motives of characters and the impact of settings and events on the plot.

Explicit Instruction:

Define and explain each text structure with clear examples

Use graphic organizers and visual aids to illustrate the structures and their key elements

Model the process of identifying text structures through think-alouds and text analysis

Guided Practice:

Provide a diverse set of informational texts representing different structures

Engage students in collaborative activities to identify and analyze text structures

Encourage students to explain how text features contribute to the overall structure

Independent Practice:

Assign independent reading and analysis tasks focusing on text structures

Have students create their own informational texts using different structures

Extension:

Facilitate Socratic discussions comparing the effectiveness of different structures

Integrate text structure analysis into writing workshops and cross-curricular projects

Students will engage in a variety of activities to meet the learning targets, including:

Text structure scavenger hunt: Students search for examples of each structure in a set of texts

Graphic organizer completion: Students fill in graphic organizers for each structure based on assigned readings

Comparative analysis writing: Students write essays comparing the effectiveness of different structures for specific topics

Informational text creation: Students write their own texts employing a structure of their choice

Socratic seminars: Students engage in structured discussions to analyze and evaluate text structures in depth

Cross-curricular application: Students analyze the structures of texts in other subjects (e.g., history, science)

These activities align with our educational philosophy of active, student-centered learning, with a focus on critical thinking, collaboration, and authentic application of skills.

New information will be presented through:

Guide-led demonstrations using exemplar texts to highlight how specific chapters and stanzas contribute to broader themes and story arcs.

Discussion of literary devices that affect structure, such as foreshadowing and flashback, and how they serve to build the narrative or develop themes.

Analysis of text excerpts to practice identifying and connecting structural elements to thematic and plot developments.

Instructional strategies will include:

Close reading activities to dissect text structure and understand its impact on the narrative.

Use of graphic organizers to track the development of plot and theme throughout different text sections.

Collaborative group discussions to facilitate peer learning and deepen analysis.

Students will engage in the following activities:

Group analysis of a selected text where students identify key structural elements and their contributions to the theme or plot.

Creation of visual representations (like flowcharts or diagrams) that map out the structure of a text and pinpoint pivotal moments in the development of the plot or theme.

Writing assignments where students must argue the significance of a specific chapter or scene in the context of the entire work.

components:

Introduction to Argumentative Texts: Students will be introduced to the concept of argumentative texts and their key elements (claims, evidence, reasoning) through engaging examples and class discussions. Exemplars of strong and weak arguments will be analyzed to illustrate effective argumentation techniques.

Guided Practice in Argument Analysis: Through a series of guided activities, students will practice identifying the main argument and supporting claims in sample texts. They will learn to use textual clues, structural elements, and close reading strategies to pinpoint these key components.

Evaluating Reasoning and Evidence: Students will be taught techniques for assessing the soundness of reasoning, such as identifying logical fallacies, evaluating the strength of causal relationships, and determining the relevance and sufficiency of evidence. Collaborative activities and discussions will reinforce these skills.

Independent Practice and Application: Students will apply their learning by independently analyzing a variety of argumentative texts from different sources (news articles, opinion pieces, scientific reports). They will complete argument mapping exercises, evidence evaluation worksheets, and engage in structured class discussions to refine their skills.

Integration of Technology: Online tools and resources (such as argument mapping software, digital annotation tools, and research databases) will be utilized to enhance students' ability to analyze, evaluate, and research arguments and evidence.

To meet the learning targets, students will engage in the following key activities and tasks:

Close Reading and Annotation: Students will closely read and annotate a variety of argumentative texts, focusing on identifying the main argument, supporting claims, reasoning, and evidence.

Argument Mapping: Using graphic organizers and argument mapping tools, students will visually represent the structure of arguments, clearly delineating claims, evidence, and reasoning.

Evidence Evaluation Exercises: Through guided worksheets and discussions, students will practice evaluating the relevance, credibility, and sufficiency of evidence in supporting claims.

Collaborative Analysis and Discussion: In small groups and whole-class settings, students will share their analyses, engage in critical discourse, and provide peer feedback to refine their understanding of arguments and evidence.

Independent Research and Evaluation: Students will independently research and evaluate arguments and evidence related to topics of their choice, applying the skills learned in class. These activities incorporate key components of our educational philosophy, including critical thinking, collaborative learning, and real-world application of skills.

New information will be presented through:

Thematic analysis of texts that exemplify effective use of language to enhance narrative and thematic depth.

Guide-led discussions on the nuances of connotative versus denotative meanings and how authors choose words to shape reader interpretation.

Close reading sessions focused on extracting and analyzing the effects of literary devices and word choices.

Instructional strategies will include:

Interactive reading sessions where students annotate texts, noting instances of figurative language and their perceived impact on the text.

Group activities where students compare authors' uses of language across different texts to understand style and voice.

Students will engage in the following activities:

Analyzing assigned texts for figurative language and documenting how these choices influence tone and mood.

Creating presentations or written reports that compare the language use of different authors, highlighting how each author's choices contribute to their distinct voices.

Participating in peer-led discussions to debate and reflect on the impact of specific word choices within class readings.

Formative Assessment

Summative Assessment

Guides will assess student understanding through:

Observations of students' ability to recognize and point out characters and settings during read-alouds.

Listening to students' descriptions of story events during group discussions.
Interactive questioning post-story to see if students can recall key events.

Students will demonstrate mastery through:

A simple show-and-tell activity where each student brings a favorite storybook and describes one character or setting.
A group storytelling session where students collectively try to retell a story they've heard, with prompts from the guide.
Mastery will be determined by the student's ability to:

Correctly identify characters and settings from the story.
Recall and describe one or two main events with assistance.
Participate in storytelling, using their own words or guided prompts.

Guides will assess student understanding through:

Observations of student engagement and verbal descriptions during read-alouds and group activities.
Reviews of completed story maps and sequencing activities for accuracy and detail.
Interactive questioning in both group settings and one-on-one to evaluate comprehension and ability to recall key details.

Students will demonstrate mastery through:

A student-led retelling of a selected story using a storyboard they have created, which includes drawings or pictures of key story elements.
A guided discussion following the retelling where the student explains why certain events were important to the story's outcome.
Mastery will be determined by the student's ability to:

Clearly identify and describe the characters and settings using appropriate adjectives and sensory details.
Effectively use their storyboard to sequence and recount the major events in the story.
Convey understanding of the story through accurate and detailed retelling in their own words.

The teacher will use the following to gauge student understanding:

Observation of student participation and contributions to class discussions
Review of completed graphic organizers
Individual conferences with students to discuss their progress and provide feedback
Short quizzes or exit tickets to check for understanding of key concepts

Students will demonstrate mastery through a culminating project where they:

Select two versions of a story to analyze
Write an essay or create a presentation comparing and contrasting the characters and settings
Provide specific examples from the texts to support their analysis
Explain how the differences in characters and settings impact the overall story
Mastery will be determined by the student's ability to:
Accurately identify and describe key characters and settings
Provide relevant examples of similarities and differences
Offer insightful analysis of how the differences impact the story
Present their findings in a clear, organized manner

Students will demonstrate mastery through:

Guides will assess student understanding through:

Observation of participation in discussions and ability to articulate thoughts about character dynamics and plot.

Evaluation of character maps and setting descriptions for depth of analysis and connection to plot.

Frequent informal assessments during activities, such as quick writes or response journals, to monitor comprehension and analytical thinking.

A comprehensive project where they select a book and analyze the relationship between its characters, setting, and plot. This could be presented as a multimedia presentation, a written report, or a creative project like a diorama.

A structured reflection where they discuss their chosen book, supported by specific examples from the text that illustrate the interplay between character actions, setting contexts, and plot events.

Mastery will be determined by the student's ability to:

Provide a detailed description of characters and settings, linking them clearly to plot developments.

Demonstrate understanding of how different story elements affect each other, culminating in a coherent narrative analysis.

Present their findings in an organized, thoughtful manner that shows depth of insight and connection to the text.

Students will demonstrate mastery through:

Guides will assess student understanding through:

Observations of students' ability to engage in and contribute to discussions with depth and accuracy.

Reviews of character maps and setting descriptions to check for completeness and use of textual evidence.

Short response activities where students must justify their analysis of characters and settings with specific details from the text.

A comprehensive project where they choose a story, conduct an in-depth analysis of a character, setting, or event, and present their findings in a multimedia presentation or written report.

A series of written responses or tests that require detailed descriptions and analyses of characters, settings, or events from class readings.

Mastery will be determined by the student's ability to:

Provide thorough and accurate descriptions and analyses supported by specific textual details.

Clearly articulate the significance of characters, settings, and events in the narrative.

Present their analysis coherently, demonstrating clear understanding and insight.

Formative assessment will be ongoing and varied, including: Observation of student participation and contributions in collaborative activities and discussions Review of completed graphic organizers, annotated texts, and writing samples Individual conferences to gauge understanding and provide targeted feedback Exit tickets and quizzes to check for understanding of key concepts Self-reflection and peer feedback on text structure application in writing	Mastery of the standard will be demonstrated through: A comprehensive text structure analysis project, where students select multiple informational texts on a topic, analyze their structures, and present a comparative evaluation Performance on standardized test items assessing the ability to identify and analyze text structures A portfolio of student-created informational texts demonstrating effective use of various structures An oral presentation or exhibition where students explain and defend their analysis of text structures in selected readings Mastery will be determined by a rubric assessing the depth of analysis, accuracy of structure identification, effectiveness of comparisons, and quality of evidence cited.
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Students will demonstrate mastery through:

Guides will assess student understanding through: Observations of group discussion dynamics and individual contributions. Analysis of students' graphic organizers and diagrams for accuracy and depth. Quick writes and exit tickets that ask students to summarize how a specific text section contributes to the overall narrative.	A comprehensive analysis project where they select a novel or play, identify its structural elements, and analyze how these elements contribute to the development of the plot, setting, or theme. A presentation where students must explain their analysis, supported by textual evidence, and respond to peer questions. Mastery will be determined by the student's ability to: Clearly identify and describe how specific parts of the text contribute to the overall structure and development of the narrative. Provide insightful analysis into how elements like chapters, scenes, or stanzas are pivotal to thematic, setting, or plot advancements. Articulate their findings in a structured and persuasive manner, both in written and oral formats.
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Argument mapping. Students' argument maps will be reviewed to assess their ability to accurately identify and represent the main argument, supporting claims, reasoning, and evidence. Guides will provide feedback and guidance to help students refine their argument mapping skills.

Evidence Evaluation Exercises:

Completed worksheets and exercises will be assessed to determine students' proficiency in evaluating the relevance, credibility, and sufficiency of evidence. Guides will offer constructive feedback and additional practice opportunities as needed.

Socratic Seminars and Debates:

Students will participate in structured discussions and debates, where they will analyze and evaluate arguments and evidence. Guides will observe these discussions and provide feedback on students' critical thinking, reasoning, and use of evidence.

Argument Analysis Writing Tasks:

Students will complete short writing tasks in which they analyze the effectiveness of arguments in terms of reasoning and evidence. Guides will review these written analyses and provide detailed feedback for improvement.

Self-Reflection and Peer Feedback:

Guides will assess student understanding through:

Regular checks of annotations and notes taken during reading sessions to ensure comprehension and depth of analysis.

Group discussion observations to evaluate engagement and the ability to articulate thoughts about language use. Short quizzes or written responses that require students to identify and interpret figurative language in new texts.

To demonstrate mastery of the Required Standard, students will complete the following summative assessment:

Argument Analysis Essay: Students will independently read and analyze an argumentative text of appropriate complexity.

They will write an in-depth analysis essay in which they:

Clearly identify and describe the main argument and key supporting claims

Evaluate the soundness of the reasoning, noting any logical fallacies or weaknesses

Assess the relevance and sufficiency of the evidence in supporting the claims

Provide textual evidence to support their analysis

Offer an overall evaluation of the effectiveness of the argument based on the quality of reasoning and evidence

Presentation and Defense: After completing the essay, students will present their analysis to the class and guide. They will be prepared to defend their evaluation and respond to questions and counterarguments from their peers and guide.

The essay and presentation will be evaluated using a comprehensive rubric that assesses the following criteria: Accuracy and completeness in identifying the main argument and supporting claims

Depth and insight in evaluating the soundness of reasoning
Thoroughness in assessing the relevance and sufficiency of evidence

Effective use of textual evidence to support the analysis

Clarity, coherence, and persuasiveness in the written and oral presentation

Ability to respond effectively to questions and counterarguments

To be considered for mastery, students must achieve a score

Students will demonstrate mastery through:

A detailed analytical essay that examines the use of figurative language in a selected text, discussing its impact on tone, mood, and overall meaning.

A portfolio of work that includes text analyses, reflections on different authors' styles, and examples of their own writing using similar techniques.

Mastery will be determined by the student's ability to:

Effectively identify figurative and connotative language in texts and explain its purpose and impact.

Demonstrate a sophisticated understanding of how language choices shape a text's tone and contribute to its deeper meaning.

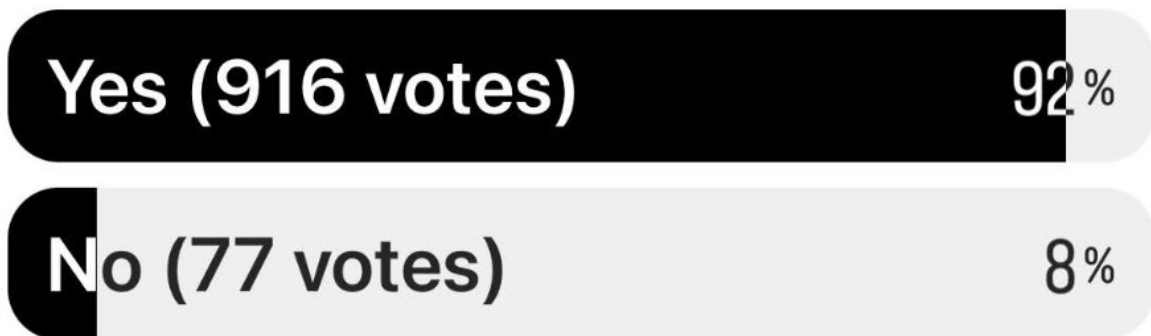
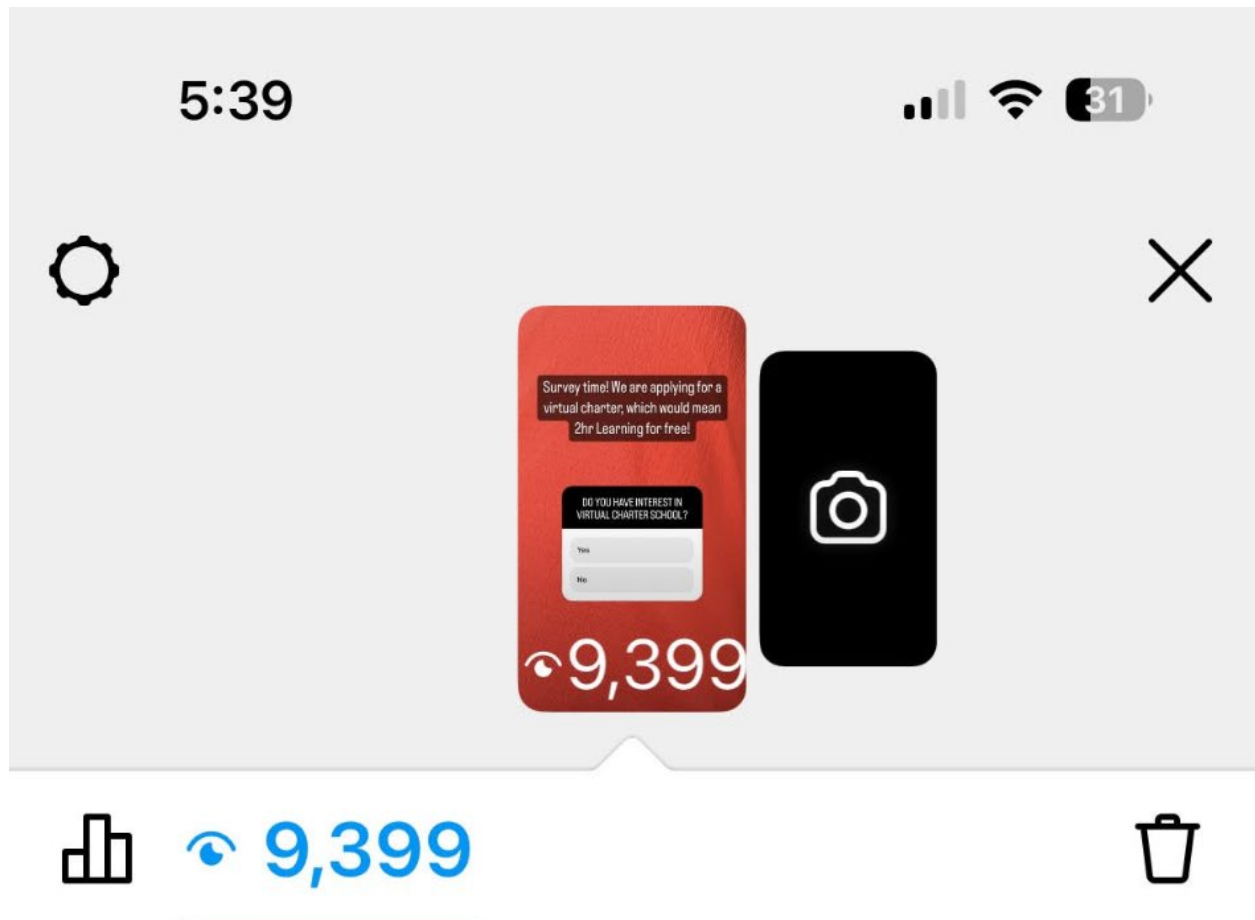
Present a coherent and well-supported analysis of text features, backed by appropriate examples and citations.

Mackenzie Price initiated an online survey to the 200,000+ followers on Instagram that interact with her account due to their interest in education – specifically our innovative school model.

The question was whether they are interested in a virtual charter school. Almost 10,000 individuals interacted with the story in a 24-hour period with nearly 1,000 votes. As you can see, 92% (916 people) expressed interest in a virtual charter.

We have found that the demand for this new school model is extremely high- as evidenced by the millions of views and thousands of comments on our education content. We have a high concentration of demand in urban technology focused areas such as Charlotte and the Research Triangle. The groundswell for our new model of education is strong, but the cost is the main and only deterrent for our interested families. We have heard this time and time again, that parents are eager to enroll their children in our model, but they lack the tuition. We even have families willing to *move* to the cities where we offer this new model. Charlotte and the Research Triangle have come up over and over on our social media as a location with heavy interest.

Final Results:



Share results

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 6 - 8: Guide workdays

Aug 11: First Day of School Session 1

Aug 12-15: Fall Map testing

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October 7: Last Day of School Session 1

Oct 8-10: Session Break and Guide Workdays

October 13: First Day of School Session 2

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec 19: Last Day of School Session 2

Dec 22: Guide Workday

Dec 23 - Jan 2: Winter Break

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 23: Last day of School Session 3

Feb 24 - Feb 27: Session Break and Guide Workday

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sep 1: Labor Day Holiday

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 25: Guide Workday

Nov 26-28: Thanksgiving Break

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan 5: First Day of School Session 3

Jan 19: MLK Holiday

Jan 30 - Feb 4: Winter Map testing

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar 2: First day of School session 4

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2

5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 3: Good Friday

April 17: Last day of School session 4

April 20 - 24: Session break and Guide Workday

Apr 27: First Day of School Session 5

June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 10: Last day of School session 5

June 11-12: Guide Workday

3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 20-26: Spring Map testing

May 25: Memorial holiday

**BYLAWS OF
2HR LEARNING ACADEMIC INSTITUTE (NC), INC.
A NORTH CAROLINA NONPROFIT CORPORATION**

ARTICLE 1: NAME AND LOCATION

1.1 NAME: The name of this corporation is 2hr Learning Academic Institute (NC), Inc. (hereinafter referred to as the “Corporation”).

1.2 PRINCIPAL OFFICES: The principal office of the Corporation shall be located at:

2028 E. Ben White Blvd., Ste. 240-2650
Austin, TX 78741

The Corporation may also maintain offices at such other locations as the Board of Directors (as defined in Section 5.3) may from time to time determine.

ARTICLE 2: DURATION

The duration of the Corporation shall be perpetual unless otherwise provided for in the Articles of Incorporation.

ARTICLE 3: NONPROFIT PURPOSES

3.1 INCORPORATION OF I.R.C. SECTION 501(c)(3) PURPOSES: This Corporation is organized exclusively for one or more of the tax-exempt purposes as specified in Section 501(c)(3) of the Internal Revenue Code. The Corporation shall not be organized or operated for profit and no part of the net earnings of the Corporation shall inure to the benefit of any person or entity. Specifically, the Corporation’s purpose is to advance educational purposes including but not limited to a) operating private and charter schools (each, a “School” and collectively, the “Schools”) and b) all activities to advance the same and educational purposes.

3.2 EXCLUSIVE CORPORATE PURPOSES: The purposes of the Corporation shall be subject to 3.1 above and subject to the express provisions of the Articles of Incorporation.

ARTICLE 4: MEMBERS

The Corporation shall have no “members.”

ARTICLE 5: BOARD OF DIRECTORS

5.1 QUALIFICATIONS OF DIRECTORS. The majority of Voting Directors (as defined in Section 5.3) must maintain a primary residence in North Carolina.

5.2 INITIAL BOARD: The initial Voting Directors (as defined in Section 5.3), subject to removal, death, incapacity, or resignation, shall serve until the earlier of (a) the end of their term, as specified in Section 5.8, and (b) the election and qualification of their respective successors as is provided by the applicable state law.

5.3 NUMBER OF DIRECTORS AND BOARD COMPOSITION:

(a) The Corporation shall have at least three (3) but no more than seven (7) members of the board of directors who are entitled to vote on all matters brought before the board of directors (the "Voting Directors"). The Voting Directors may appoint an unlimited number of individuals who are not entitled to vote on matters brought before the board of directors (the "Non-Voting Directors" and, together with the Voting Directors, the "Board of Directors"; Voting Directors and Non-Voting Directors may also be referred to individually as a "Director").

(b) A Non-Voting Director shall have no right to vote on any matters brought before the Board of Directors.

5.4 RESIGNATION: Any Director may resign at any time upon written notice to the Corporation as provided by applicable law.

5.5 DUTIES, POWERS, AND COMMITTEES:

(a) The Board of Directors shall be responsible for the control and management of the affairs, property, and interests of the Corporation, including but not limited to, planning and supporting programs and activities consistent with the Corporation's purposes. The Board of Directors is legally responsible for all transactions of any School.

(b) All Schools shall at all times be operated by the Board of Directors in accordance with G.S. 115C-218 et seq. and all other applicable laws and regulations. The Board of Directors directly supervises and evaluates the lead administrator of any School. The lead administrator is the only employee that is directly supervised and evaluated by the Board of Directors. However, the Voting Directors formally approve every personnel decision through majority vote and record in the minutes of the meetings of the Board of Directors any decisions to hire or terminate staff members of any School.

(c) The Corporation shall have ultimate responsibility for employment, management, dismissal, and discipline of its employees. In no event shall the governing board delegate or assign its responsibility for fulfilling terms of this charter.

(d) The Corporation shall not enter into or terminate an agreement for comprehensive management services without the prior, explicit approval of the North Carolina State Board of Education ("NCSBE").

(e) The Corporation shall not enter any agreement that enables a third party to assume control over or replace any Directors of the Corporation under any circumstances.

(f) The Board of Directors shall have the power to appoint officers and appoint committees to assist the Directors in the conduct of the Corporation's affairs.

5.6 MEETINGS:

(a) Meetings shall be held at regular or irregular intervals of time and at such places as the Board of Directors shall fix in advance or as may be called by the president ("President") or one-third (1/3) of the Board of Directors on at least 48 hours advance notice.

(b) Whenever notice is required to be given under any provision of North Carolina General Statutes, the Articles of Incorporation or these Bylaws, a written waiver, signed by the person entitled to notice, or a waiver by electronic transmission by the person entitled to notice, whether before or after the time of the event for which notice is to be given, shall be deemed equivalent to notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any written waiver of notice or any waiver by electronic transmission unless so required by the Articles of Incorporation or these Bylaws.

(c) The Board of Directors may permit any or all Directors to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Directors participating may simultaneously hear and be heard by each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

(d) Upon the NCSBE's final approval of the Corporation's charter application, the Corporation shall be subject to Article 33C of Chapter 143 of the North Carolina General Statutes.

5.7 QUORUM: A majority of the Voting Directors shall constitute a quorum for the transaction of business, and all actions of the Board of Directors shall be determined by a majority of the quorum present, unless otherwise required by applicable law.

5.8 TERM: Each Director shall serve a term of three (3) years (unless earlier removed as provided for in Section 5.10), beginning after his or her election or appointment. No Director shall serve in any one position for more than two (2) consecutive terms.

5.9 VACANCIES: Any vacancy in the Board of Directors (whether created by resignation, removal, death, term limits, or incapacity or by increase in the number of members) may be filled by a majority vote of the remaining Voting Directors, at any meeting of the Board of Directors.

5.10 REMOVAL OF DIRECTORS:

(a) The Board of Directors shall establish written policies and procedures for handling conflict, working with any Director who is no longer productive or is struggling to keep their commitment, and is being removed for Cause. These policies and procedures shall be set forth in Board of Directors' agreements and reaffirmed by all active Directors on an annual basis by signing a [board commitment statement]. "Cause" for removal shall include, but not be limited to, a director's failure to attend three (3) consecutive regular meetings without a valid excuse, engaging in conduct that is detrimental to the Corporation, or violating the Corporation's policies or bylaws. The Director in question shall be given an opportunity to address the Board of Directors before a vote is taken on their removal.

(b) Any Director may be removed from office by a majority vote of the remaining Voting Directors at any meeting at which notice of removal has been given as hereinafter provided, with or without cause. Any Director proposed to be removed shall be entitled to at least ten (10) days advance written notice, with confirmation of receipt thereof, of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

5.11 PRESIDENT: At all meetings of the Board of Directors, the President or vice president ("Vice President") chosen by the Voting Directors present shall preside.

5.12 COMPENSATION: No Director or officer shall receive compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a Director or officer.

5.13 ADOPTION OF CONFLICT OF INTEREST POLICY: The Corporation's Board of Directors shall adopt and ensure compliance with a conflict of interest and anti-nepotism policy (the "Policy"). The Policy shall include, at a minimum, the following provisions:

(a) No voting member of the Board of Directors shall be an employee of a for-profit company that provides substantial services to the Corporation or any School for a fee.

(b)

(i) Prior to employing any immediate family, as defined in G.S. 115C-12.2, of any member of the Board of Directors or a School employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the Board of Directors in any capacity, such proposed employment or engagement shall be (1) disclosed to the Board of Directors; and (2) approved by the Board of Directors in a duly called open-session meeting.

(ii) The burden of disclosure of such a conflict of interest shall be on the applicable Director or employee with supervisory authority. If the requirements of this subsection are complied with, a School may employ immediate family of any member of the Board of Directors or a School employee with supervisory authority.

(c) A requirement that a person shall not be disqualified from serving as a member of the Board of Directors because of the existence of a conflict of interest, so long as the person's actions comply with: (1) the Corporation's conflict of interest policy established as provided in this subsection and (2) applicable law.

(d) No teacher or staff member that is immediate family of the chief administrator shall be hired without the Board of Directors evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred.

(e) Members of the Board of Directors, decision-making and supervisory employees, and agents of the nonprofit must disclose to the Board of Directors any direct or indirect conflicts of interest in proposed transactions with the Board of Directors. A Director with a conflict of interest must recuse himself or herself from considering or voting on a matter in which he or she has a conflict of interest. The remaining Directors may approve a conflict of interest transaction provided that the transaction is fair to the Corporation.

(f) No employee, officer, or agent of the Corporation may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.

ARTICLE 6: OFFICERS

6.1 POSITIONS, ELECTION AND TERM OF OFFICE:

(a) The officers of the Corporation shall consist of a President, secretary ("Secretary"), treasurer ("Treasurer") and such other officers with such powers and duties not inconsistent with these Bylaws as may be determined by the Voting Directors.

(b) Officers of the Corporation shall be elected by the Voting Directors.

(c) Each officer shall, subject to removal, resignation, death, or incapacity, serve for such term, if any, as is specified by the Board of Directors and until his or her successor shall have been elected and qualified.

6.2 VACANCIES: A vacancy in any office shall be filled for the remainder of the term by the Voting Directors at any meeting of the Board of Directors.

6.3 PRESIDENT: Subject to any supervisory power as may be given by the Board of Directors, the President shall be the Chief Executive Officer of the Corporation and shall, subject to the control of the Board of Directors, have general supervision, direction and

control over the activities and officers of the Corporation. The President shall have the general powers and duties of management usually vested in the office of a president of the Corporation. The President shall have such other powers and duties as may be prescribed by the Board of Directors or these Bylaws.

6.4 SECRETARY: The Secretary shall:

(a) Keep or cause to be kept a book of minutes of all the meetings of members and of the Board of Directors and of the Executive Committee, if any;

(b) Cause all notices to be duly given in accordance with the law and the provisions of the Bylaws;

(c) In general, perform all duties incident to the office of the Secretary.

6.5 TREASURER: The Treasurer shall:

(a) Have charge of and supervision over and be responsible for the funds, securities, negotiable instruments, receipts and disbursements of the Corporation;

(b) Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation in accordance with generally accepted accounting principles;

(c) Render to the President, or the Board of Directors, and to the members, whenever requested, a statement of the financial condition of the Corporation (including the financial interests of its activities) and of all his or her transactions as Treasurer.

(d) In general, perform all duties incident to the office of the Treasurer.

6.6 REMOVAL OF OFFICERS: Any officer may be removed from office by a majority vote of the Voting Directors, at any meeting which notice of removal has been given as hereinafter provided, with or without cause. Any such officer proposed to be removed shall be entitled to at least ten (10) days advance written notice with confirmation of receipt of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting, but even if a Director, shall not be entitled to vote.

6.7 LIMITATION OF OFFICERS: No officer of the Corporation shall incur any obligation or withdraw any funds or transfer any asset except in the ordinary course of his or her duties and subject to the limitations thereon as may be imposed thereon by the Board of Directors. In any event, unless the Board of Directors expressly authorizes no obligation shall be incurred or withdrawal made, or asset transferred except on the signature of the President or Vice President and the signature of the Secretary. At the discretion of the Board of Directors, any officer may be required to post a bond for the faithful discharge of his or her

duties in such sum and with surety as the Board of Directors determine, the expense of such bonding to be paid by the Corporation.

ARTICLE 7: COMMITTEES

7.1 APPOINTMENT: The Board of Directors may appoint any committees, for any purposes and duration that it deems necessary subject to applicable law.

ARTICLE 8: AMENDMENTS

The Board of Directors shall have the power to amend or alter the Bylaws by an affirmative vote of a majority of the Voting Directors, at any regular or special meeting called for that purpose.

ARTICLE 9: INDEMNIFICATION

The Corporation shall indemnify to the fullest extent permitted by law its officers, Directors, employees, agents and other representatives against any loss, liability, cost, or expense including attorney's fees in any way arising out of any act or omission taken or omitted in good faith belief that such act or omission was lawful and furtherance of the Corporation's purposes.

ARTICLE 10: DISSOLUTION

10.1 In the event that the Corporation is required to cease operation for any reason including, but not limited to, non-renewal, revocation, or voluntary surrender of any charter, the Corporation shall comply with the NCSBE's closure requirements.

10.2 All assets purchased by or on behalf of the Corporation using public funds shall be preserved and used to pay the Corporation's outstanding debts and liabilities. Pursuant to G.S. § 115C-218.100, all net assets become the property of the school district in which the School is located.

10.3 The Corporation shall transfer any student records to the school district in which each student resides within the timetables designated by the North Carolina Office of Charter Schools, but in no event later than June 30 of the closure year.

ARTICLE 11: MISCELLANEOUS

11.1 BANK ACCOUNT: The funds of the Corporation shall be deposited or kept with a bank or trust company selected by the Board of Directors.

11.2 ACCOUNTING YEAR: The ending month of the accounting year of the Corporation shall be the month of December or such other month as the Board of Directors shall determine.


11.3 USE OF CORPORATION NAME: No Director of this Corporation shall use the name of the organization for the endorsement or sponsorship of any individual or any issue, event, or organization without the express approval of the Board of Directors.

11.4 PREEMPTION CLAUSE: In the event there is any contradiction between these Bylaws and the applicable laws of any state or the applicable laws of the federal government, the applicable laws of that state or of the federal government shall preempt these Bylaws.

These Bylaws are, as of the date of this certification, the duly adopted and existing Bylaws of this Corporation.

IN WITNESS WHEREOF, I have set my hand this 26th day of April, 2024.

By:


MacKenzie Price, President

STEFANIE BADURIA, ED.D.

Austin, TX | sbaduria5@gmail.com | 626.664.5448

EDUCATION

2013 – 2018	Doctor of Education, Educational Leadership University of Southern California (USC); Los Angeles, CA
2020 – Present	Master of Business Administration Southern New Hampshire University (SNHU); Manchester, NH
2008 – 2010	Master of Arts, Child and Adolescent Literacy Loyola Marymount University (LMU); Los Angeles, CA
2004 – 2008	Bachelor of Arts, Liberal Studies Loyola Marymount University (LMU); Los Angeles, CA

PROFESSIONAL EMPLOYMENT

July 2022 – present	Director of K-8 Alpha Austin, TX
July 2021 – July 2022	Launch Lead/Campus Director Alpha Brownsville, TX
July 2017 – July 2021	Director of Education LA Galaxy Carson, CA
July 2015 – July 2017	Academic Program Manager LA Galaxy Carson, CA
June 2009 – June 2015	Lead Teacher, 4th Grade Visitation School Los Angeles, CA
June 2012 – June 2014	Student Council Supervisor Visitation School Los Angeles, CA
June 2009 – June 2013	Athletic Director Visitation School Los Angeles, CA

RELEVANT VOLUNTEER EXPERIENCE

Nov 2017 – July 2021	Chair of Education Committee LA Galaxy Foundation Board
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HONORS & AWARDS

June 2019	USC Rossier School of Education Second Century Alumni Award Finalist
February 2018	LA Galaxy Champion Award
October 2008	Lowe's Senior Class All-American Finalist

Andrew Price

American national resident in Texas, USA

Email: andy.price@trilogy.com

Executive Summary

Longtime head of finance at a multinational group focused on the acquisition, transformation and growth of enterprise software companies. Extensive experience with revenue management, protection of intellectual property, evaluation of investment opportunities, mergers, reorganizations and refinancing, forecasting and budgets, corporate reporting and compliance.

Experience

- **Chief Financial Officer**

- Led finance department of a billion-dollar software group for 12 years as CFO and 3 years as VP Finance
- One of the group's three most senior executives, responsible for its strategy of sustained profits and growth
- Oversaw the successful acquisition and integration of 100+ companies
- Orchestrated take-private transactions including the purchase of a NASDAQ-listed company valued at over \$400 million
- Managed the group's quarterly budget process including vigilant monitoring of revenue and customer success
- Contributed to the design of the group's outsourcing practice combining rigorous quality control and cost management
- Negotiated loans in the nine figures with major banks and hedge funds
- Played pivotal role in litigation with blue-chip companies to defend the group's IP rights and contracts

- **External Directorships**

- Past member of the board of directors of a French technology company listed on the Paris Stock Exchange and specialized in the automatic analysis and scoring of software code quality
- Past member of the board of directors of a Canadian technology company listed on the Toronto Stock Exchange and specialized in cloud-based billings software for mobile telecommunications networks

- **Product Manager and Developer**

- Before entering corporate finance, served as a software developer and rotated through numerous technical positions over 13 years including delivery, business intelligence and product management
- Combined strong technical expertise with keen business acumen to steer business units to success

Education

- B.A. in Computer Science and B.S. in Electrical Engineering, Rice University

Lewis Manalo
122 English Ivy Dr., Durham, NC 27703
(t) + 1 (240) 528-4481
(e) lewismanalo@gmail.com

Work History

Executive Producer and Co-Founder. Old Glory Studios. 2023 to present.

- Managing an independent video game studio.
- Guiding the development of an unannounced PvP shooter.

Video Game Writer. Freelance. 2015 to present.

- *Dying Light 2 DLCs*
- *Exoborne (coming 2024)*
- *Vampire the Masquerade: Bloodhunt*
- *Watchdogs: Legion*
- *Tom Clancy's Ghost Recon: Breakpoint*
- *Tom Clancy's Ghost Recon: Wildlands Year 2*
- *Tom Clancy's Ghost Recon: Wildlands*

Filmmaker, Princess Revolver Media, LLC.

- Producer/line producer on *Amazonia*, from 2013 to 2015. Presented at the Brooklyn Film Festival in 2013 as a WIP.
- Writer/Director of *The Unlikely Mind of Howard Nimh*, 2012. Short film. Winner of the Neo Sci-Fi Award at the 2012 ConCarolinas Short Film Festival.

Education

NYU Tisch School of the Arts, 1999. BFA in Film and Television Production.

Military Experience

Combat Engineer, 307th Engineer Battalion, 82nd Airborne Division, Fort Bragg, N.C., 2001 – 2004.

- Participated in combat operations in Afghanistan.
- Operated as Team Leader in training and combat scenarios.

Volunteer Experience

Team Rubicon, Sep 2017. In the wake of Hurricane Harvey, worked with other volunteers on damage assessments and clean-up efforts in Houston, Texas.

Technical Skills

MS Office, Oasis, scripting, video production, video editing, Twine. Limited Unity and Unreal Engine experience.

David D. Cooney, M.S./Ed.S.

4030 Vesta Dr Raleigh, NC 27603 – david.d.cooney@gmail.com – (803) 397-7459

PROFESSIONAL EXPERIENCE

Lead School Counselor – 504 Coordinator – Boys/Girls Soccer Coach

Wendell Middle School – Wendell, NC

August 2018 – Present

- Counsel students using solution-focused brief therapy approaches to address issues such as academic performance, social skills, self-esteem, attendance, and personal crises that might be occurring, either at school or at home.
- Experience in providing immediate and effective crisis intervention, prioritizing the well-being of students and staff while maintaining confidentiality and upholding all legal and ethical obligations.
- Facilitate 8th grade registration and early college application process. Achieved an early college acceptance rate of 64% when the county-wide average is significantly lower.
- Coordinate 504 meetings, collaborating with faculty and external partners to develop personalized support plans for students with disabilities.
- Collaborate with the testing coordinator to implement individualized testing accommodations for students with disabilities, ensuring fair and equitable assessment.
- Successfully partner with the School Social Worker to identify students requiring assistance, leveraging community resources and conducting multiple home visits to deliver critical supplies.
- Facilitate comprehensive safety training programs for staff, covering topics like student behavioral intervention, emergency response procedures, and recognizing signs of abuse or neglect.
- Directed “Wolves Academy”, a welcome program for rising 6th graders to become acclimated with the school layout, their schedules, and their teachers.
- Deliver “Signs of Suicide” and “Human Trafficking” programs to staff and students to teach about the warning signs of each and how students/staff should react when encountering these issues.
- Offer guidance and support to teachers concerning student academic, social, and emotional challenges.

School Counselor – 504 Coordinator

Millbrook Environmental Connections Magnet Elementary – Raleigh, NC

August 2016 – August 2018

- Worked with NC State University Athletics to help get local athletes involved in our “Real Men Read” event, as well as other events at our school.
- Coordinated a Thanksgiving assistance program, as well as a “Bully Busters” program with a local minor league baseball team, the Durham Bulls.
- Directed and lead weekly boys’ group that targeted anger management, social skills, academic issues, behavioral issues, self-esteem, and conflict resolution.
- Implemented a Student Ambassadors program for 4th and 5th grade boys that combined parent and faculty involvement with the goal of teaching social skills, as well as life skills to help make the students successful.
- Created and implemented a successful mentoring program, where 5th grade boys who were at-risk, either academically or behaviorally, spend time once a week mentoring 3rd grade boys who were also at-risk.
- Member of a behavior team that implemented a set of school-wide standards for reporting and intervening with students who had behavior concerns.
- Member of the Attendance Team, where students with high number of absences were classified, and an action plan was developed to reduce these numbers.
- Collaborated with elective teachers (music, art, Spanish, PE, etc.) afterschool to discuss students who had behavior concerns and what approaches they can use to successfully deter these behaviors.
- As the 504 Coordinator, worked closely with the SPED team and other outside community resources to provide solutions and resources to parents, as well as appropriate accommodations for students.

LICENSURES

State of NC – Professional Educator’s License – School Counselor (Pre-kindergarten – 12th grade)

Career Development Facilitator (CDF)

EDUCATION

M.S./Ed.S. Counselor Education: May, 2016

University of South Carolina – Columbia, SC (CACREP Accredited)

Emphasis: School Counseling (Pre-kindergarten – 12th grade)

B.S. Experimental Psychology: May, 2010

University of South Carolina – Columbia, SC

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

2hr Learning Online Academy

Board Member's Information

Board Members

Full name: Lewis Manalo

Home Address: 122 English Ivy Dr., Durham, NC 27703

Business Name & Address:

Telephone No.: 984-221-9999

E-mail address: lmanalo@2hourlearning.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☒ Yes: ☐

Educational History

NYU Tisch School of the Arts, 1999. BFA in Film and Television Production.

Employment History

Executive Producer and Co-Founder. Old Glory Studios. 2023 to present.

- ☐ Managing an independent video game studio.
 - ☐ Guiding the development of an unannounced PvP shooter.
- Video Game Writer. Freelance. 2015 to present.

- ☐ Dying Light 2 DLCs
- ☐ Exoborne (coming 2024)
- ☐ Vampire the Masquerade: Bloodhunt
- ☐ Watchdogs: Legion
- ☐ Tom Clancy's Ghost Recon: Breakpoint
- ☐ Tom Clancy's Ghost Recon: Wildlands Year 2
- ☐ Tom Clancy's Ghost Recon: Wildlands

Filmmaker, Princess Revolver Media, LLC.

- ☐ Producer/line producer on Amazonia, from 2013 to 2015. Presented at the Brooklyn Film Festival in 2013 as a WIP.

	<p>□ Writer/Director of The Unlikely Mind of Howard Nimh, 2012. Short film. Winner of the Neo Sci-Fi Award at the 2012 ConCarolinas Short Film Festival.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was approached by MacKenzie Price, the founder of 2hr Learning, to join the Board of Directors. I have known MacKenzie for several years and have always been impressed by their dedication to educational innovation and their vision for creating a learning environment that fosters a love for learning, accelerates academic growth, and empowers students with essential life skills. When MacKenzie shared their plans for expanding 2hr Learning's reach through a virtual charter school, I was immediately drawn to the opportunity to contribute to this exciting initiative.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>My passion for education and my belief in the transformative power of technology align perfectly with the mission and vision of 2hr Learning. I am particularly enthusiastic about the school's innovative 2-hour learning model, which leverages AI technology to personalize education and enable students to achieve academic excellence efficiently. Furthermore, the school's emphasis on life skills development resonates deeply with my belief that education should prepare students for success in all aspects of life, not just in the classroom. I am confident that my experience in storytelling, creativity, and project management within the video game industry can be a valuable asset to the board, contributing to the development of engaging and effective learning experiences for students.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I understand that serving on a public charter school board is a position of public trust and carries significant responsibilities. Board members are accountable for ensuring the overall quality of the school's program, the responsible stewardship of public funds, and the fulfillment of the school's obligations as outlined in its charter. This includes overseeing</p>

	<p>the development and implementation of the educational program, ensuring compliance with state and federal regulations, monitoring student performance, and providing strategic guidance to the school's leadership. I believe that effective board members should be passionate advocates for the school's mission, actively engaged in its governance, and committed to continuous improvement in all aspects of the school's operations.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>While I may not have prior experience serving on a school board, I possess a strong foundation in leadership, strategic planning, and project management from my extensive career in the video game industry. As Co-founder and Executive Producer of Old Glory Studios, I am responsible for overseeing the development of complex projects, managing budgets, and guiding a team of creative professionals towards a shared vision. These skills are directly transferable to the role of a board member, where strategic decision-making, financial oversight, and collaborative leadership are essential for the success of the school. Furthermore, my experience in storytelling and creating engaging interactive experiences aligns well with the innovative and tech-driven approach of 2hr Learning.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>My expertise lies in creative direction, storytelling, project management, and team leadership. I have a proven track record of successfully guiding the development and execution of complex projects within the video game industry, from concept to completion. This experience will be invaluable in contributing to the development and implementation of the school's curriculum, particularly in creating engaging and interactive learning experiences for students. Additionally, my understanding of the video game industry and its use of cutting-edge technology can provide valuable insights into integrating technology into the learning environment effectively.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>I believe the mission of 2hr Learning Online Academy is to revolutionize education by providing students with a personalized, mastery-based learning experience that accelerates academic growth and equips them with essential life skills. The school's guiding beliefs center around the idea that students learn best when they are actively engaged in their learning process, when their education is tailored to their individual needs and interests, and when they are empowered to take ownership of their learning journey. This aligns perfectly with my own belief in the power of education to transform lives and my passion for creating engaging and meaningful learning experiences that prepare students for success in the 21st century.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The proposed educational program at 2hr Learning Online Academy is truly groundbreaking. It leverages AI technology and personalized learning pathways to accelerate academic progress for students in grades K-8. This innovative approach allows students to master core academic subjects in just two hours per day, freeing up valuable time for them to explore their interests and develop crucial life skills through project-based workshops. By tailoring the learning experience to each individual, the program empowers students to take ownership of their education and develop a love for learning that will serve them throughout their lives.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school goes beyond academic achievement and fosters a holistic learning environment that supports the intellectual, social, and emotional development of its students. It cultivates a love for learning, encourages curiosity and exploration, and equips students with the critical thinking, problem-solving, and collaboration skills they need to thrive in a rapidly changing world. A successful school also fosters a strong sense of community and belonging, where students feel valued, respected, and supported in their individual learning journeys.</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>The success of 2hr Learning Online Academy can be measured by several key indicators. Firstly, we will track student academic progress through regular assessments and standardized testing, ensuring that students are achieving significant growth in core subject areas. Secondly, we will assess the effectiveness of the life skills workshops by observing student engagement, participation, and mastery of the skills taught. Thirdly, we will gather feedback from students, parents, and teachers to gauge their satisfaction with the program and identify areas for improvement. Finally, we will monitor student retention rates and overall school performance to ensure that the school is fulfilling its mission and making a positive impact on the lives of its students.</p>
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Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The board will play a vital role in overseeing the school's operation by providing strategic direction, ensuring financial stability, and holding the school accountable for its performance. We will work collaboratively with the school's leadership team to develop and implement policies, monitor student progress, and ensure that the school is meeting its educational goals and fulfilling its obligations to the community. We will also play a key role in advocating for the school and promoting its innovative approach to education.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Success in the first year of operation will be measured by several key factors. First and foremost, we will assess student engagement and satisfaction with the program. This will involve collecting feedback from students and parents through surveys, focus groups, and individual meetings. Additionally, we will track student academic progress through regular assessments and benchmark testing to ensure that they are achieving significant growth in core subject areas. Furthermore, we will monitor student retention rates and overall school performance to gauge the effectiveness of our program and identify areas for improvement. Finally, establishing strong community partnerships and building a positive reputation within the local community will be essential for long-term success.</p>

<p>How will you know at the end of five years of the schools is successful?</p>	<p>After five years, the success of 2hr Learning Online Academy will be evident through sustained student growth and achievement, a thriving school culture, and a strong track record of positive impact within the community. We will expect to see consistent improvement in student academic performance, as measured by standardized tests and other assessments, exceeding the growth rates of traditional schools. Additionally, we will have established a reputation for excellence in life skills development, with graduates demonstrating strong critical thinking, problem-solving, and collaboration skills. Furthermore, we will have built a robust network of community partnerships and actively engaged with local stakeholders to support the needs of our students and families.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>To ensure the success of 2hr Learning Online Academy, the board will need to take several critical steps. Firstly, we will work closely with the school's leadership team to develop and implement a comprehensive strategic plan that outlines clear goals and objectives for the school. Secondly, we will establish rigorous accountability measures to monitor student progress, evaluate program effectiveness, and ensure that the school is meeting its financial obligations. Thirdly, we will actively engage with the community and build strong partnerships with local organizations to support the needs of our students and families. Finally, we will foster a culture of transparency and open communication within the school community, ensuring that all stakeholders are informed and engaged in the school's decision-making processes.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>If I believed a board member was acting unethically, I would first attempt to address the issue directly and privately with the individual. Open and honest communication is important, and it's possible the issue could be resolved through a constructive conversation. If that approach proved unsuccessful or the issue was particularly serious, I would raise the concern with the full board and seek their guidance and support in addressing the matter appropriately. The board would need to carefully consider the evidence and determine the best course of action, which may involve mediation, seeking external advice, or, in extreme cases, taking formal disciplinary measures. Throughout this process, maintaining transparency, upholding the school's ethical standards, and</p>

	prioritizing the best interests of the students and the school would be paramount.
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Certification

I, _____ Lewis Manalo _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ 2hr Learning Online Academy _____ Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date 25 April 2024

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Charter School Board Member Information Form

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School Information

Name of charter school

2hr Learning Online Academy

Board Member's Information

Board Members

Full name: Andrew Price

Home Address: 201 Brandon Way Austin, TX 78733

Business Name & Address: 2028 E Ben White Blvd Suite 240-2650
Austin, TX 78741

Telephone No.: 984-221-9999

	E-mail address: andy.price@2hourlearning.com
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	B.A. in Computer Science and B.S. in Electrical Engineering, Rice University - 1996
Employment History	<p><i>Chief Financial Officer (15 years total experience)</i></p> <p>12 years as CFO and 3 years as VP Finance for a billion-dollar software group. Key senior executive, shaped strategy for sustained growth and profits. Managed successful acquisition and integration of over 100 companies. Led a significant NASDAQ-listed company take-private transaction valued at \$400+ million. Oversaw group's budget, revenue tracking, and customer success monitoring. Developed outsourcing practices with a focus on quality control and cost management.</p>

	<p>Negotiated major nine-figure loans with banks and hedge funds.</p> <p>Key player in litigation defending group's IP rights and contracts.</p> <p><i>External Directorships</i></p> <p>Former board member of a French tech company specializing in software code quality analysis on the Paris Stock Exchange.</p> <p>Former board member of a Canadian tech company specializing in cloud-based billing for mobile telecoms on the Toronto Stock Exchange.</p> <p><i>Product Manager and Developer</i></p> <p>13 years in technical roles, including software developer, business intelligence, and product management.</p> <p>Leveraged technical expertise and business acumen to drive business unit success.</p>
How were you recruited to join this Board of Directors?	<p>I have been the CFO of the group that created 2hr Learning. Recognizing the transformative potential of 2hr Learning's innovative educational model and its alignment with my own passion for educational equity and access, I enthusiastically agreed to contribute my expertise to this charter expansion endeavor in North Carolina. As a member of the Board of Directors, I have been actively involved in shaping the organization's strategic direction and ensuring its financial sustainability.</p>
Why do you wish to serve on the board of the proposed charter school?	<p>I am driven by a deep belief in the transformative power of education and a passion for fostering educational equity and access, which is why I am eager to serve on the board of 2hr Learning Online Academy. With its innovative approach to personalized, mastery-based online learning,</p>

	<p>the academy is poised to revolutionize education and positively impact countless students. My endorsement of the academy's mission is aligned with my personal values and my belief in the importance of holistic education, complemented by my extensive experience in financial management and strategy within technology-driven environments. This experience positions me to contribute significantly to the financial sustainability and resource allocation of the academy. Moreover, my commitment to leveraging technology for educational innovation and expanding access to high-quality education aligns with the academy's goals, especially its virtual model that reaches students regardless of their background or location. I am enthusiastic about joining a collaborative team dedicated to building a successful online school and am confident that my skills and commitment will significantly enhance the academy's impact.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>A public charter school board member is crucial in ensuring the school's success by overseeing its governance, financial management, and academic excellence. They set the vision and mission, develop policies that align with state and federal regulations, and monitor the school's performance to ensure financial and academic goals are met. The board is also responsible for hiring and evaluating the school leader, fostering relationships with stakeholders, and advocating for the school's needs in the community. Additional duties include fundraising, strategic planning, and maintaining compliance with legal and ethical standards. Overall, board members serve as stewards of the school's mission, ensuring its sustainability and accountability to the community.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>While I don't currently have direct experience serving on a charter school board, my extensive background in finance, technology, and business leadership equips me with the necessary skills and perspectives to be an effective and valuable member of 2hr Learning Online Academy's board. As CFO for ESW Capital, LLC, I have gained in-depth knowledge of financial planning, budgeting, and resource allocation, complemented by a strong track record in strategic financial planning and investment. My educational background in Electrical Engineering and Computer Science, combined with significant</p>

	<p>experience in technology companies, provides a solid foundation in technology trends, enhancing my ability to drive innovation and oversee the development of effective online learning platforms. My leadership experience has honed my decision-making and problem-solving skills, ensuring I can contribute positively to board governance and collaboration. Passionate about education, I am dedicated to supporting innovative educational models and fully committed to the mission and vision of 2hr Learning Online Academy, aiming to ensure its success and sustainability.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>As a prospective board member of 2hr Learning Online Academy, I, Andrew Price, offer a unique blend of financial expertise, technological acumen, and entrepreneurial experience that aligns perfectly with the responsibilities of a charter school board member. My background as CFO for ESW Capital, LLC has equipped me with extensive financial management skills, from complex budgeting and resource allocation to ensuring compliance with financial reporting standards, all crucial for the school's sustainability. With a B.S. and B.A. in Electrical Engineering and Computer Science from Rice University, I bring a deep technical understanding necessary for overseeing the effective operation of an online school environment, further enhanced by my direct involvement in developing 2hr Learning's AI-driven educational software. My entrepreneurial experience and proven problem-solving abilities are assets in strategic planning and decision-making, helping to guide the school towards long-term success and innovation. I am committed to working collaboratively with other board members and stakeholders to ensure 2hr Learning Online Academy delivers a high-quality, innovative online education that empowers students to achieve their full potential.</p>

School Mission and Program	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>Core Mission:</p>

2hr Learning Online Academy's mission is centered around empowering students to love school, learn at an accelerated pace, and develop essential life skills. This mission reflects a deep commitment to providing a holistic educational experience that goes beyond traditional academic subjects to prepare students for success in the 21st century.

Guiding Beliefs:

Personalized Learning: The academy believes that every student is unique and learns differently. Therefore, the educational experience is tailored to individual needs, interests, and learning styles, ensuring that each student can reach their full potential.

Mastery-Based Learning: The focus is on ensuring that students master the material before moving on to more advanced concepts. This approach fosters a deep understanding of core subjects and builds a strong foundation for future academic success.

Life Skills Development: The academy recognizes the importance of equipping students with practical life skills such as teamwork, leadership, entrepreneurship, and financial literacy. These skills are essential for navigating the complexities of the real world and achieving personal and professional success.

<p>What is your understanding of the school's proposed educational program?</p>	<p>My understanding of 2hr Learning Online Academy's proposed educational program is centered around its innovative core principles, which include the 2-Hour Learning Model that uses AI-powered adaptive learning technologies to enable students to learn core academic subjects in just two hours each morning. The program emphasizes Personalized Learning by tailoring educational experiences to each student's needs, pace, and learning style, ensuring individual challenges and support. Afternoons are dedicated to Life Skills Development through project-based learning workshops that foster essential skills like teamwork, leadership, and financial literacy. Overall, this virtual learning environment provides a flexible, accessible education that eliminates geographical barriers and equips students with the knowledge and skills to thrive in a rapidly changing world.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>While 2hr Learning Online Academy utilizes an innovative model, I believe that the core characteristics of a successful school include Student-Centered Learning, which prioritizes individual needs and interests, High Expectations and Rigorous Academics that prepare students for future success, and a Positive and Supportive Learning Environment that fosters a sense of safety and inclusion. Effective Instruction and Assessment are crucial, utilizing evidence-based strategies and diverse assessments to tailor instruction and support student progress. Strong Leadership and Governance are essential for setting clear goals and fostering staff collaboration, while Community and Family Engagement enhances student support networks. Additionally, for online schools like 2hr Learning Online Academy, a Robust Technology Infrastructure and Effective Online Pedagogy are key, alongside Strong Student Support Systems that provide comprehensive academic and technical assistance to ensure student success in a virtual environment</p>

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>2hr Learning Online Academy's success is evaluated through three core pillars and its overarching mission, focusing on indicators like Student Satisfaction Surveys and Retention Rates, which assess students' enjoyment and continued enrollment, indicating a positive and engaging learning environment. For academic effectiveness, measures such as MAP Growth Assessment Results and Credit by Exam Completion Rates are used to evaluate whether students learn twice as much in half the time, comparing their performance to traditional school benchmarks. The academy also tracks the development of life skills through metrics like Test to Pass (T2P) Completion Rates and the quality of Student Projects and Portfolios, which reflect the application of critical thinking and problem-solving skills.</p>
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Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>I see the board's role as pivotal in guiding the school towards fulfilling its mission of delivering high-quality, innovative, and accessible online education that empowers students to achieve academic excellence and develop essential life skills. We will focus on strategic oversight, policy governance, and financial stewardship to ensure the school operates within regulatory frameworks and achieves financial sustainability, while also supporting a rigorous, engaging curriculum that aligns with state standards. Additionally, we will champion the integration of advanced technology in our curriculum and foster strong community relationships to enhance the educational experience and maintain transparency in all operations. Our commitment to continuous improvement and leveraging diverse expertise will ensure that 2hr Learning Online Academy remains a leading online education provider in North Carolina, preparing students for success in a rapidly evolving world.</p>
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<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>I believe evaluating our school's first-year success requires a comprehensive approach that encompasses academic achievement, student well-being and operational efficiency. We will analyze MAP Results and Mastery-Based Learning Progress to ensure students exceed expected academic growth, and closely monitor Credit by Examination results. Additionally, we will assess student engagement through attendance rates and satisfaction surveys, while also evaluating their social-emotional learning development. Operational aspects such as financial performance, technology infrastructure, and staff retention will be scrutinized to ensure sustainability.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>Evaluating our school's five-year success will utilize the same dimensions of academic achievement, student well-being and operational efficiency, but the targets will be far higher. Our academic excellence will have years of MAP Growth data in addition to simply current percentiles. Student engagement will now factor in the critical metric of retention. And operationally the school should be self-sustaining, no longer be relying on donations.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The charter school board of 2hr Learning Online Academy plays a pivotal role in guiding the school toward success by adopting a proactive and multifaceted approach that focuses on key areas such as Academic Excellence and Accountability, Financial Sustainability and Resource Management, Governance and Leadership, Community Engagement and Partnerships, and Continuous Improvement and Innovation. They are committed to setting clear, measurable goals for academic achievement, ensuring curriculum alignment with state standards, and implementing robust assessment systems to inform teaching and optimize learning outcomes. Financially, they focus on sound budgeting, strategic resource allocation, and active pursuit of diverse funding sources to maintain school operations and enhance student services effectively. Additionally, the board fosters strong community partnerships, supports dynamic leadership, and promotes continuous improvement through data-driven decision-making and professional development, ensuring that the academy remains a beacon of innovative and high-quality education.</p>

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As a board member of 2hr Learning Online Academy, I am committed to ethical conduct and uphold the school's best interests diligently. If I suspect unethical behavior or conflicts of interest among board members, I would begin by documenting specific concerns and reviewing our governing documents to ensure my actions align with established protocols, potentially consulting legal counsel if needed. I would engage in a private, fact-focused conversation with the involved member(s) to discuss the issues and seek a resolution, and if unresolved, escalate the matter to the Board Chair or Executive Committee for further action. Throughout the process, I would maintain confidentiality and document all steps taken, aiming to strengthen our governance practices and promote a culture of ethics and transparency on the board to prevent future issues.

Certification

I, Andrew Price, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for 2hr Learning Online Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4/26/24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

2hr Learning Online Academy

Board Member's Information

Board Members

Full name: David D. Cooney

Home Address: 4030 Vesta Dr Raleigh, NC 27603

Business Name & Address:

Telephone No.: 984-221-9999

E-mail address: dcooney@2hourlearning.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: X

Yes: ☐

Educational History

M.S./Ed.S. Counselor Education: May, 2016
University of South Carolina – Columbia, SC (CACREP Accredited)
Emphasis: School Counseling (Pre-kindergarten – 12th grade)
B.S. Experimental Psychology: May, 2010
University of South Carolina – Columbia, SC

Employment History

School Counselor – 504 Coordinator – Boys/Girls Soccer Coach
Wendell Middle School – Wendell, NC August 2018 – Present

- Counsel students using solution-focused brief therapy approaches to address issues such as academic performance, social skills, self-esteem, attendance, and personal crises that might be occurring, either at school or at home
- Create and implement guidance lessons in both classroom and small group settings
- In constant communication with parents, teachers, and administration to determine the best approach for students that will yield the greatest success
- Setup and completed 8th grade registration and early college application process
- Directed “Wolves Academy”, a welcome program for rising 6th graders to become acclimated with the school layout, their schedules, and their teachers
- As the 504 Coordinator, work closely with the SPED team and other outside community resources to provide solutions and

resources to parents, as well as appropriate accommodations for students

- Work with testing coordinator to make sure all students have appropriate accommodations during testing
- Delivered “Signs of Suicide” and “Human Trafficking” presentations to staff and students
- Work closely with School Social Worker to identify students that may need extra assistance and find ways to deliver items to them, including multiple home visits and visits to local food/clothing providers
- Provide support to teachers whenever needed regarding student concerns
- Deliver yearly mandatory safety training to staff and students
- Use my position as a soccer coach to help motivate students to succeed inside and outside the classroom

School Counselor
Millbrook Environmental Connections Magnet Elementary – Raleigh, NC August, 2016 – August 2018

- Worked with NC State University Athletics to help get local athletes involved in our “Real Men Read” event, as well as other events at our school
- Coordinated a Thanksgiving assistance program, as well as a “Bully Busters” program with a local minor league baseball team, the Durham Bulls
- Directed and lead weekly boys’ group that targeted anger management, social skills, academic issues, behavioral issues, self-esteem, and conflict resolution
- Implemented a Student Ambassadors program for 4th and 5th grade boys that combined parent and faculty involvement with the goal of teaching social skills, as well as life skills to help make the students successful
- Created and implemented a successful mentoring program, where 5th grade boys who were at-risk, either academically or behaviorally, spend time once a week mentoring 3rd grade boys who were also at-risk
- Member of a behavior team that implemented a set of school-wide standards for reporting and intervening with behavior concerns

	<ul style="list-style-type: none"> • Member of the Attendance Team, where students with high number of tardies and/or absences were classified, and an action plan was developed to reduce these numbers • Acting Principal when all of administration were absent from campus. Handled all day-to-day activities that would normally fall to a principal • Collaborated with elective teachers (music, art, Spanish, PE, etc.) afterschool to discuss students who have behavior concerns and what approaches they can use to successfully deter these behaviors • 504 chairperson and also participated in IEP meetings with all required faculty • Delivered Suicide Prevention training to all staff
How were you recruited to join this Board of Directors?	<p>My involvement with the 2hr Learning Online Academy began through a conversation with a colleague who was familiar with my background in school counseling and my passion for innovative educational approaches. They recognized my alignment with the academy's mission of providing personalized, technology-driven education and believed my experience and skills would be valuable to the board. After learning more about the academy's unique learning model and its commitment to student success, I was eager to contribute my expertise and enthusiasm to support its mission.</p>
Why do you wish to serve on the board of the proposed charter school?	<p>My desire to serve on the board of this proposed charter school stems from a deep belief in the transformative power of education, particularly when it is tailored to meet the individual needs of each learner. The 2hr Learning Online Academy's innovative approach to education, which leverages AI technology to personalize learning and accelerate academic growth, aligns perfectly with my own philosophy. I am particularly impressed by the academy's commitment to fostering a love for learning, teaching essential life skills, and creating a supportive online community. As a board member, I am eager to contribute my experience</p>

	<p>in school counseling and my understanding of student development to help ensure the success of this groundbreaking educational model.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I understand that serving as a public charter school board member is a significant responsibility that requires dedication, integrity, and a commitment to upholding the public trust. I recognize that the board plays a crucial role in ensuring the quality of the school's educational program, the responsible stewardship of public funds, and the fulfillment of the school's obligations to its students, families, and the community. I am prepared to actively participate in board meetings, engage in strategic planning, and work collaboratively with fellow board members and school leadership to make informed decisions that support the academy's mission and promote student success. I am also committed to ongoing professional development to stay informed about best practices in charter school governance and the evolving landscape of online education.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>While I haven't previously served on a charter school board, my extensive experience in school counseling and my active involvement in various school committees and initiatives have equipped me with the skills and knowledge necessary to be an effective board member. As a school counselor, I have developed a deep understanding of student needs, educational best practices, and the complexities of school operations. My experience as a 504 coordinator has further honed my ability to advocate for students with diverse needs and ensure compliance with relevant regulations. Additionally, my participation in behavior teams, attendance teams, and other school committees has fostered my collaborative skills and my ability to work effectively with diverse stakeholders to achieve common goals.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I offer a valuable blend of expertise and experience to the board, grounded in my background in school counseling and psychology, which provides me with a comprehensive understanding of student development, learning theories, and the social-emotional dynamics essential for student success. My experience working with diverse student populations equips me to ensure that the academy's programs are inclusive and responsive to various learning needs. I am well-versed in current educational best practices, including personalized and mastery-</p>

	<p>based learning approaches, which are crucial for evaluating and enhancing the academy's educational offerings. Additionally, my strong communication and collaborative skills, developed through years of interacting with students, parents, and educational staff, enable me to effectively bridge communications and foster cooperation among all stakeholders.</p>
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School Mission and Program	
<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>I am deeply impressed by the 2hr Learning Online Academy's mission to provide a personalized, technology-driven education that fosters a love for learning, accelerates academic growth, and equips students with essential life skills. I believe that the academy's guiding principles, which emphasize student autonomy, mastery-based learning, and a holistic approach to education, are crucial for preparing students for success in the 21st century. I am particularly enthusiastic about the academy's commitment to creating a supportive online community where students feel connected, valued, and empowered to achieve their full potential.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>From what I've learned, 2hr Learning Online Academy's proposed educational program is truly innovative and exciting. It centers around a personalized, mastery-based approach that leverages AI technology to accelerate learning. The focus on core academic subjects in the mornings, with just two hours of dedicated instruction, allows students to achieve greater depth of understanding in a shorter time. This efficiency then opens up the afternoons for project-based workshops where students can develop essential life skills like teamwork, leadership, and financial literacy. It's a holistic approach to education that recognizes the importance of both academic excellence and real-world skills, preparing students for success beyond the classroom.</p>

What do you believe to be the characteristics of a successful school?	A successful school, in my view, goes beyond just academic achievement. It fosters a love for learning, encourages critical thinking, and empowers students to become self-directed learners. It provides a supportive and inclusive environment where students feel valued and respected, regardless of their background or abilities. A successful school also recognizes the importance of community involvement and collaboration with parents and other stakeholders. Ultimately, a successful school prepares students not only for academic success but also for life, equipping them with the skills and values necessary to become responsible and contributing members of society.
How will you know that the school is succeeding (or not) in its mission?	The success of 2hr Learning Online Academy can be measured through various indicators, both quantitative and qualitative. We can track student academic growth through standardized test scores, internal assessments, and progress monitoring data. Additionally, student engagement, satisfaction surveys, and feedback from parents and teachers can provide valuable insights into the effectiveness of the program. We can also monitor the development of life skills through project evaluations and student portfolios. Ultimately, the school's success will be evident in the long-term outcomes of our students – their ability to pursue their passions, achieve their goals, and contribute positively to society.

Governance

Describe the role that the board will play in the school's operation.	As a member of the 2hr Learning Online Academy's board, I understand the crucial role we play in the school's operation. Our primary responsibility is to ensure the school fulfills its mission of providing an innovative, high-quality online education that fosters a love for learning and empowers students to excel academically and personally. We will achieve this by setting clear strategic goals, overseeing the implementation of the educational program, ensuring financial stability and accountability, and fostering a supportive and inclusive school culture. Additionally, we will actively engage with the community, advocate for the school's interests, and promote continuous improvement in all aspects of the school's operations.
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<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>At the end of the first year, we will evaluate the school's success based on several key indicators. We will track student academic growth through standardized test scores and internal assessments, comparing results to baseline data and state averages. We will also gather feedback from students, parents, and teachers through surveys and focus groups to assess their satisfaction with the program and identify areas for improvement. Additionally, we will monitor student engagement and participation, as well as the effectiveness of our life skills workshops in developing essential real-world skills. Ultimately, the success of the first year will be measured by the positive impact on our students' academic and personal development.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>After five years of operation, we will have a more comprehensive understanding of the school's long-term impact. We will continue to monitor student academic progress and growth, comparing our results to state averages and national benchmarks. Additionally, we will track student outcomes beyond academics, such as their success in pursuing higher education or entering the workforce. We will also assess the school's impact on the community and its contribution to the broader educational landscape. Ultimately, we will know the school is successful if it has created a sustainable and thriving learning environment where students are empowered to reach their full potential and contribute positively to society.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>To ensure the success of 2hr Learning Online Academy, the board will take several specific steps. We will actively engage with the school's leadership team to provide guidance and support in implementing the educational program. We will also establish clear financial policies and procedures to ensure the school's financial stability and accountability. Additionally, we will build strong relationships with parents, teachers, and community members, fostering a collaborative and supportive school environment. We will also advocate for the school's interests with policymakers and other stakeholders, ensuring the school has the resources and support it needs to thrive. Finally, we will commit to continuous improvement, regularly evaluating the school's performance and making adjustments as needed to enhance student outcomes and fulfill the school's mission.</p>

<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>As a board member, I believe it is crucial to maintain the highest ethical standards and act in the best interests of the school. If I believed one or more members were acting unethically or not in the best interests of the school, I would first attempt to address the issue directly with the individual(s) involved. If that approach was unsuccessful, I would raise my concerns with the full board and seek their support in addressing the issue. Depending on the severity of the situation, we might consider seeking mediation or legal counsel. Ultimately, we would prioritize the well-being of the school and its students, taking any necessary steps to ensure ethical and responsible governance.</p>
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Certification

I, David Cooney, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for 2hr Learning Online Academy Charter School is true and correct in every respect.

Board Member's Signature

<p>Signature </p>	<p>Date <u>04-26-2024</u></p>
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School Information

Name of charter school

2hr Learning Online Academy

Board Member's Information

Board Members

Full name: Stefanie Baduria

Home Address: 1020 Mesquite Hollow Pl., Round Rock, TX 78665

Business Name & Address: 2028 E Ben White Blvd Suite 240-2650
Austin, TX 78741

Telephone No.: 984-221-9999

	E-mail address: sbaduria@2hourlearning.com
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Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	<p>Ed.D. in Educational Leadership, University of Southern California (USC) - 2018</p> <p>MBA, Southern New Hampshire University (SNHU) - Anticipated Graduation Summer 2024</p> <p>M.A. in Child and Adolescent Literacy, Loyola Marymount University (LMU) - 2010</p> <p>B.A. in Liberal Studies, Loyola Marymount University (LMU) - 2008</p>
Employment History	<p>Director of K-8, Alpha (July 2022-present)</p> <p>Implement and adapt the network-wide educational vision across multiple campuses, ensuring alignment with Alpha’s strategic goals and educational standards, as measured by student academic performance (MAP scores) and program effectiveness (survey feedback).</p> <p>Cultivate a high-performing educational team by overseeing staff development programs, providing ongoing coaching and feedback, and supporting excellence through rigorous performance evaluations, measured by improvements in Campus Lead and Guide quality (survey feedback & Guide evaluations).</p> <p>Manage and enhance relationships with key stakeholders, including educational authorities, community leaders, and internal network partners, to</p>

	<p>support the school's strategic initiatives, improve community standing, meet admissions goals, and secure necessary resources.</p> <p>Launch Lead, Alpha Brownsville (July 2021 – July 2022)</p> <p>Responsible for filling Alpha's school in Brownsville, TX. Developed connections with key stakeholders in the community.</p> <p>Built and delivered Alpha experiences for the community to gain enrollment leads.</p> <p>Engaged with prospective families to convert leads to enrollments.</p> <p>Director of Education, LA Galaxy (July 2017 – July 2021)</p> <p>Managed daily operations across educational, social welfare, and enrichment for Academy student-athletes; designed supplementary programs and life skills education as well as academic and behavioral assessments.</p> <p>Directed education initiatives for professional players and managed NCAA eligibility, recruitment, and college counseling for student-athletes.</p> <p>Academic Program Manager, LA Galaxy (July 2015 – July 2017)</p> <p>Operationalized the vision of a non-traditional, progressive, blended learning high school within the setting of a professional soccer club</p> <p>Established buy-in with key stakeholders within the club to ensure success and sustainability of an education program in its infancy</p> <p>Created and executed program-wide policies and systems to shape culture and build foundational infrastructure of high school</p> <p>4th Grade Lead Teacher, Visitation School (June 2009 – June 2015)</p>
How were you recruited to join this Board of Directors?	<p>My journey to join the Board of Directors at 2hr Learning Academic Institute is driven by my passion for innovative educational models and my belief in the transformative power of technology in education, cultivated through my career dedicated to advancing online and blended learning environments. My connection with 2hr Learning began during my tenure as Director of K-8 at</p>

	<p>Alpha School, where I led the implementation of the 2-hour learning model, significantly enhancing student engagement, academic achievement, and life skills development. Invited to join the board due to my expertise in educational leadership and curriculum development, I embraced the role, eager to guide 2hr Learning in its mission to revolutionize education. Serving on the board, I am deeply involved in strategic decision-making, enthusiastic about expanding 2hr Learning's reach through virtual charter schools, and committed to making quality education accessible to a broader array of students across various regions.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>My desire to serve on the board of 2hr Learning's proposed charter school stems from a deep-rooted passion for education and a belief in the transformative power of innovative learning models, shaped by my experiences with the limitations of traditional education systems. This school's emphasis on AI-powered adaptive learning, fostering a love for learning, and equipping students with life skills deeply resonates with my educational philosophy. With extensive experience in educational leadership, curriculum development, and online learning methodologies, I am eager to contribute significantly in areas such as curriculum design, instructional leadership, and student support. Serving on this board represents a unique opportunity to help redefine educational practices and collaborate with a team dedicated to providing a transformative educational experience for all students, ensuring their success in an evolving learning environment.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>As a public charter school board member, I view my role as pivotal in ensuring the success of the school and fulfilling its commitment to the community. This involves strategic planning to align with the school's mission, establishing policies for smooth operation, overseeing fiscal responsibilities to ensure public funds are used effectively, and rigorously monitoring the school's performance to guide improvements. Additionally, I am committed to advocating for the school's mission, supporting the leadership team, and promoting initiatives that enhance student success across academic, social, and emotional domains. For virtual charter schools, my role extends to understanding and implementing robust online learning models, ensuring quality virtual instruction, and fostering student engagement to build a strong</p>

	<p>sense of community, all while upholding the highest standards of integrity and transparency in every action I take.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>As a dedicated educator deeply invested in innovative learning models, my extensive background in educational leadership and curriculum development uniquely qualifies me to serve on the charter school's board. My experience ranges from directing the K-8 program at Alpha School, where I implemented and refined the 2-hour learning model, to launching a new campus in Brownsville and developing youth educational programs at LA Galaxy, equipping me with robust skills in strategic planning, program management, and student engagement. Additionally, my academic research on virtual learning environments and my expertise in literacy development from my Master's degree ensure that I bring a well-rounded perspective to curriculum assessment and development. My prior roles, coupled with my active participation in community and diversity initiatives, underscore my commitment to fostering inclusive and effective educational settings, making me a highly qualified candidate to help guide 2hr Learning Online Academy towards achieving its educational goals.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>As an educator and leader with a robust background in innovative educational settings, I am uniquely qualified to contribute to the board, bringing a diverse range of skills and expertise. My experience spans educational leadership with a focus on personalized, technology-driven learning at institutions like Alpha School, coupled with deep expertise in curriculum development and assessment, enriched by my doctoral studies and a Master's degree in Child and Adolescent Literacy. My doctoral research has also equipped me with substantial insights into the unique dynamics of virtual learning environments, further complementing my strategic planning and governance skills honed through roles such as the LA Galaxy Foundation Board service. Furthermore, my commitment to fostering diverse and inclusive educational spaces underscores my readiness to ensure the board's mission aligns with the principles of equity and comprehensive educational excellence.</p>

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

I believe the school's mission is to revolutionize education by providing a personalized, efficient, and engaging learning experience that empowers students to achieve academic excellence and develop essential life skills. This mission is supported by several guiding beliefs: a student-centered learning approach that recognizes the uniqueness of each student and tailors education to their individual needs, interests, and learning styles; accelerated learning facilitated by technology and innovative teaching methods, enabling students to master content more quickly; a focus on holistic development that extends beyond academics to include essential life skills for real-world success; and a commitment to accessibility and equity, ensuring high-quality education is available to all students, regardless of their background. Additionally, there is an emphasis on continuous innovation and improvement, reflecting the need for the educational approach to evolve continually to meet the dynamic needs of students and incorporate advances in technology and pedagogy. These principles ensure that our educational model remains relevant, impactful, and capable of preparing students for the challenges of the future.

What is your understanding of the school's proposed educational program?

The school's proposed educational program is anchored in a distinctive 2-hour learning model that marries personalized, AI-powered adaptive learning with practical, project-based life skills development, making education both efficient and deeply engaging. This model leverages cutting-edge technology to tailor the learning experience, enabling students to progress at their own pace and master core academic subjects in a condensed timeframe, while afternoons are dedicated to hands-on workshops focused on cultivating crucial life skills such as teamwork, leadership, entrepreneurship, and financial literacy. The program's virtual learning environment broadens accessibility, allowing students to participate from any location, thereby removing geographical barriers to high-quality education. Furthermore, the model emphasizes continuous assessment and feedback to keep students on track towards their educational goals and relies on highly qualified and dedicated educators who are committed to fostering both academic and personal growth in students.

<p>What do you believe to be the characteristics of a successful school?</p>	<p>From my perspective as an educator and leader in K-8 education, a successful school is one that promotes holistic development, extending beyond achieving high test scores to fostering key characteristics essential for student growth. It nurtures student engagement and well-being, creating a positive environment where students feel safe, respected, and motivated, while also prioritizing personalized learning that tailors education to individual needs using data-driven insights and adaptive technologies. Additionally, the school emphasizes academic excellence through a rigorous curriculum that prepares students for future challenges and life skills development, equipping them with critical thinking, problem-solving, and collaborative abilities through project-based learning and real-world applications. Moreover, a successful school cultivates strong community relationships, maintains open communication with families, and continually embraces innovation and improvement to adapt to evolving educational demands, ensuring a supportive, dynamic, and effective learning environment.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>At 2hr Learning Online Academy, our mission is driven by three core commitments: fostering a love for learning, accelerating academic progress, and cultivating essential life skills, each measured by specific key performance indicators (KPIs). To assess our success, we will conduct regular student satisfaction surveys, monitor attendance and participation rates, and evaluate the health of our school culture to ensure students are engaged and enjoy their learning experience. Academically, we will track progress through MAP Growth Assessment results, internal assessments, and Credit by Examination (CBE) completion rates, aiming for students to exceed national growth benchmarks and master content more efficiently. Additionally, we will measure life skills development through workshop performances, student projects, and participation in external competitions, while also monitoring high school acceptance rates and gathering feedback from families and community partners to gauge our long-term impact and continuous improvement in all areas of our educational mission.</p>

<p>Describe the role that the board will play in the school's operation.</p>	<p>The board of 2hr Learning Online Academy is committed to ensuring the school's success and strict adherence to its mission through a series of key roles that encompass governance, strategic planning, and direct oversight. Our responsibilities include establishing a robust governance framework to oversee operations, finances, and academic integrity, collaborating with the school's leadership to craft and execute a strategic plan aligned with our educational vision, and managing finances to ensure the responsible use of funds. We will also monitor and guide the academic program to ensure it meets state standards and incorporates innovative teaching methods, oversee the hiring and professional development of a skilled and diverse staff, and strengthen community ties through active engagement and advocacy. By fulfilling these roles, we aim to foster an environment that supports our students' educational journeys and upholds the values central to 2hr Learning Online Academy's pioneering educational model.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Success at the End of Year One</p> <p>Student Enrollment and Retention: Meeting or exceeding our enrollment targets and demonstrating strong student retention rates will indicate that our program resonates with families and meets their expectations for a high-quality online education.</p> <p>Academic Growth: Analyzing student performance on standardized assessments and internal benchmarks will provide insights into academic progress. We aim to demonstrate significant growth in core subject areas, surpassing typical yearly growth expectations.</p> <p>Life Skills Development: Monitoring student performance in project-based workshops and their completion rates for "Test to Pass" (T2P) requirements will showcase their mastery of essential life skills.</p> <p>Student and Parent Satisfaction: Conducting surveys and focus groups will provide valuable feedback on the overall school experience, student engagement, and satisfaction with our program.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>Success at the End of Year Five</p>

	<p>Sustained Academic Growth: Continued improvement in student performance on standardized assessments and internal benchmarks will demonstrate the long-term effectiveness of our educational model.</p> <p>High School Readiness: Tracking the success of our graduates in securing high school admissions and scholarships will provide evidence of the effectiveness of our program in preparing students for future success.</p> <p>Community Impact and Recognition: Establishing strong partnerships within the community and gaining recognition as a leading provider of innovative online education will signify the positive impact of our school on the broader educational landscape.</p> <p>Alumni Success Stories: Collecting and sharing stories of our alumni and their achievements will showcase the long-term impact of our program on students' lives.</p>
What specific steps will the charter school board need to take to ensure that the school is successful?	<p>I believe a successful school is defined by several key characteristics that collectively enhance the educational experience for all students. Firstly, it embraces student-centered learning by prioritizing students' needs, interests, and learning styles, offering personalized pathways and differentiated instruction to help each student thrive. Additionally, the school sets high academic expectations and supports a growth mindset, while fostering a positive and supportive environment that ensures safety, inclusivity, and nurturing for everyone involved. Effective instruction and assessment are pivotal, utilizing evidence-based strategies and diverse assessment methods to continuously adapt and improve student learning outcomes. Moreover, strong leadership and governance steer the school towards its mission and goals, ensuring effective collaboration and accountability, and robust community and family engagement further supports student success by integrating valuable networks of support from outside the school environment.</p>
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	<p>As a dedicated member of the 2hr Learning Online Academy board, I am committed to upholding ethical standards and acting in the school's best interests with a firm dedication to transparency and accountability. Should I suspect unethical behavior among board members, my approach would</p>

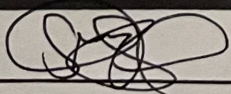
involve a thorough fact-finding mission to gather concrete evidence and, where possible, seeking clarification directly from the individuals involved to understand their intentions or resolve misunderstandings. Following this, I would consult with other board members, legal counsel, or ethical advisors to evaluate the situation and develop a consensus on the necessary actions, which might include formal reporting to the board or relevant authorities for severe misconduct. Throughout this process, I would maintain open communication with all stakeholders to ensure transparency and protect the school's reputation, advocating for corrective actions ranging from additional training to removal from the board or legal action, depending on the severity of the breach, thereby reinforcing my commitment to the highest ethical standards and the success of our academy.

Certification

I, Stefanie Baduria, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for 2hr Learning Online Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4/26/24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace**.
- 4) Background check must include a completed **nationwide check**.

Certification Statement:

Note: To be completed individually by **each** proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, David Cooney, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature David Cooney Date 04-26-2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check


Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Stefanie Padurina, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature  Date 4/25/24

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature _____ Date _____



Your Workers' Compensation Insurance Quote

Proposal created date:

April 22, 2024 4:10 PM

Quote good through*:

July 20, 2024 12:00 AM

Your reference number:

72 WEC BF6ZK0 - 001

Policy term:

April 26, 2024 - April 26, 2025

Information about your business:

2hr Learning Academic Institute
2028 E Ben White Blvd
Austin, TX 78741

Information about your agent:

ALLIANT INSURANCE SERVICES
INC/PHS
685 East Carnegie Dr Ste. 265
San Bernardino, CA 92408

Proposal created by:

Jennifer Garrido
jennifer.garrido@alliant.com
(619) 238-1828

*Premium is based on information provided during the application process and is subject to change should any change be made to the policy. Examples of possible changes include, but are not limited to, changes to coverage, Named Insured(s), location(s), and effective date.

YOUR ESTIMATED ANNUAL PREMIUM IS: \$672.00

SEE INSIDE:

Your Proposal Coverage and Policy Limits	Page 2	How We'll Calculate Your Final Premium	Page 4
Your Class Code and Rating Details	Page 3	How to Pay Your Premium	Page 5

IMPORTANT MESSAGE:

- Please review the coverages and limits displayed to ensure that they are appropriate for the needs of your business.
- To accept the terms of the quote proposal, be sure to sign where indicated.

WHAT YOU NEED WHEN YOU NEED IT

The Hartford was the first insurer with a dedicated small business team more than 30 years ago. Today, we're still the best choice for small business, providing our customers with industry-leading products and online service tools like 24/7 account access, online bill pay and more.

This document is only a proposal. It can't be used as proof of coverage, unless bound by an authorized agent.

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Your Proposal Coverage and Policy Limits

Part 1: Workers' Compensation Insurance

This section of your policy pays to treat, rehabilitate and replace income of workers who are injured on the job. Statutory coverage as provided by the following states:

- Texas

Notes for owners/officers:

- TX-Excluded

Part 2: Employer's Liability Insurance

This section of your policy pays to indemnify and defend you from lawsuits by injured workers.

	LIMITS OF INSURANCE	
Bodily Injury By Accident	\$ 1,000,000	Each Accident
Bodily Injury By Disease	\$ 1,000,000	Policy Limit
Bodily Injury By Disease	\$ 1,000,000	Each Employee

HOW WE ESTIMATED YOUR PREMIUM

Your premium depends on several factors, aside from your coverage choices above. Two key factors are your class code and your rate. A class code is a standardized way to describe your employees' jobs. We do this because each type of job has inherently different risks.

The class code determines the rate, which is the amount you pay for every \$100 of your payroll. We multiply that rate by your premium basis. That's your best guess at the total amount you'll pay those employees during the policy year.

At the end of the year, we'll review your premium basis together to make sure it was correct. This is called a "premium audit." (See "How we calculate your final premium" for more information about this.)

Your premium calculations also include payroll-based factors. These include, but are not limited to, state surcharges, catastrophe, minimum premium, experience modification, and terrorism.

You'll find a breakdown of these and other charges beginning on the following pages.

ACKNOWLEDGED AND ACCEPTED BY:

Signature of the Insured

Date

Reference Number: 72 WEC BF6ZK0 - 001



Your Class Code and Rating Details

We calculate your premium based on every employee, location and state. Below you'll find calculations for your employees located in Texas

Location: 1

Your employees are located at: 2028 E Ben White Blvd
Austin, TX 78741

CLASS CODE	DESCRIPTION	RATE	BLENDED RATE	PREMIUM BASIS (RATE PER \$100 OF EXPOSURE)	CLASS PREMIUM
8868	SCHOOL: PROFESSIONAL EMPLOYEES	0.20	0.33	150,000	\$ 300.00
9101	SCHOOL - ALL OTHER EMPLOYEES & DRIVERS	1.22	1.88	If Any	\$ 0.00

DESCRIPTION OF CHARGE	PREMIUM ADJUSTMENT	AMOUNT
Total Class Premium		\$ 300.00
Employer Liability increased limits	0.014000	\$ 4.00
Waiver of Subrogation	0.020000	\$ 6.00
Employer Liability Increase Limits balance to Minimum Premium	0	\$ 146.00
Experience modifier	1	\$ 0.00
Total Estimated Annual Standard Premium		\$ 456.00
Terrorism Risk Insurance Program Reauthorization Act Disclosure Endorsement \$150,000.00	0.024000	\$ 36.00
Expense constant	0	\$ 180.00
STATE ESTIMATED ANNUAL PREMIUM		\$ 672.00

As required by law, workers' compensation policies are subject to an annual premium audit.

Merit and Experience Mods are tentative and subject to final calculation.

To learn more about how your premium is calculated on the payroll billing method please visit:

<https://www.thehartford.com/blended>

Like many insurance companies, The Hartford is legally made up of several property and casualty affiliate companies. Depending on the state, the "writing company" may be different. Coverage in this state is provided by: Trumbull Insurance Company, a member company of The Hartford.



How We'll Calculate Your Final Premium

Keep in mind that the minimum annual premium required in your state is \$374.00. We are not allowed to charge less than that.

Your business can change a lot over the course of the year and your insurance premium should reflect your business. We base your premium estimate on your current payroll. At the end of the year, we need to double-check, or "audit," your payroll to verify we charged you correctly.

Your premium will change, for example, if you:

- Hire or terminate employees
- Pay overtime
- Give raises
- Change employees' job functions

If it turns out you overpaid, we refund you. If you underpaid, we bill you for the difference. Not only is it required of us, we want to bill you fairly based on actual payroll.

If you choose to pay your premium with Payroll Billing, we rely on real-time payroll to calculate your monthly premiums, resulting in more accurate premium payments. This means you are less likely to pay more than you need to throughout the year or owe an audit adjustment at the end of the policy term because of under-reported payroll.

WE'LL REACH OUT WHEN IT'S TIME

As your policy term ends, we'll send you a request for the information we'll need to complete your premium audit. You'll most likely just have to submit a few documents and answer some questions about your business. It's a simple and straightforward process.



How to Pay Your Premium

You can pay your worker's comp premiums after you receive your bill each month. But you also have another option.

CHOOSE THE HARTFORD'S PAY-AS-YOU-GO WORKERS' COMP BILLING OPTION

Compared to an estimated annual payroll amount, The Hartford's option relies on real-time payroll to calculate your workers' comp premiums, resulting in more accurate premium payments.

SO, you're less likely to pay more than you need to throughout the year – or have an audit* adjustment due to underreported payroll.

Here's how it works.

Your payroll company shares your payroll amount with us each time it's run.

We calculate your premium based on your exact payroll and send you a withdrawal email indicating the amount due before the withdrawal.

We automatically deduct your premium from your bank account after each payroll cycle.

And, regardless of payroll provider we have a pay-as-you-go solution.

* All workers' compensation policies require a premium audit.

[WATCH](#) to learn more. Then, ask your agent to switch you to Pay-as-you-go.

Here are your options if you don't opt for payroll billing:

- **AutoPay.** Sign up for Repetitive Electronic Funds Transfer (EFT) to pay automatically from your bank account. You'll save money by reducing your installment fees. Ask your insurance professional how to set it up.
- **Online.** Register at thehartford.com/servicecenter to pay your bill quickly and securely.
- **Check.** Mail your check and include your payment stub in the envelope we provide.
- **Phone.** Call us toll-free 1-866-467-8730 to pay your bill by phone.



How to Pay Your Premium

CONTINUED

DIRECT BILL PAYMENT BREAKDOWN

The chart below show how we'll bill you, according to the payment plan you select. We calculate the due date(s) and minimum amount(s) due based on the anticipated effective date of your policy.

Keep in mind that the dates and amounts could change depending on when the policy is processed.

Full Pay	
One Payment	
Due Date	Payment Amount
05/26/2024	\$672.00

MONTHLY OPTIONS – TOTAL ANNUAL ESTIMATED PREMIUM: \$672.00			
		With AutoPay Fee: \$5 per payment	Without AutoPay Fee: \$7 per payment
NUMBER OF PAYMENTS	DUE DATE	PAYMENT AMOUNT	PAYMENT AMOUNT
Two	05/26/2024	\$336.00 – Initial Down Payment	\$403.20
	09/26/2024	\$336.00	\$268.80
Four	05/26/2024	\$168.00 – Initial Down Payment	\$201.60
	07/26/2024	\$168.00	\$168.00
	10/26/2024	\$168.00	\$168.00
	01/26/2025	\$168.00	\$134.40
Ten	05/26/2024	\$67.20 – Initial Down Payment	\$167.98
	06/26/2024	\$67.20	\$56.18
	07/26/2024	\$67.20	\$55.98
	08/26/2024	\$67.20	\$55.98
	09/26/2024	\$67.20	\$55.98
	10/26/2024	\$67.20	\$55.98
	11/26/2024	\$67.20	\$55.98
	12/26/2024	\$67.20	\$55.98
	01/26/2025	\$67.20	\$55.98
	02/26/2025	\$67.20	\$55.98
Twelve	05/26/2024	\$127.68 – Initial Down Payment	\$127.68
	06/26/2024	\$60.48	\$60.48
	07/26/2024	\$60.48	\$60.48
	08/26/2024	\$60.48	\$60.48
	09/26/2024	\$60.48	\$60.48
	10/26/2024	\$60.48	\$60.48
	11/26/2024	\$60.48	\$60.48
	12/26/2024	\$60.48	\$60.48
	01/26/2025	\$60.48	\$60.48
	02/26/2025	\$60.48	\$60.48

A payment fee is assessed on each payment invoice except where prohibited by law.

Any down payment provided will be withdrawn immediately regardless of down payment date shown.



Forms and Endorsements

Your policy includes the forms listed below.

FORM NUMBER	FORM NAME
100722	INSURANCE POLICY BILLING INFORMATION
97485-18	AN IMPORTANT MESSAGE TO WORKERS' COMPENSATION POLICYHOLDERS
98456	MAINTAINING YOUR PAYROLL RECORDS FOR AUDIT PURPOSES
G-3058-1	POLICY ADJUSTMENT NOTICE
G-3116-6	IMPORTANT NOTICE - TEXAS
G-3418-0	PRODUCER COMPENSATION NOTICE
SCPHS001	New Business Welcome Letter (PHS/PAC)
WC000000C	WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY
WC000001A.1	INFORMATION PAGE
WC000001A.2	INFORMATION PAGE
WC000414A	90-DAY REPORTING REQUIREMENT- NOTIFICATION OF CHANGE IN OWNERSHIP ENDORSEMENT
WC000421F	CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT
WC000422C	TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT
WC000425	EXPERIENCE RATING MODIFICATION FACTOR REVISION ENDORSEMENT
WC420301L	TEXAS AMENDATORY ENDORSEMENT
WC420304B	TEXAS WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT
WC550022A	NOTICE TO WORKERS' COMPENSATION POLICYHOLDERS IN TEXAS LETTER
WC660080J	TEXAS ACCIDENT PREVENTION SERVICES
WC660125A	DEDUCTIBLE NOTICE OF ELECTION TO ACCEPT TEXAS WORKERS COMPENSATION BENEFITS
WC660156B	WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY QUICK REFERENCE
WC660330P	CUSTOMER PRIVACY NOTICE
WC660384	HARTFORD LOSSCONNECT STUFFER
WC884201G	NOTICE TO EMPLOYEES CONCERNING WORKERS'COMPENSATION IN TEXAS
WC884219E	Texas Notice to Employees-Spanish
WC990001K	Signature/Copyright
WC990002	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY BUSINESS INSURANCE POLICY
WC990005	SCHEDULE OF OPERATIONS
WC990368	EXTENSION OF THE INFORMATION PAGE - ITEM 3.D. - ENDORSEMENTS
WC990694	GOODS AND SERVICES ENDORSEMENT



Mandatory Disclosure: Insuring Against Terrorism

Protecting your business means preparing for risks – even unlikely ones. Your policy includes coverage for certain acts of terrorism. We are required to provide you the following disclosure about your terrorism coverage, premium and related information.

Terrorism Coverage and Premium

In accordance with the federal Terrorism Risk Insurance Act (as amended “TRIA”), we are required to make coverage available under your policy for “certified acts of terrorism.” The actual coverage provided by your policy(ies) will be limited by the terms, conditions, exclusions, limits, and other provisions of your policy(ies), as well as any applicable rules of law.

The portion of your premium attributable to terrorism coverage is shown in the premium section(s) of this quote proposal. This offer of coverage under TRIA applies only where a premium for terrorism is shown in this quote proposal.

Definition of Certified Act of Terrorism

A “certified act of terrorism” means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of TRIA, to be an act of terrorism under TRIA. The criteria contained in TRIA for a “certified act of terrorism” include the following:

1. The act results in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act results in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

This Disclosure of Federal Share of Terrorism Losses under TRIA

The United States Department of the Treasury will reimburse insurers for 80% of insured losses that exceed the applicable insurer deductible. However, if aggregate industry insured losses under TRIA exceed \$100 billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion. The United States government has not charged any premium for their participation in covering terrorism losses.

Cap on Insurer Liability for Terrorism Losses

If aggregate industry insured losses attributable to “certified acts of terrorism” under TRIA exceed \$100 billion in a calendar year, and we have met, or will meet, our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceed \$100 billion. In such case, your coverage for terrorism losses may be reduced on a pro-rata basis in accordance with procedures established by the Treasury, based on its estimates of aggregate industry losses and our estimate that we will exceed our insurer deductible.

In accordance with the Treasury’s procedures, amounts paid for losses may be subject to further adjustments based on differences between actual losses and estimates.



Electronic Delivery Consent Form for Commercial Business Insurance Customers

TERMS & CONDITIONS FOR PAPERLESS DELIVERY OF COMMUNICATIONS FOR COMMERCIAL INSURED

By consenting to receive communications from The Hartford, electronically, through your agent:

_____ (hereinafter "your agent"), you are agreeing that documents and official notices which you are required to receive may be sent to you electronically rather than in paper form. You agree these paperless communications are the legal equivalent of officially required communications relating to your policy(ies) which you would otherwise receive in paper form. These communications may include, but are not limited to, policy declarations, policy forms and endorsements and related forms, insurance ID cards, billing statements, legally required notices, and other official correspondence. YOU AGREE TO RECEIVE ALL MAILINGS AND COMMUNICATIONS ELECTRONICALLY. SUCH ELECTRONIC MAILING OR COMMUNICATIONS MAY EVEN INCLUDE CANCELLATION OR NONRENEWAL NOTICES. This consent will apply to all policies The Hartford may issue to you.

Not all documents are currently available for electronic delivery. Those that are not available will continue to be sent to you by your agent via US mail. As new documents become available for electronic delivery, your agent may send them electronically.

You may at any time, request that your agent resume communications through the delivery of paper documents. You will not be charged a fee for this request and may make such request by notifying your agent in writing or by email: _____. Your request to withdraw consent to receive communications by electronic means will be effective at the conclusion of the policy term.

You agree to provide your agent with your current email address so your agent can send you notices and other documents via email or notify you that documents are available for your review. You also agree to update your account and notify your agent of any change in your email address. You can make such a change by notifying your agent via one of the methods listed above. You agree to be responsible for any late payment fees that result from your failure to provide your agent with your current email address.

You may request a paper copy of an official notice sent to you, or of your policy documents. There is no fee to request such copies. You may make such request by notifying your agent via one of the methods listed above. Official policy notices and other documents will be sent solely and directly to you and will not be emailed to other users.

SYSTEM REQUIREMENTS: You acknowledge and agree that you have sufficient access to a privately owned computer and email system (as opposed to one with limited access, such as those housed in public libraries) that will: Permit you to access, view, and print the communications your agent will send; permit you to receive emails that contain hyperlinks to websites; and permit you to access websites. The following system requirements are necessary for you to receive and view these communications:

You must have Adobe Reader version 4.0 or later. Download the correct version of Acrobat Reader from the Adobe website at adobe.com.

ATTENTION AGENTS: THE FOLLOWING SENTENCE MUST BE INCLUDED/COMPLETED ONLY IF INSURED WILL BE ACCESSING DOCUMENTS VIA AN ELECTRONIC FILING CABINET OR OTHER ONLINE PORTAL:

Online documents are supported on Microsoft Internet Explorer version ____ and later, Firefox version ____ and later, and Google Chrome version ____ and later.



Electronic Delivery Consent Form for Commercial Business Insurance Customers

CONTINUED

By signing this document, you (a) agree that you are the named insured and (b) agree to the terms and conditions of Paperless Delivery.

Please note that even if you enroll in Paperless Delivery, your agent may deliver certain documents via U.S. Mail due to legal requirements and/or system limitations.

☐

I accept the terms & conditions set forth above and consent to enroll in paperless delivery.

You must list below one policy number from The Hartford; however, please be advised this consent will apply to *all* policies issued to you by The Hartford.

Policy No. & Description

Authorized Person - Name and Title

Authorized Person Email Address

Date



Your Business Owner's Policy Quote

Prepared for:

2hr Learning Academic Institut
2028 E BEN WHITE BLVD
AUSTIN, TX 78741-6966

Your Primary Location:

2028 E BEN WHITE BLVD.
AUSTIN, TX 78741-6966

Class & Class Code:

School - Commercial NOC Not for Profit; 82151

Policy Term:

April 26, 2024 – April 26, 2025

Quote Good Through*:

July 20, 2024

Proposal Creation Date:

April 22, 2024, 5:27 PM

Insurance underwritten by: Hartford Underwriters
Insurance Company.

What To Do Next:

Thank you for your interest in The Hartford. For questions or to purchase coverage, contact Jennifer Garrido at (619) 238-1828

Your Reference Number:

72 SBA BF70V1-003

Audit Period: Non-Auditable**Agency Information:**

ALLIANT INSURANCE SERVICES
INC/PHS
685 East Carnegie Dr Ste. 265
San Bernardino, CA 92408

*Premium is based on information provided during the application process and is subject to change should any change be made to the policy. Examples of possible changes include, but are not limited to, changes to coverage, Named Insured(s), location(s), and effective date.

PREMIUM SUMMARY			
COVERAGE			PRICE
Business Owner's Policy			\$572.00
YOUR ESTIMATED ANNUAL PREMIUM:			\$572.00**
Proposal summary	Page 2	Recommended coverages	Page 10
Coverage details	Page 4	Payment options	Page 11

**Your Estimated Premium may change based on coverage changes made through endorsement or if your policy is subject to Premium Audit.

Acknowledged and Accepted by

(Signature of insured)

(Date)

¹ The Hartford's Customer Claims Ratings as of February 2019. Customer claims reviews were collected and tabulated by The Hartford and reviews are not representative of all customers.

This document is only a proposal. It can't be used as proof of coverage, unless bound by an authorized agent.

The Hartford® is The Hartford Financial Services Group, Inc. and its subsidiaries, including Hartford Fire Insurance Company. Its headquarters is in Hartford, CT. © February 2019 The Hartford



Quote Summary:

Coverage for Your Small Business

This quote overview was created to show you how we propose to cover your business and to help you feel confident in the coverages that have been selected. Each section below breaks out some of the important features of your proposed policy.

We're ready to welcome you as a customer of The Hartford! All that's left is for you to let us/your agent know when you'd like to start your coverage.

LOCATION(S)			
LOCATION CLASS CODE(S)	DESCRIPTION	TYPE AND AREA	VALUATION How we calculate the value of your property
LOC 1; BLDG 1 82151	2028 E BEN WHITE BLVD AUSTIN, TX 78741-6966	Fire Resistive, 1,000 sq ft	Business Personal Property: Replacement Cost

POLICY SUMMARY

PROPERTY

Your PROPERTY COVERAGE protects property that you own, lease or rent. This can include buildings, equipment, inventory and even cash, securities or valuable records. The below overview shows some of your Property limits.

PROPERTY LIMITS

DEDUCTIBLE: \$1,000	LOC 1; BLDG 1
WINDSTORM OR HAIL PERCENTAGE DEDUCTIBLE	NA
BUILDING LIMIT We'll pay up to the limit to repair or replace your buildings and structures at the covered location. This includes additions, fixtures and equipment you've installed.	\$0
BUSINESS PERSONAL PROPERTY LIMIT We'll pay up to the limit to repair or replace your furniture, supplies, inventory and other things your business uses.	\$1,000

S STRETCH® COVERAGE

Where Property coverage was elected for you, you'll benefit from added coverages, increased limits and an added blanket limit. We use an **S** on the Property Coverage Detail page to indicate coverages that have been added or enhanced by your STRETCH®.

**STRETCH® -
\$50,000
Blanket**

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Quote Summary:

Coverage for Your Small Business

CONTINUED

BUSINESS LIABILITY (Also known as General Liability)

Your BUSINESS LIABILITY COVERAGE helps protect and defend your business from covered claims alleging that you damaged someone's property, injured them or defamed them. The below overview shows some of your Business Liability limits.

EACH OCCURRENCE LIMIT We'll pay up to this amount for all claims related to a single incident. This total applies no matter how many people make claims.	\$1,000,000
GENERAL AGGREGATE LIMIT We'll pay up to this total amount for all losses that occur during your policy term, except for those losses that are included in the Products/Completed Operations Aggregate, which are paid under a separate aggregate limit as described below.	\$2,000,000
PRODUCTS/COMPLETED OPERATIONS AGGREGATE We'll pay up to this total amount for all losses that occur during your policy term as a result of work you completed or for a product you distributed or sold. It does not cover you for things that happen while you are doing work.	\$2,000,000

CUSTOMIZED COVERAGES FOR YOUR BUSINESS

These added coverages make your policy more unique. They protect against specific risks your business could face.

BUSINESS LIABILITY COVERAGES ADDED

COVERAGE	LIMIT	PREMIUM
Blanket Additional Insured by Contract	Included ¹	\$50
Educator's Business Liability Broad Form Endorsement	Included	N/A
Waiver of Subrogation	Included	\$50

¹ Included in Business Liability Limit(s)

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Property Coverages Detail

Below you'll find a breakdown of the specific property coverages your policy includes. These coverages only apply to the location(s) where Property coverage was elected.

You'll also see a specific limit, which is either the maximum dollar amount or the length of time that your coverage pays.

S INDICATES COVERAGES THAT HAVE BEEN ADDED OR ENHANCED BY THE ADDITION OF YOUR STRETCH®. STRETCH® BLANKET LIMIT: \$50,000

PROPERTY COVERAGES	TOTAL LIMIT OF INSURANCE
S Accounts Receivable	Included in STRETCH® Blanket Limit
Arson and Theft Reward	\$10,000
S Back-up of Sewers and Drains Coverage	Included ²
S Brands and Labels	Included ²
S Building Property of Others	\$10,000
S Business Income and Extra Expense	
S Extended Business Income	60 days
S Limit Type	Actual Loss Sustained
S Period of Restoration	12 months
S Waiting Period	None
Business Income and Extra Expense for Schools	
Extended Business Income	60 days
Limit	Actual Loss Sustained
Period of Restoration	12 months
Waiting Period	None
S Business Income for Off-Premises Utility Services	

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Property Coverages Detail

CONTINUED

PROPERTY COVERAGES	TOTAL LIMIT OF INSURANCE
Limit	\$25,000
Waiting Period	12 hours
Business Income from Civil Authority Actions	
Duration of Coverage	30 days
Waiting Period	None
Business Income from Dependent Properties	
Limit	\$25,000
Period of Restoration	12 months
Waiting Period	None
Business Income from Off-Premises Operations	
Extended Business Income	60 days
Limit	\$25,000
Waiting Period	None
Business Income from Websites	
Limit	\$10,000
Max Period of Restoration	7 days
Waiting Period	12 hours
Claim Expense	\$10,000
Collapse	Included ²
Computers Worldwide	Included in STRETCH® Blanket Limit
Contract Penalties	\$1,000
Debris Removal	Included in STRETCH® Blanket Limit
Limit	25% of amount paid for covered loss

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Property Coverages Detail

CONTINUED

PROPERTY COVERAGES	TOTAL LIMIT OF INSURANCE
Electronic Data	
Policy Year Limit	\$50,000
Employee Dishonesty Coverage - Excludes ERISA Compliance	
Include Property Managers	No
Limit	\$250,000
Equipment Breakdown	Included ²
Deductible	Property Deductible
Defense	Included
Expediting Expenses	\$50,000
Hazardous Substances	\$50,000
Supplementary Payments	Included
Expediting Expenses	\$10,000
Fine Arts Coverage	\$10,000
Fire Department Service Charge	Included in STRETCH® Blanket Limit
Fire Extinguisher Recharge	Included ²
Forgery Coverage (Including Credit Cards, Currency and Money Orders)	\$25,000
Fraudulent Transfer Coverage	\$10,000
Fungi, Wet Rot or Dry Rot - Limited Coverage	
Limit	\$50,000
Period of Restoration	30 days
Garages, Storage Buildings, and Other Appurtenant Structures	\$50,000
Glass Expense	Included ²
Identity Recovery Coverage for Businessowners and Employees	

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Property Coverages Detail

CONTINUED

PROPERTY COVERAGES	TOTAL LIMIT OF INSURANCE
Deductible	\$250
Limit	\$15,000
Lost Wages and Child and Elder Care Expense	\$250 per day, \$5,000 per policy year
Mental Health Sublimit	\$1,500
S Interruption of Computer Operations	
S Period of Restoration	12 months
S Policy Year Limit	\$25,000
S Waiting Period	12 hours
Lease Assessment	\$2,500
Leasehold Improvements	\$25,000
Lock and Key Replacement	\$1,000
S Lost Keys	\$1,000
Money and Securities Coverage	
Inside the Premises Limit	\$10,000
Outside the Premises Limit	\$5,000
S Newly Acquired or Constructed Property	
S Newly Acquired or Constructed BI/EE Limit	\$250,000
S Newly Acquired or Constructed BPP Limit	\$500,000
S Non-Owned Detached Trailers	Included in STRETCH® Blanket Limit
S Off-Premises Utility Services - Direct Damage	\$10,000
Ordinance or Law Coverage	
Increased Cost of Construction & Demolition Costs Limit	\$25,000
Undamaged Part Limit	\$25,000

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Property Coverages Detail

CONTINUED

PROPERTY COVERAGES	TOTAL LIMIT OF INSURANCE
Outdoor Property	\$25,000
Outdoor Signs on Premises	\$10,000
Pairs or Sets	Included ²
Paved Surfaces	\$15,000
Personal Effects	Included in STRETCH® Blanket Limit
Pollutants and Contaminants Clean up and Removal	\$15,000
Preservation of Property	45 days
Property Off-Premises	\$25,000
Salespersons Samples	\$1,000
Spoilage	Included in STRETCH® Blanket Limit
Business Income Limit	\$10,000
Waiting Period	12 hours
Sump Overflow or Sump Pump Failure	\$15,000
Theft Damage to Building	Included ²
Transit Business Income	
Limit	\$10,000
Period of Restoration	12 months
Waiting Period	None
Transit Coverage	\$10,000
Unauthorized Business Card Use	\$2,500
Valuable Papers and Records	Included in STRETCH® Blanket Limit
Valuation Changes: Commodity, Finished and Mercantile Stock	Included within Covered Property Limit (Building and/or BPP)
Water Damage, Other Liquid, Powder or Molten Material Damage	Included ²

² Included within Covered Property Limit(s) (Building and/or Business Personal Property)

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Business Liability Coverages Detail

Businesses can face many different kinds of business liability risks. And a policy can respond to them in different ways. Below you'll find a breakdown of the specific business liability coverages your policy includes. You'll also see a specific limit, which is either the maximum dollar amount or the length of time that your coverage pays.

BUSINESS LIABILITY COVERAGE	TOTAL LIMIT OF INSURANCE
Business Liability	
Liability and Medical Expenses Limit	\$1,000,000
Medical Expenses Limit	\$10,000
Damage To Premises Rented To You Limit	\$1,000,000
General Aggregate Limit	\$2,000,000
Products-Completed Operations Aggregate Limit	\$2,000,000
Personal and Advertising Injury Limit	\$1,000,000
Property Damage Liability Deductible	No Deductible
Waiver of Subrogation - Blanket	Included

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Recommended Coverages

Some excellent choices have already been made to cover your business. We know there may be other protections you'd like to know about. So take a look at these coverages you may also be interested in.

Please note that the estimated premium amounts indicated below are based on information provided during the quote process and certain assumptions including coverage limits.

WHAT IT'S CALLED	WHAT IT COSTS	WHAT IT IS	WHY YOU SHOULD ADD THIS
Umbrella	\$448 per year	This adds a valuable layer of coverage over and above your primary policies. And in some cases, it also provides additional protections for losses that are not covered or excluded from your underlying coverage.	You'll get coverage that can help protect you in the event a loss costs more than your limits, or it's not covered by your underlying policies.
Electronic Media Liability	\$6 per year	Electronic Media Liability has a package of coverages which expands the personal and advertising injury coverages to help protect you from some internet-related personal and advertising injuries.	This extends some personal and advertising liability protections to your online activities on your website, your chat room, and your bulletin board.

Acknowledged and Accepted By

Signature of the Insured

Date

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This document contains only a general description of coverages that may be provided and do not include all of the terms, conditions, or exclusions that may apply. Please refer to the actual coverage forms for complete details of terms, conditions, and exclusions. In the event of any conflict, the terms of an issued policy prevail.





Payment Options

DIRECT BILL OPTIONS

Choose one of these four options to pay your bill:

- **AutoPay.** Sign up for Repetitive Electronic Funds Transfer (EFT) to pay automatically from your bank account. You'll save on payment fees and get the convenience and peace of mind of automated payments.
- **Online.** Register at thehartford.com/servicecenter to pay your bill quickly and securely.
- **Check.** Mail your check and include your payment stub in the envelope we provide.
- **Phone.** Call us toll-free 866-467-8730 to pay your bill by phone.

PAYMENT BREAKDOWN

The charts below show how we'll bill you, according to the payment plan you select. We calculate the due date(s) and minimum amount(s) due based on the anticipated effective date of the policy. Keep in mind that the dates and amounts could change depending on when the policy is processed.

FULL PAY

One Payment - Paid in full discount applies

DUE DATE	PAYMENT AMOUNT
05/26/2024	\$537.00

MONTHLY OPTIONS – TOTAL ANNUAL ESTIMATED PREMIUM: \$572.00

NUMBER OF PAYMENTS	DUE DATE	With AutoPay Fee: \$6 per payment	Without AutoPay Fee: \$8 per payment
		PAYMENT AMOUNT	PAYMENT AMOUNT
Two	05/26/2024	\$286.00 – Initial Down Payment	\$343.20 – Initial Down Payment
	09/26/2024	\$286.00	\$228.80
Four	05/26/2024	\$143.00 – Initial Down Payment	\$171.60 – Initial Down Payment
	07/26/2024	\$143.00	\$143.00
	10/26/2024	\$143.00	\$143.00
	01/26/2025	\$143.00	\$114.40
Ten	05/26/2024	\$57.20 – Initial Down Payment	\$142.98 – Initial Down Payment
	06/26/2024	\$57.20	\$47.82
	07/26/2024	\$57.20	\$47.65
	08/26/2024	\$57.20	\$47.65
	09/26/2024	\$57.20	\$47.65
	10/26/2024	\$57.20	\$47.65
	11/26/2024	\$57.20	\$47.65
	12/26/2024	\$57.20	\$47.65
	01/26/2025	\$57.20	\$47.65
	02/26/2025	\$57.20	\$47.65

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Payment Options

CONTINUED

NUMBER OF PAYMENTS	DUE DATE	With AutoPay Fee: \$6 per payment	Without AutoPay Fee: \$8 per payment
		PAYMENT AMOUNT	PAYMENT AMOUNT
Twelve	05/26/2024	\$108.68 – Initial Down Payment	\$108.68 – Initial Down Payment
	06/26/2024	\$51.48	\$51.48
	07/26/2024	\$51.48	\$51.48
	08/26/2024	\$51.48	\$51.48
	09/26/2024	\$51.48	\$51.48
	10/26/2024	\$51.48	\$51.48
	11/26/2024	\$51.48	\$51.48
	12/26/2024	\$51.48	\$51.48
	01/26/2025	\$51.48	\$51.48
	02/26/2025	\$51.48	\$51.48

A payment fee is assessed on each payment invoice except where prohibited by law.

Any down payment provided will be withdrawn immediately regardless of down payment date shown.

This is not a guarantee of coverage. Actual premium amounts vary and will depend on an applicant's individual account characteristics and coverages and limits purchased.

This document contains only a general description of coverages that may be provided and do not include all of the terms, conditions, or exclusions that may apply. Please refer to the actual coverage forms for complete details of terms, conditions, and exclusions. In the event of any conflict, the terms of an issued policy prevail.





Mandatory disclosure: insuring against terrorism

Terrorism Premium: \$11

Protecting your business means preparing for risks – even unlikely ones. Your policy includes coverage in the event of a terrorist attack. In order to offer that coverage, we are required to provide you the following disclosure about your premiums, coverage and related information.

Terrorism Coverage and Premium

In accordance with the federal Terrorism Risk Insurance Act (as amended “TRIA”), we are required to make coverage available under your policy for “certified acts of terrorism.” The actual coverage provided by your policy(ies) will be limited by the terms, conditions, exclusions, limits, and other provisions of your policy(ies), as well as any applicable rules of law.

The portion of your premium attributable to terrorism coverage is shown above or in the premium section(s) of this quote proposal or binder.

Definition of Certified Act of Terrorism

A “certified act of terrorism” means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of TRIA, to be an act of terrorism under TRIA. The criteria contained in TRIA for a “certified act of terrorism” include the following:

1. The act results in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act results in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States government by coercion.

Disclosure of Federal Share of Terrorism Losses under TRIA

The United States Department of the Treasury will reimburse insurers for 80% of insured losses that exceed the applicable insurer deductible.

However, if aggregate industry insured losses under TRIA exceed \$100 billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion. The United States government has not charged any premium for their participation in covering terrorism losses.

Cap on Insurer Liability for Terrorism Losses

If aggregate industry insured losses attributable to “certified acts of terrorism” under TRIA exceed \$100 billion in a calendar year, and we have met, or will meet, our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceed \$100 billion. In such case, your coverage for terrorism losses may be reduced on a pro-rata basis in accordance with procedures established by the Treasury, based on its estimates of aggregate industry losses and our estimate that we will exceed our insurer deductible.

In accordance with the Treasury’s procedures, amounts paid for losses may be subject to further adjustments based on differences between actual losses and estimates.

Note to Producer on TRIA: The premium for terrorism coverage and the TRIA disclosures above must be provided to the insured or prospect at the time of quoting. If you are not using this quote proposal, you can use The Hartford’s stand-alone TRIA disclosure form for quotes and binders, which is available on the EBC or from the company.



Electronic Delivery Consent Form for Commercial Business Insurance Customers

TERMS & CONDITIONS FOR PAPERLESS DELIVERY OF COMMUNICATIONS FOR COMMERCIAL INSUREDS

By consenting to receive communications from The Hartford, electronically, through your agent:

_____ (hereinafter “your agent”), you are agreeing that documents and official notices which you are required to receive may be sent to you electronically rather than in paper form. You agree these paperless communications are the legal equivalent of officially required communications relating to your policy(ies) which you would otherwise receive in paper form. These communications may include, but are not limited to, policy declarations, policy forms and endorsements and related forms, insurance ID cards, billing statements, legally required notices, and other official correspondence. YOU AGREE TO RECEIVE ALL MAILINGS AND COMMUNICATIONS ELECTRONICALLY. SUCH ELECTRONIC MAILING OR COMMUNICATIONS MAY EVEN INCLUDE CANCELLATION OR NONRENEWAL NOTICES. This consent will apply to all policies The Hartford may issue to you.

Not all documents are currently available for electronic delivery. Those that are not available will continue to be sent to you by your agent via US mail. As new documents become available for electronic delivery, your agent may send them electronically.

You may at any time, request that your agent resume communications through the delivery of paper documents. You will not be charged a fee for this request and may make such request by notifying your agent in writing or by email: _____. Your request to withdraw consent to receive communications by electronic means will be effective at the conclusion of the policy term.

You agree to provide your agent with your current email address so your agent can send you notices and other documents via email or notify you that documents are available for your review. You also agree to update your account and notify your agent of any change in your email address. You can make such a change by notifying your agent via one of the methods listed above. You agree to be responsible for any late payment fees that result from your failure to provide your agent with your current email address.

You may request a paper copy of an official notice sent to you, or of your policy documents. There is no fee to request such copies. You may make such request by notifying your agent via one of the methods listed above. Official policy notices and other documents will be sent solely and directly to you and will not be emailed to other users.

SYSTEM REQUIREMENTS: You acknowledge and agree that you have sufficient access to a privately owned computer and email system (as opposed to one with limited access, such as those housed in public libraries) that will: Permit you to access, view, and print the communications your agent will send; permit you to receive emails that contain hyperlinks to websites; and permit you to access websites. The following system requirements are necessary for you to receive and view these communications:

You must have Adobe Reader version 4.0 or later. Download the correct version of Acrobat Reader from the Adobe website at adobe.com.



Electronic Delivery Consent Form for Commercial Business Insurance Customers

CONTINUED

ATTENTION AGENTS: THE FOLLOWING SENTENCE MUST BE INCLUDED/COMPLETED ONLY IF INSUREDS WILL BE ACCESSING DOCUMENTS VIA AN ELECTRONIC FILING CABINET OR OTHER ONLINE PORTAL:

Online documents are supported on Microsoft Internet Explorer version ____ and later, Firefox version ____ and later, and Google Chrome version ____ and later.

By signing this document, you (a) agree that you are the named insured and (b) agree to the terms and conditions of Paperless Delivery.

Please note that even if you enroll in Paperless Delivery, your agent may deliver certain documents via U.S. Mail due to legal requirements and/or system limitations.

☐ I accept the terms & conditions set forth above and consent to enroll in paperless delivery.

You must list below one policy number from The Hartford; however, please be advised this consent will apply to *all* policies issued to you by The Hartford.

Policy No.

Authorized Person - Name and Title

Authorized Person Email Address

Date

SUZANNE (“Sue”) J WASIOLEK

(919) 824-5799 (cell)
dean.sue@duke.edu

ACADEMIC APPOINTMENTS

Adjunct Faculty, Duke University, Durham, NC	1997-present
Adjunct Faculty, NC State University, Raleigh, NC	2006-present

ADMINISTRATIVE EXPERIENCE

Mytonomy, Inc., Vice President, Student Health Initiatives, Bethesda, MD	November 2022-present
Executive Director, Ever Scouts Education Foundation, Durham, NC	July 2022-present
Executive-in-Residence, Arcadia University, Glendale, PA	January 2021-December 2022
Associate Vice President for Student Affairs and Senior Advisor, Duke University, Durham, NC	May-December 2020
Associate or Assistant Vice President for Student Affairs and Dean of Students, Duke University, Durham, NC	2001-May 2020
Various Student Affairs Roles, Duke University, Durham, NC	1979-2001

EDUCATION

Ed.D., University of Pennsylvania,	May 2008
L.L.M, Duke University School of Law	1993
J.D., North Carolina Central University School of Law	1989
M.H.A. with a Concentration in Finance, Duke University	1978
A.B. in Science Education, Duke University Certified to teach high school mathematics and science	

A driven and results-oriented educator, ready to apply a proven track record of building robust student relationships, scaling new businesses, collaborating effectively with internal and external partners, and contributing significantly to organizational success. Well-prepared to leverage acquired skills for the strategic development of dynamic programs. Passionate about cultivating positive working environments, driving client engagement, and championing sound business practices. Eager to apply my expertise and diverse background to elevate overall success within the right community.

Education

Master of Business Administration, MBA

Jack Welch Management Institute with Strayer University
Welch Scholar Distinction, 4.0 GPA, Top 10%

Bachelor of Science in Kinesiology

The Pennsylvania State University

Career Experience

Roberta Road Middle School, Concord, NC

Health and Physical Education Teacher

2023/2024 School Year

Sprout Supplies, Remote

Community Outreach Manager Business Development, Southern Region

Leading prospect research and customer relationship development utilizing NetSuite and YesWare, with a focus on driving sales in local public, private, and charter schools across NC, SC, GA, AZ, and CO.

8/2021 - Present

APIC, Association of Professionals in Infection Control, Remote

Relationship Manager, Business Development, 9 Month Contract Role

Led prospect research and customer relationship development for customized infection prevention training.

1/2022 - 9/2022

WW, Weight Watchers International, Remote

National Virtual Coach and Community Leader

Fostered a supportive and motivating environment within the WW community as a virtual coach.

11/2020 - 9/2022

Cigna, Charlotte, NC

Health Engagement Consultant

Established and maintained robust client relationships, serving as the main point of contact for risk management.

7/2019 - 7/2021

Zillion Health, Boston, MA

Virtual Health Coach, Metabolic Syndrome

A Virtual Diabetes Management Coach, with a proven track record in delivering impactful remote coaching sessions.

9/2017 - 6/2019

Cigna, Boston, MA

Onsite Health Coach, Corporate Wellness National Accounts

Provided comprehensive health and wellness coaching to employees within a National client for a Fortune 500 company.

3/2015 - 8/2017

Certifications

Crossfit Level 1 Coach, Licensed Life, Health and Accident Insurance Producer, North Carolina and South Carolina, OSHA, Certified Ergonomics Consultant, Children's Yoga Teacher, KAY Yoga

Affiliations

Flywheel, Cabarrus County, Volunteer Mentor to Entrepreneurs 2022-present, Jack Welch Management Student and Alumni Board Member, Board Member, 2019-2020

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	2hr Learning Online Academy
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Board Member's Information	
Board Members	Full name: MacKenzie Price
	Home Address: 201 Brandon Way, Austin, TX 78733
	Business Name & Address: 2028 E Ben White Blvd Suite 240-2650 Austin, TX 78741
	Telephone No.: 984-221-9999
	E-mail address: mprice@2hourlearning.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	Stanford University BA, Psychology · (1994 - 1998)

Employment History

-Forbes Technology Council
Council Member
January 2024 - Present (4 months)

-2hr Learning
Co-Founder
August 2023 - Present (9 months)

-Alpha School
Co-Founder
August 2014 - Present (9 years 9 months)
Austin, TX

-Future of Education
Host of Future of Education
August 2022 - Present (1 year 9 months)

-gt.school
Head Of School
November 2021 - Present (2 years 6 months)
Austin, TX

<p>How were you recruited to join this Board of Directors?</p>	<p>As the President and Founder of 2hr Learning, my involvement with the Board of Directors for 2hr Learning Academic Institute (NC) is inherent to my role and commitment to expanding access to our innovative educational model. The vision for 2hr Learning was born from my deep-seeded belief in the potential of every child and the need to create a learning environment that fosters a love for learning, accelerates academic progress, and equips students with essential life skills. As we venture into North Carolina, I am eager to contribute my leadership, experience, and unwavering dedication to this mission.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>My desire to serve on the board of 2hr Learning Online Academy is driven by my passion for innovative education and belief in the transformative power of technology, influenced by my foundational roles at Alpha School and gt.school, as well as my advisory roles at various alternative education schools. I am particularly captivated by 2hr Learning's use of AI and adaptive learning technologies to personalize education, aligning with my vision of a technology-empowered, self-directed learning environments that foster academic excellence and life skills. With a background in psychology and a deep involvement in educational technology, I bring a unique perspective on learner behavior and effective teaching strategies that enhance educational outcomes. Additionally, my roles as a Council Member of the Forbes Technology Council and host of the “Future of Education” podcast position me ideally to contribute to 2hr Learning's mission, promoting cutting-edge educational practices and making a significant impact on student development.</p>

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>As a seasoned education leader and co-founder of several innovative schools, including Alpha School and 2hr Learning, I understand the crucial role a public charter school board member plays in ensuring a school's success and maintaining public trust. My responsibilities span governance and oversight, ensuring adherence to our charter and strategic planning; financial stewardship, managing public funds with transparency; and academic excellence, guaranteeing our education aligns with state standards and meets student needs. Additionally, I advocate for the school within the community, build stakeholder relationships, and ensure compliance with all applicable laws and regulations. With a strategic vision, collaborative spirit, commitment to equity, passion for innovation, and dedication to continuous learning, I am confident in my ability to contribute significantly to 2hr Learning Online Academy's board, driving forward our mission to provide exceptional education to all students.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>My extensive background in founding and advising innovative educational institutions, such as Alpha School and gt.school, coupled with my leadership roles and engagement in technology and education trends through the Forbes Technology Council, positions me well to serve effectively on the board of 2hr Learning Online Academy. Although I haven't served on a traditional charter school board, my experiences have equipped me with a deep understanding of educational leadership, strategic planning, and the implementation of cutting-edge learning models. My role as a leader at Alpha School has given me practical insights into the challenges of establishing a thriving educational environment, while my position at gt.school has enhanced my expertise in online education and personalized learning through AI technology. Additionally, my participation in the "Future of Education" podcast has broadened my perspective, making me a valuable asset to the board in driving the school's mission and ensuring a transformative educational experience for students.</p>

Describe the specific knowledge and experience that you would bring to the board.

I bring a diverse and extensive background in education, technology, and entrepreneurship to the board of 2hr Learning Online Academy, making me uniquely positioned to contribute to its success. My leadership experience at Alpha School and gt.school has provided me with deep insights into school operations and curriculum development, which will guide the academy's commitment to educational excellence. My expertise in integrating advanced technologies like AI into education, combined with a strong entrepreneurial background in business development and strategic planning, will support the academy's innovative approaches and ensure its long-term viability. Additionally, my roles in the Forbes Technology Council and as host of the “Future of Education” podcast reflect my dedication to community engagement and advocacy for cutting-edge educational models, which I will utilize to enhance the academy's mission and foster significant community partnerships.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

Core Mission:

2hr Learning Online Academy's mission is centered around empowering students to love school, learn at an accelerated pace, and develop essential life skills. This mission reflects a deep commitment to providing a holistic educational experience that goes beyond traditional academic subjects to prepare students for success in the 21st century.

Guiding Beliefs:

Personalized Learning: The academy believes that every student is unique and learns differently. Therefore, the educational experience is tailored to individual needs, interests, and learning styles, ensuring that each student can reach their full potential.

Mastery-Based Learning: The focus is on ensuring that students master the material before moving on to more advanced concepts. This approach fosters a deep understanding of core subjects and builds a strong foundation for future academic success.

Life Skills Development: The academy recognizes the importance of equipping students with practical life skills such as teamwork, leadership, entrepreneurship, and financial literacy. These skills are essential for navigating the complexities of the real world and achieving personal and professional success.

<p>What is your understanding of the school’s proposed educational program?</p>	<p>As a co-founder of 2hr Learning and with extensive experience in innovative educational models, I understand the transformative potential of 2hr Learning Online Academy's educational program, which is built on three core pillars designed to revolutionize traditional schooling. The program's focus on personalized learning leverages AI and adaptive technologies to tailor education to individual student needs, fostering a deep engagement and love for learning, while project-based workshops in the afternoons and a strong community ethos enhance both academic knowledge and critical life skills. Furthermore, the academy employs a mastery-based approach, allowing students to accomplish twice the learning in just two hours per day through adaptive technology and specialized Learn2Learn workshops, which cultivate self-directed learning and critical thinking skills. Overall, this comprehensive approach not only prepares students for academic success but also equips them with essential life skills through practical experiences, setting them up for future success in a rapidly evolving world and nurturing a lifelong passion for learning.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>While 2hr Learning Online Academy utilizes an innovative model, I believe that the core characteristics of a successful school include Student-Centered Learning, which prioritizes individual needs and interests, High Expectations and Rigorous Academics that prepare students for future success, and a Positive and Supportive Learning Environment that fosters a sense of safety and inclusion. Effective Instruction and Assessment are crucial, utilizing evidence-based strategies and diverse assessments to tailor instruction and support student progress. Strong Leadership and Governance are essential for setting clear goals and fostering staff collaboration, while Community and Family Engagement enhances student support networks. Additionally, for online schools like 2hr Learning Online Academy, a Robust Technology Infrastructure and Effective Online Pedagogy are key, alongside Strong Student Support Systems that provide comprehensive academic and technical assistance to ensure student success in a virtual environment</p>

How will you know that the school is succeeding (or not) in its mission?

Evaluating the success of 2hr Learning Online Academy involves a comprehensive approach that extends beyond traditional academic metrics to include the impact on students' personal growth, life skills development, and overall well-being. We gauge student engagement and motivation through observations of classroom dynamics, student-led initiatives, and feedback from guides and mentors, alongside assessing the development of life skills through real-world project applications, self-reflection, and community involvement. Academic progress is monitored through personalized learning pathways and mastery-based assessments, complemented by the analysis of standardized test scores, while long-term outcomes focus on college and career readiness, alumni contributions, and the cultivation of lifelong learning habits. Additionally, continuous improvement is driven by regular feedback and data-driven insights, ensuring that the educational model adapts to emerging trends and remains effective in preparing students to thrive in a changing world.

<p>Describe the role that the board will play in the school's operation.</p>	<p>As the founder and president of 2hr Learning Online Academy, I foresee our board playing a pivotal role in the school's success, guided by members with diverse expertise and a unified passion for innovative education. The board will provide strategic direction and oversight, develop and review policies ensuring compliance and equity, manage financial oversight and accountability, and monitor the academic program to align with our educational philosophy. Additionally, they will engage with the community to build support and foster a culture of collaboration, transparency, and accountability within the school. Beyond these responsibilities, our board will champion innovative educational technologies, promote diversity and inclusion, strengthen community partnerships, and advocate for the school's mission, ensuring that 2hr Learning Online Academy profoundly impacts our students' lives.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Assessing the success of our first year at 2hr Learning Online Academy will involve a comprehensive evaluation of key performance indicators (KPIs) across our three core pillars: fostering a love for learning, accelerating academic progress, and cultivating essential life skills. We will measure student and family satisfaction through surveys, monitor student engagement and retention rates, and gather qualitative feedback from guides and mentors to evaluate the impact of our educational environment. Academic progress will be tracked using MAP Growth Assessment Results, our own internal assessments, and Credit by Examination (CBE) participation and success rates, which will help validate the efficacy of our accelerated learning model. Additionally, life skills development will be assessed through workshop performance, Test to Pass (T2P) results, and student-led initiatives, while also ensuring our technology infrastructure effectively supports a seamless learning experience and that our community partnerships enhance the overall educational impact. This holistic, data-driven approach will guide continuous improvement efforts, ensuring that our academy remains committed to its mission and effectively prepares students for future challenges.</p>

How will you know at the end of five years of the schools is successful?

Assessing our success after five years at 2hr Learning Online Academy will involve a comprehensive evaluation using both quantitative and qualitative data across key performance indicators (KPIs) aligned with our core pillars of fostering a love for learning, accelerating academic progress, and cultivating essential life skills. We will examine longitudinal data on student satisfaction, engagement, retention, and graduation rates, alongside alumni feedback to gauge the lasting impact of our educational model. Academic effectiveness will be assessed through trends in standardized test scores, internal assessment data, and college and career readiness metrics, ensuring our accelerated learning model consistently meets and exceeds expectations. Additionally, we will track life skills development through evaluations of workshop performance and T2P completion rates, and measure our financial stability, community impact, and innovative capabilities, all of which will inform continuous improvement strategies to maintain the academy's relevance and effectiveness in a changing educational landscape.

What specific steps will the charter school board need to take to ensure that the school is successful?

As a founding board member and the visionary behind 2hr Learning Online Academy, I, MacKenzie Price, am committed to guiding the board in actively upholding our educational philosophy, ensuring financial sustainability, and monitoring academic progress to guarantee our school's success. We will maintain rigorous oversight of the curriculum and strategic initiatives to align with our mission of fostering a love for learning, accelerating academic progress, and cultivating essential life skills, while also serving as the school's ambassadors within the community. Financially, we will develop budgets focused on maximizing resources for educational quality and establishing robust controls to ensure transparency and accountability. Furthermore, we will support and evaluate our leadership team through clear performance expectations and ongoing professional development, engage in building strong community partnerships to enhance learning opportunities, ensure compliance with all applicable laws, and champion innovation and continuous improvement to keep our educational practices at the cutting edge and responsive to our students' needs. Through these efforts, the board will ensure that 2hr Learning Online Academy not only achieves but surpasses its goals, providing a transformative educational experience for all students.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

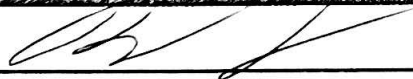
As a dedicated board member deeply committed to the integrity of 2hr Learning Online Academy, I would address any unethical behavior by fellow board members through a series of decisive steps. Initially, I would document the concerning actions in detail and then discuss these issues privately with the board chair or governance committee to ensure that all discussions align with our board's policies. During these discussions, I would present my evidence and seek to understand the intentions behind the actions, aiming for a resolution that aligns with the school's ethical standards and mission. If necessary, I would advocate for a review of our ethics policies and suggest further training to reinforce ethical practices, and if the member(s) fail to acknowledge their misconduct or if their actions breach legal standards, I would escalate the issue to the appropriate authorities, up to and including considering resignation to maintain the board's integrity and our school's reputation. This approach reflects my commitment to fostering a culture of integrity and transparency that upholds the best interests of our students and community.

Certification

I, MacKenzie Price, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for 2hr Learning Online Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date

4/26/24

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*



MacKenzie

Price

512-587-9936

Mackenzie@

2hourlearning.com

Austin, TX

SUMMARY

Education innovator building K-12 schools using AI technology to change the way we educate our students. Pioneered 2hr Learning, which allows students to learn twice as fast as standard school in only 2 hours/day.

SKILLS

- Strategic Planning
- Product Development
- Business Growth
- Public Speaking/Media spokesperson

EXPERIENCE

Co-Founder

[2hr Learning](#)/ Aug 2023 to Current

- 2hr Learning is powered by AI technology that enables schools to provide personalized, mastery learning to students, enabling them to learn faster than standard school, thereby freeing up the rest of the school day to pursue their passions and interests.
- 2hr Learning is used by a number of schools and philanthropic endeavors.

Co-Founder

[Alpha School](#)/ Aug 2014 to Current

- Built Alpha School, where K-12 students love school, learn twice as fast as standard school, in only 2 hours/day, and develop life skills through hands-on, project-based workshops.
- Three campuses serving over 250 students.
- National expansion to 10 campuses over next 3 years.

Co-Founder

[Esports Academy](#)/ Oct 2023 to Current

- Launched Esports Academy, a school for 5th-8th graders who love esports.
- Students utilize 2hr Learning in the morning and develop socialization/life skills in the afternoons via esports and workshops.

Podcast Host

Future of Education/ Jan 2023 to Current

- Host Future of Education podcast and YouTube channel, providing information and expertise on how education is being disrupted for the better.

EDUCATION

Bachelor of Arts: Psychology

Stanford University Jun 1998

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

\$572

\$30,000

Included in Comprehensive General

N/A - Pure Virtual

Included in Comprehensive General

\$672

\$31,244

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. *Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Suzanne J Wasiolek, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature SJ Wasiolek Date 4-25-2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	2hr Learning Online Academy

Board Member's Information	
Board Members	Full name: Suzanne Wasiolek
	Home Address: 600 Derby Ct., Durham, NC 27707
	Business Name & Address:
	Telephone No.: 948-221-9999
	E-mail address: swasiolek@2hourlearning.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: ☐ Yes: ☐

Educational History

Ed.D., University of Pennsylvania, May 2008
 L.L.M., Duke University School of Law 1993
 J.D., North Carolina Central University School of Law 1989
 M.H.A. with a Concentration in Finance, Duke University 1978
 A.B. in Science Education, Duke University
 Certified to teach high school mathematics and science

Employment History

Mytonomy, Inc., Vice President,
 Student Health Initiatives, Bethesda, MD November 2022-present

Executive Director, Ever Scouts Education
 2022-present July
 Foundation, Durham, NC

Executive-in-Residence, Arcadia University,
 December 2022 January 2021-
 Glendale, PA

Associate Vice President for Student Affairs and
 December 2020 May-
 Senior Advisor, Duke University, Durham, NC

Associate or Assistant Vice President for Student Affairs and
 2001-May 2020

	<p>Dean of Students, Duke University, Durham, NC</p> <p>Various Student Affairs Roles, Duke University, 1979-2001 Durham, NC</p>
How were you recruited to join this Board of Directors?	<p>I was introduced to the 2hr Learning Online Academy concept through my network in the educational technology field. I was immediately impressed by the school's innovative approach to personalized learning and its commitment to empowering students through accelerated learning and life skills development. The potential for 2hr Learning Online Academy to transform education and make a significant impact on student outcomes resonated deeply with my own passion for education and my belief in the power of technology to personalize learning.</p>
Why do you wish to serve on the board of the proposed charter school?	<p>My extensive experience in education, both as an educator and administrator, combined with my legal background and understanding of educational policy, positions me to contribute meaningfully to the board. I am particularly drawn to 2hr Learning Online Academy's focus on personalized learning and its innovative use of technology to accelerate learning and foster essential life skills. I believe that this model has the potential to address many of the challenges facing traditional education systems and to create a more engaging and effective learning experience for students.</p> <p>I am eager to leverage my expertise and contribute to the success of this groundbreaking educational model. I am confident that my skills and experience will be valuable in guiding the school's development.</p>

	ensuring compliance, and advocating for its mission within the community.
What is your understanding of the appropriate role of a public charter school board member?	<p>As a prospective member of a public charter school board, I am aware of the significant responsibilities and trust involved in such a role. My duties would include strategic oversight by setting the school's vision and mission, ensuring policy governance and compliance with laws, and overseeing the school's financial and academic programs to guarantee transparency and educational quality. Additionally, I would focus on personnel management, community engagement to strengthen school-community relations, and maintaining strict accountability to uphold the school's charter and objectives. I am committed to executing these responsibilities with utmost diligence, integrity, and an unwavering dedication to advancing the interests of both students and the community.</p>
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	<p>While I haven't previously served on a charter school board, my extensive experience in education administration and leadership, coupled with my legal background, equips me with the necessary skills and understanding to be an effective board member.</p> <p>My past roles, particularly as Associate Vice President for Student Affairs and Dean of Students at Duke University, involved strategic planning, policy development, budget oversight, and personnel management – all crucial aspects of effective board governance. Additionally, my legal training provides a solid understanding of compliance requirements and governance structures, which will be invaluable in ensuring the school operates within legal and ethical boundaries.</p> <p>Furthermore, my current position as Executive Director of the Ever Scouts Education Foundation allows me to stay connected to the evolving landscape of education and understand the needs of diverse student populations. This understanding, combined with my passion for educational innovation, will enable me to contribute meaningfully to the board's discussions and decisions.</p>

Describe the specific knowledge and experience that you would bring to the board.

I possess a diverse set of skills that equip me well for a position on the board, including a robust background in educational leadership and administration, where I've honed skills in strategic planning, budget management, and policy development. My understanding of educational law complements my administrative experience, ensuring compliance and effective governance. Additionally, my knowledge in financial management and educational technology allows me to oversee budgets effectively and integrate innovative tech solutions to enhance learning outcomes. Moreover, my commitment to student development and community engagement drives me to foster inclusive, supportive learning environments and build productive relationships with various educational stakeholders.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

I am fully committed to the school's mission of redefining education through a personalized, accelerated approach that emphasizes the development of crucial life skills. By placing students at the center of the educational experience, the school aims to tailor learning to individual needs and interests, using technology and innovative methods to double learning efficiency. Additionally, the focus on equipping students with life skills such as teamwork, leadership, critical thinking, and problem-solving is vital for their overall development. I am enthusiastic about contributing to a learning environment that cultivates a love for learning and a growth mindset, empowering students to achieve their full potential.

<p>What is your understanding of the school's proposed educational program?</p>	<p>The school's educational program is built on a foundation of personalized, mastery-based learning, utilizing AI-driven adaptive learning technology to tailor instruction to each student's pace and needs. Mastery-based progression ensures that students fully grasp concepts before advancing, which is complemented by a unique 2-hour learning model that dedicates mornings to core academics and afternoons to project-based life skills development. Instead of traditional teaching methods, the program employs guides and mentors to offer more individualized support. Additionally, holistic assessment techniques are used to track both academic and life skills progress, positioning this program as a transformative approach that can significantly enhance educational outcomes and student empowerment.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school, in my view, is one that fosters a holistic learning environment where students are not only academically proficient but also equipped with the skills and values necessary to thrive in a rapidly changing world. This encompasses a commitment to personalized learning, where education is tailored to the individual needs and interests of each student, allowing them to learn at their own pace and reach their full potential. A successful school cultivates a love for learning, encouraging curiosity, critical thinking, and a growth mindset that empowers students to embrace challenges and become lifelong learners. Additionally, a successful school prioritizes the development of essential life skills, such as communication, collaboration, problem-solving, and adaptability, preparing students for success beyond the classroom. Finally, a successful school fosters a strong sense of community, where students feel valued, respected, and supported by their peers and educators, creating a nurturing environment where they can thrive both academically and personally.</p>

How will you know that the school is succeeding (or not) in its mission?

The success of 2hr Learning Online Academy in fulfilling its mission can be measured through a combination of quantitative and qualitative indicators. Key metrics include student academic performance on standardized tests and internal assessments, demonstrating growth and mastery of core subjects. We will closely monitor student progress and ensure each student achieves at least one year's academic growth annually. Additionally, we will track student engagement and satisfaction through surveys and feedback mechanisms, ensuring they are actively participating in their learning and enjoying the educational experience. Furthermore, we will assess the development of essential life skills through project-based learning workshops, evaluating students' ability to apply their knowledge and skills in real-world contexts. Finally, we will foster a strong school community and monitor indicators of student well-being and social-emotional development. By analyzing these diverse data points, we can gain a comprehensive understanding of the school's effectiveness in achieving its mission and identify areas for continuous improvement.

Governance

Describe the role that the board will play in the school's operation.

The board will play a critical role in overseeing the overall operation of 2hr Learning Online Academy. This includes establishing the school's mission and vision, developing strategic plans, and ensuring that the school adheres to its charter and all applicable laws and regulations. The board will be responsible for approving the school's budget, monitoring financial performance, and ensuring that resources are used efficiently and effectively. Additionally, the board will oversee the hiring and evaluation of the school leader, providing guidance and support as needed. The board will also play a vital role in fostering a positive and supportive school culture, promoting communication and collaboration among all stakeholders, and advocating for the school within the broader community. By fulfilling these responsibilities, the board will ensure that 2hr Learning Online Academy operates with integrity, transparency,

	and a steadfast commitment to its mission of providing an innovative and high-quality education for all students.
How will you know if the school is successful at the end of the first year of operation?	<p>At the end of the first year of operation, we will evaluate the success of 2hr Learning Online Academy based on several key indicators. Primarily, we will assess student academic growth and achievement through standardized testing and internal assessments, ensuring that students are meeting or exceeding expected learning benchmarks. We will also closely monitor student engagement and satisfaction through surveys and feedback mechanisms, ensuring that students are actively participating in their learning and enjoying the educational experience. Additionally, we will assess the effectiveness of our personalized learning platforms and the implementation of project-based learning workshops, evaluating their impact on student learning outcomes and the development of essential life skills. Finally, we will evaluate the strength of our school community and the effectiveness of our communication and collaboration efforts among students, parents, and educators.</p>
How will you know at the end of five years of the schools is successful?	<p>Five years into operation, we will evaluate the success of 2hr Learning Online Academy based on its sustained impact on student outcomes and its overall contribution to the educational landscape. We will analyze long-term trends in student academic performance, ensuring consistent growth and achievement across all grade levels. We will also assess the school's effectiveness in preparing students for future success, evaluating their readiness for higher education or entry into the workforce. Additionally, we will evaluate the school's reputation within the community and its ability to attract and retain a diverse student body. Furthermore, we will assess the sustainability and scalability of our educational model, ensuring its long-term viability and ability to adapt to evolving educational needs. Finally, we will reflect on the school's impact on innovation within the educational sector, evaluating its contributions to the advancement of personalized learning and the integration of technology in education.</p>

What specific steps will the charter school board need to take to ensure that the school is successful?

To ensure the success of 2hr Learning Online Academy, the charter school board will need to take several crucial steps. First and foremost, the board must establish a clear and compelling vision for the school, aligning its mission, goals, and educational philosophy with the needs of the community. The board will need to develop and implement effective governance policies, ensuring transparency, accountability, and responsible stewardship of public funds. The board must also play an active role in supporting the school leader and providing guidance and oversight in areas such as strategic planning, budgeting, and program evaluation. Additionally, the board will need to foster a strong and collaborative relationship with the school's leadership team, educators, parents, and students, promoting open communication and a shared commitment to the school's success. Furthermore, the board should actively engage with the broader community, building partnerships with local organizations and businesses to enhance the school's resources and opportunities for students. Finally, the board must remain committed to continuous improvement, regularly evaluating the school's performance and making data-driven decisions to enhance its effectiveness and impact.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I believe one or more members of the school's board were acting unethically or not in the best interests of the school, I would take a series of carefully considered steps. Firstly, I would gather evidence to support my concerns, reviewing relevant documents and policies and consulting with other board members or school leaders to gain a comprehensive understanding of the situation. Next, I would address the issue directly with the board member(s) in question, expressing my concerns in a private and respectful manner and seeking clarification on their actions and motivations. If the issue remains unresolved or escalates, I would bring the matter to the attention of the full board, requesting a formal discussion and proposing appropriate actions to address the ethical concerns and protect the best interests of the school. Depending on the severity of the situation, this may involve seeking external guidance from legal counsel or educational authorities to ensure compliance with ethical standards and legal obligations. Throughout this process, I would prioritize transparency, open communication, and adherence to the school's governance policies, ensuring that all actions taken are in the

	best interests of the students, staff, and community served by 2hr Learning Online Academy.
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Certification

I, Suzanne Wasiolek, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for 2hr Learning Online Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature <i>Suzanne J Wasiolek</i>	Date 04/25/2024
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:	1000-Statewide Avg	What percentage of students from this LEA will be attending the school?
LEA #2:		What percentage of students from this LEA will be attending the school?
LEA #3:		What percentage of students from this LEA will be attending the school?

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	1000			1000			1000
Kindergarten							140
Grade 1							180
Grade 2							240
Grade 3				160			240
Grade 4				160			240
Grade 5	125			170			240
Grade 6	125			170			240
Grade 7	125			170			240
Grade 8	125			170			240
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	500	0	0	1000	0	0	2000

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



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ticular level.

he LEA selected above will qualify for EC funding?

5%

he LEA selected above will qualify for EC funding?

he LEA selected above will qualify for EC funding?

Year 3			Year 4			Year 5	
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		1000			1000		
		260			320		
		280			330		
		280			330		
		280			330		
		280			330		
		280			340		
		280			340		
		280			340		
		280			340		
0	0	2500	0	0	3000	0	0

set forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: 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 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	1000-Statewide Avg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,663.71	500	\$3,331,855.00
Local Funds	\$2,053.06	500	\$1,026,530.00
State EC Funds	\$5,309.31	25	\$132,732.75
Federal EC Funds	\$1,514.35	25	\$37,858.75
Total:			\$4,528,976.50

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
Total:			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
Total:			\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 3,331,855	\$ 6,663,710	\$ 13,327,420	\$ 16,659,275
Local Per Pupil Funds	\$ 1,026,530	\$ 2,053,060	\$ 4,106,120	\$ 5,132,650
State EC Funds	\$ 132,733	\$ 265,466	\$ 530,931	\$ 663,664
Federal EC Funds	-	\$ 37,859	\$ 151,435	\$ 189,294
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 4,491,118	\$ 9,020,094	\$ 18,115,906	\$ 22,644,883

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a concern by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment. 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 Appen

on federal funding in

Year 5	
\$	19,991,130
\$	6,159,180
\$	796,397
\$	227,153
\$	27,173,859

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Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 100,000	\$ 100,000	1	\$ 103,000	\$ 103,000	1	\$ 106,090	\$ 106,090	1	\$ 109,273	\$ 109,273	1	\$ 112,551	\$ 112,551
Assistant Administrator	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 60,000	\$ 60,000	1	\$ 61,800	\$ 61,800	1	\$ 63,654	\$ 63,654	1	\$ 65,564	\$ 65,564	1	\$ 67,531	\$ 67,531
Food Service Staff	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	2	\$ 160,000	\$ 160,000	2	\$ 164,800	\$ 164,800	2	\$ 169,744	\$ 169,744	2	\$ 174,836	\$ 174,836	2	\$ 180,081	\$ 180,081
Instructional Personnel															
Core Content Teacher(s)	6	\$ 75,000	\$ 450,000	10	\$ 77,250	\$ 772,500	20	\$ 79,568	\$ 1,591,350	24	\$ 81,955	\$ 1,966,909	30	\$ 84,413	\$ 2,532,395
Electives/Specialty Teacher(s)	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Exceptional Children Teacher(s)	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Support	0	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	10	\$ 45,000	\$ 450,000	20	\$ 46,350	\$ 927,000	40	\$ 47,741	\$ 1,909,620	50	\$ 49,173	\$ 2,458,636	60	\$ 50,648	\$ 3,038,874
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Total Instructional Personnel:	16	\$ 900,000	\$ 900,000	30	\$ 1,699,500	\$ 1,699,500	60	\$ 3,500,970	\$ 3,500,970	74	\$ 4,425,544	\$ 4,425,544	90	\$ 5,571,269	\$ 5,571,269
Total Admin, Support and Instructional Personnel:	18	\$ 1,060,000	\$ 1,060,000	32	\$ 1,864,300	\$ 1,864,300	62	\$ 3,670,714	\$ 3,670,714	76	\$ 4,600,380.67	\$ 4,600,380.67	92	\$ 5,751,350	\$ 5,751,350

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	2	\$ 6,250	\$ 12,500	2	\$ 6,250	\$ 12,500	2	\$ 6,250	\$ 12,500	2	\$ 6,250	\$ 12,500	2	\$ 6,250	\$ 12,500
Retirement Plan--NC State	2	\$ -	\$ -	2	\$ -	\$ -	2	\$ -	\$ -	2	\$ -	\$ -	2	\$ -	\$ -
Retirement Plan--Other	2	\$ 8,000	\$ 16,000	2	\$ 8,240	\$ 16,480	2	\$ 8,487	\$ 16,974	2	\$ 8,742	\$ 17,484	2	\$ 9,004	\$ 18,008
Life Insurance	2	\$ 250	\$ 500	2	\$ 250	\$ 500	2	\$ 250	\$ 500	2	\$ 250	\$ 500	2	\$ 250	\$ 500
Disability	2	\$ 322	\$ 645	2	\$ 322	\$ 645	2	\$ 322	\$ 645	2	\$ 322	\$ 645	2	\$ 322	\$ 645
Medicare	2	\$ 1,160	\$ 2,320	2	\$ 1,195	\$ 2,390	2	\$ 1,231	\$ 2,461	2	\$ 1,268	\$ 2,535	2	\$ 1,306	\$ 2,611
Social Security	2	\$ 4,960	\$ 9,920	2	\$ 5,109	\$ 10,218	2	\$ 5,262	\$ 10,524	2	\$ 5,420	\$ 10,840	2	\$ 5,583	\$ 11,165
Benefits and Taxes	2	\$ 4,200	\$ 8,400	2	\$ 4,326	\$ 8,652	2	\$ 4,456	\$ 8,912	2	\$ 4,589	\$ 9,179	2	\$ 4,727	\$ 9,454
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Total Admin and Support Benefits:		\$ 50,285			\$ 51,384			\$ 52,516			\$ 53,682			\$ 54,883	
Instructional Personnel Benefits															
Health Insurance	16	\$ 6,250	\$ 100,000	30	\$ 6,250	\$ 187,500	60	\$ 6,250	\$ 375,000	74	\$ 6,250	\$ 462,500	90	\$ 6,250	\$ 562,500
Retirement Plan--NC State	16	\$ -	\$ -	30	\$ -	\$ -	60	\$ -	\$ -	74	\$ -	\$ -	90	\$ -	\$ -
Retirement Plan--Other	16	\$ 5,625	\$ 90,000	30	\$ 5,665	\$ 169,950	60	\$ 5,835	\$ 350,097	74	\$ 5,980	\$ 442,554	90	\$ 6,190	\$ 557,127
Social Security	16	\$ 250	\$ 4,000	30	\$ 250	\$ 7,500	60	\$ 250	\$ 15,000	74	\$ 250	\$ 18,500	90	\$ 250	\$ 22,500
Disability	16	\$ 322	\$ 5,158	30	\$ 322	\$ 9,672	60	\$ 322	\$ 19,344	74	\$ 322	\$ 23,858	90	\$ 322	\$ 29,016
Medicare	16	\$ 816	\$ 13,050	30	\$ 821	\$ 24,643	60	\$ 846	\$ 50,764	74	\$ 867	\$ 64,170	90	\$ 898	\$ 80,783
Life Insurance	16	\$ 3,488	\$ 55,800	30	\$ 3,512	\$ 105,369	60	\$ 3,618	\$ 217,060	74	\$ 3,708	\$ 274,384	90	\$ 3,838	\$ 345,419
Benefits and Taxes	16	\$ 2,953	\$ 47,250	30	\$ 2,974	\$ 89,224	60	\$ 3,063	\$ 183,801	74	\$ 3,140	\$ 232,341	90	\$ 3,250	\$ 292,492
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Total Instructional Personnel Benefits:		\$ 315,258			\$ 593,858			\$ 1,211,066			\$ 1,518,307			\$ 1,889,837	
Total Personnel Benefits:		\$ 365,543			\$ 645,242			\$ 1,263,582			\$ 1,571,990			\$ 1,944,720	
Total Admin & Support Personnel (Salary & Benefits):	2		\$ 210,285	2		\$ 216,184	2		\$ 222,260	2		\$ 228,518.64	2		\$ 234,965
Total Instructional Personnel (Salary & Benefits):	16		\$ 1,215,258	30		\$ 2,293,358	60		\$ 4,712,036	74		\$ 5,943,852	90		\$ 7,461,105
TOTAL PERSONNEL:	18		\$ 1,425,543	32		\$ 2,509,542	62		\$ 4,934,296	76		\$ 6,172,370	92		\$ 7,696,070

*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.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 1	Year 2	Year 3
Office				
Office Supplies	\$	900.00	1600	\$ 3,100.00
Paper	\$	90.00	\$ 160.00	\$ 310.00
Computers & Software	\$	27,000.00	\$ 21,000.00	\$ 45,000.00
Communications & Telephone	\$	360.00	\$ 640.00	\$ 1,240.00
Copier leases	\$	-	\$ -	\$ -
Other	\$	450.00	\$ 800.00	\$ 1,550.00
Internet	\$	540.00	\$ 960.00	\$ 1,860.00
Management Company				
Contract Fees				
Other				
*** Insert rows and edit text as needed. ***				
Professional Contract				
Legal Counsel	\$	25,000.00	\$ 15,000.00	\$ 15,000.00
Student Accounting	\$	50,000.00	\$ 100,000.00	\$ 200,000.00
Financial	\$	25,000.00	\$ 15,000.00	\$ 15,000.00
Other	\$	-	\$ -	\$ -
G&A Services (Finance, Legal, Insurance, Infra	\$	34,733.53	\$ 140,602.83	\$ 150,000.00
Auditing Services	\$	25,000.00	\$ 25,000.00	\$ 25,000.00
Facilities				
Facility Lease/Mortgage	\$	40,000.00	\$ 40,800.00	\$ 41,616.00
Maintenance				
Custodial Supplies	\$	500.00	\$ 510.00	\$ 520.20
Custodial Contract	\$	6,600.00	\$ 6,732.00	\$ 6,866.64
Insurance (pg19)	\$	1,250.00	\$ 1,275.00	\$ 1,300.50
Other				
*** Insert rows and edit text as needed. ***				
Utilities				
Electric	\$	3,000.00	\$ 3,060.00	\$ 3,121.20
Gas	\$	1,000.00	\$ 1,020.00	\$ 1,040.40
Water/Sewer	\$	600.00	\$ 612.00	\$ 624.24
Trash	\$	450.00	\$ 459.00	\$ 468.18
Other				
*** Insert rows and edit text as needed. ***				
Transportation				
Buses	\$	-		
Gas	\$	-		

Oil/Tires & Maintenance	\$	-		
Other	\$	-		
*** Insert rows and edit text as needed. ***	\$	-		
Other				
Marketing		\$50,000.00	\$ 55,000.00	\$ 110,000.00
Child nutrition	\$	-		
Travel	\$	2,500.00	\$ 2,550.00	\$ 2,601.00
Other	\$	-		
Insurance	\$	31,244.00	\$ 31,868.88	\$ 32,506.26
Purely Virtual: Remove Local Funds				
Total Administrative & Support Operations:	\$	326,217.53	\$ 464,649.71	\$ 658,724.62

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
2HourLearning Software and Systems	\$	1,000,000.00	\$ 2,000,000.00	\$ 4,200,000.00
3rd Party Education Software	\$	600,000.00	\$ 1,224,000.00	\$ 2,496,960.00
Infrastructure and AI Subscriptions	\$	375,000.00	\$ 867,000.00	\$ 1,768,680.00
Other	\$	125,000.00	\$ 250,000.00	\$ 500,000.00
Computers	\$	450,000.00	\$ 495,000.00	\$ 990,000.00
Instructional Contract				
Staff Development	\$	4,000.00	\$ 7,500.00	\$ 30,000.00
Other				
*** Insert rows and edit text as needed. ***				
Books and Supplies				
Instructional Materials	\$	25,000.00	\$ 75,000.00	\$ 200,000.00
Curriculum/Texts	\$	-		
Copy Paper	\$	-		
Testing Supplies	\$	25,000.00	\$ 50,000.00	\$ 100,000.00
Other				
Internet	\$	20,000.00	\$ 40,000.00	\$ 80,000.00
Total Instructional Operations:	\$	2,624,000.00	\$ 5,008,500.00	\$ 10,365,640.00
TOTAL OPERATIONS:	\$	2,950,217.53	\$ 5,473,149.71	\$ 11,024,364.62

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 3,800.00	\$ 4,600.00
\$ 380.00	\$ 460.00
\$ 21,000.00	\$ 24,000.00
\$ 1,520.00	\$ 1,840.00
\$ -	\$ -
\$ 1,900.00	\$ 2,300.00
\$ 2,280.00	\$ 2,760.00

\$ 15,000.00	\$ 15,000.00
\$ 250,000.00	\$ 300,000.00
\$ 15,000.00	\$ 15,000.00
\$ -	\$ -
\$ 150,000.00	\$ 150,000.00
\$ 25,000.00	\$ 25,000.00
\$ 42,448.32	\$ 43,297.29
\$ 530.60	\$ 541.22
\$ 7,003.97	\$ 7,144.05
\$ 1,326.51	\$ 1,353.04
\$ 3,183.62	\$ 3,247.30
\$ 1,061.21	\$ 1,082.43
\$ 636.72	\$ 649.46
\$ 477.54	\$ 487.09

\$ 70,000.00	\$ 75,000.00
\$ 2,653.02	\$ 2,706.08
\$ 33,156.38	\$ 33,819.51
\$ 648,357.91	\$ 710,287.47

Year 4		Year 5	
\$	5,500,000.00	\$	6,900,000.00
\$	3,183,624.00	\$	3,896,755.78
\$	2,255,067.00	\$	2,760,202.01
\$	625,000.00	\$	750,000.00
\$	630,000.00	\$	675,000.00
\$	37,000.00	\$	45,000.00
\$	250,000.00	\$	300,000.00
\$	125,000.00	\$	150,000.00
\$	100,000.00	\$	120,000.00
\$	12,705,691.00	\$	15,596,957.78
\$	13,354,048.91	\$	16,307,245.25

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,425,543.20	\$ 2,509,541.50	\$ 4,934,296.31	\$ 6,172,370.24	\$ 7,696,069.97
Total Operations	M	\$ 2,950,217.53	\$ 5,473,149.71	\$ 11,024,364.62	\$ 13,354,048.91	\$ 16,307,245.25
Total Expenditures	N = J + M	\$ 4,375,760.73	\$ 7,982,691.21	\$ 15,958,660.92	\$ 19,526,419.15	\$ 24,003,315.23
Total Revenue	Z	\$ 4,491,117.75	\$ 9,020,094.25	\$ 18,115,906.00	\$ 22,644,882.50	\$ 27,173,859.00
Surplus / (Deficit)	= Z - N	\$ 115,357.02	\$ 1,037,403.04	\$ 2,157,245.08	\$ 3,118,463.35	\$ 3,170,543.77

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: *To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Andrew Price, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature AS Date 4/26/2004

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Matthee Price, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.
Signature Matthee Price Date 4/25/24

I, Matthee Price, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.
Signature Matthee Price Date 4/25/24

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board **must** submit a completed background check that meets the following parameters:

- 1) Background check must include a **Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any **additional aliases** that have been used by the individual.
- 3) Background check must include a completed **county level check for any county returned in the Social Security Trace**.
- 4) Background check must include a completed **nationwide check**.

Certification Statement:

Note: To be completed individually by **each** proposed founding charter school board member. ***Form must be signed by hand.***

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Lewis Manalo, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 25 April 2024

I, , certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Certification Statement:

Note: *To be completed individually by each proposed founding charter school board member. Form must be signed by hand.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Catherine Stearns, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature CS Date 4/26/2004

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

2hr Learning Online Academy

Board Member's Information

Board Members

Full name: Catherine Stearns

Home Address: 10331 Falling Leaf Drive NW, Concord NC 28027

Business Name & Address: 2028 E Ben White Blvd Suite 240-2650
Austin, TX 78741

	Telephone No.: 984 - 221 - 9999
	E-mail address: Cstearns@2hourlearning.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	<p>-Master of Business Administration, MBA Jack Welch Management Institute with Strayer University Welch Scholar Distinction, 4.0 GPA, Top 10%</p> <p>-Bachelor of Science in Kinesiology The Pennsylvania State University</p>
Employment History	<p>Roberta Road Middle School, Concord, NC 2023/2024 School Year Health and Physical Education Teacher Sprout Supplies, Remote 8/2021 - Present Community Outreach Manager Business Development, Southern Region Leading prospect research and customer relationship development utilizing NetSuite and YesWare, with a focus on driving sales in local public, private, and charter schools across NC, SC, GA, AZ, and CO. APIC, Association of Professionals in Infection Control, Remote 1/2022 - 9/2022 Relationship Manager, Business Development, 9 Month Contract Role</p>

	<p>Led prospect research and customer relationship development for customized infection prevention training.</p> <p>WW, Weight Watchers International, Remote 11/2020 – 9/2022 National Virtual Coach and Community Leader</p> <p>Fostered a supportive and motivating environment within the WW community as a virtual coach.</p> <p>Cigna, Charlotte, NC 7/2019 – 7/2021 Health Engagement Consultant</p> <p>Established and maintained robust client relationships, serving as the main point of contact for risk management.</p> <p>Zillion Health, Boston, MA 9/2017 – 6/2019 Virtual Health Coach, Metabolic Syndrome</p> <p>A Virtual Diabetes Management Coach, with a proven track record in delivering impactful remote coaching sessions.</p> <p>Cigna, Boston, MA 3/2015 – 8/2017 Onsite Health Coach, Corporate Wellness National Accounts</p> <p>Provided comprehensive health and wellness coaching to employees within a National client for a Fortune 500 company</p>
How were you recruited to join this Board of Directors?	<p>My journey to the 2hr Learning Online Academy Board of Directors began with my role as both a Mother and a teacher. Through my research on education and improving communication with my students and my own children in their educational pursuits, I connected with MacKenzie Price, founder of 2hr Learning, and became deeply intrigued by the innovative educational model they had established. The vision of personalized, accelerated learning resonated with my own beliefs about education and the potential of technology to transform learning experiences. As our conversations progressed, I became increasingly passionate about contributing to this groundbreaking approach to education, leading to the invitation to join the board. My existing knowledge of the educational landscape in North Carolina, coupled with my passion for 2hr Learning's mission, made this an ideal opportunity to contribute to a cause I deeply believe in.</p>

<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>My desire to serve on the board of this proposed charter school stems from a deep-seated belief in the transformative power of 2hr Learning's educational model. I am particularly drawn to the emphasis on personalized learning, allowing students to learn at their own pace and achieve mastery in core subjects efficiently. This approach resonates with my experience as a Health and Physical Education teacher, where I witnessed firsthand the diverse learning styles and needs of students. Furthermore, the focus on life skills development through project-based workshops aligns with my passion for fostering well-rounded individuals equipped for success beyond the classroom. Having worked with schools across North Carolina, I recognize the need for innovative educational models that cater to the evolving needs of students and prepare them for the challenges of the 21st century. Serving on this board allows me to contribute to a movement that is redefining education and empowering students to reach their full potential.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>I believe the role of a public charter school board member is multifaceted and carries significant responsibility. At its core, the board is entrusted with ensuring the school's adherence to its charter, upholding high educational standards, and providing sound fiscal oversight. This includes actively participating in strategic planning, setting clear goals and objectives for the school's growth and development, and regularly evaluating the school's performance against these goals. Additionally, board members must foster strong relationships with the school administration, teachers, parents, and the wider community. This collaborative approach ensures that the school remains responsive to the needs of its stakeholders and operates with transparency and accountability. Furthermore, board members serve as advocates for the school's mission and vision within the community and among policymakers. This advocacy is crucial for securing resources and support for the school's continued success. Ultimately, the role of a public charter school board member is to serve as a steward of the school's mission, ensuring that it fulfills its obligations to students, families, and the community while upholding the highest standards of educational excellence and fiscal responsibility.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If</p>	<p>While I haven't served on a formal board before, my diverse professional background equips me with the skills and knowledge</p>

<p>you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>necessary to be an effective board member. My experience as a Community Outreach Manager at Sprout Supplies has given me a deep understanding of the educational landscape in North Carolina, including the challenges and opportunities facing public, private, and charter schools. This role has honed my communication, relationship-building, and strategic planning skills, essential for effective board service. Additionally, my experience as a Health and Physical Education teacher provided valuable insights into student needs and the dynamics of educational environments. Furthermore, my work as a Virtual Health Coach and Community Leader for various organizations has strengthened my ability to foster a supportive and collaborative environment, crucial for building a strong and cohesive board. While formal board experience would be beneficial, I am confident that my diverse skillset and passion for education will enable me to contribute meaningfully to the board of 2hr Learning Online Academy.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring a unique blend of educational, business, and community outreach experience to the board. My background as a Health and Physical Education teacher, coupled with my Master's in Business Administration, provides me with a holistic understanding of both the pedagogical and operational aspects of education. Additionally, my role as Community Outreach Manager has fostered strong relationships with schools and educational organizations across North Carolina, enabling me to effectively connect the school with valuable resources and partnerships. Furthermore, my experience as a Virtual Health Coach and Community Leader has equipped me with strong communication, interpersonal, and leadership skills, essential for building a cohesive and effective board. Finally, my passion for technology and its potential to transform education aligns perfectly with 2hr Learning's innovative approach, allowing me to contribute meaningfully to discussions about technology integration and the future of education.</p>

School Mission and Program

<p>What is your understanding of the school’s mission and guiding beliefs?</p>	<p>My understanding of the school's mission is deeply rooted in the belief that every child deserves an educational experience that fosters a genuine love for learning. This philosophy is built on the premise that when students are passionate about their education, they are more likely to work diligently, develop self-confidence, connect with their peers and teachers, and ultimately take ownership of their future endeavors. The school's guiding principles emphasize the importance of personalized learning, allowing students to progress at their own pace and delve into subjects that ignite their curiosity. This approach is coupled with a commitment to efficiency, aiming to maximize learning outcomes in a condensed timeframe through innovative technologies and teaching methods. The school also places a strong emphasis on life skills development, recognizing that students need more than just academic knowledge to succeed in the real world. By fostering a love for learning, promoting academic excellence, and equipping students with essential life skills, the school strives to empower students to become well-rounded individuals capable of achieving their full potential.</p>
<p>What is your understanding of the school’s proposed educational program?</p>	<p>My understanding of the school's proposed educational program is centered around an innovative 2-hour learning model that leverages AI technology to personalize the learning experience for each student. This model aims to accelerate learning by allowing students to progress at their own pace and master concepts efficiently. The mornings are dedicated to focused academic instruction in core subjects, utilizing adaptive software and personalized learning paths. This approach ensures that students are engaged with material that is appropriately challenging and that they receive the necessary support to achieve mastery. In the afternoons, students participate in project-based learning workshops where they develop essential life skills such as teamwork, leadership, entrepreneurship, public speaking, and financial literacy. These workshops provide hands-on experiences that complement the academic curriculum and prepare students for real-world challenges. The school's educational program is designed to foster a love for learning, promote academic excellence, and equip students with the skills and knowledge necessary for success in all aspects of life.</p>

What do you believe to be the characteristics of a successful school?	<p>I believe a successful school fosters a love for learning in its students while equipping them with the necessary academic foundations and essential life skills to thrive in an ever-evolving world. This success is evident in a positive and supportive environment that nurtures curiosity, encourages critical thinking, and promotes collaboration. A successful school goes beyond standardized test scores and focuses on the holistic development of each student, instilling confidence, resilience, and a passion for lifelong learning. It also actively engages with the community, building strong partnerships that enrich the educational experience and prepare students for future success.</p>
How will you know that the school is succeeding (or not) in its mission?	<p>The success of our school will be measured by a combination of quantitative and qualitative indicators. While standardized test scores provide a benchmark for academic progress, we will also focus on individual student growth trajectories, demonstrating progress over time. We will track student engagement, participation in extracurricular activities, and their development of critical life skills through project-based learning assessments. Additionally, feedback from parents, teachers, and the community will play a vital role in evaluating the school's success in creating a positive and supportive learning environment that fosters a love for learning and prepares students for the challenges and opportunities of the future.</p>

Governance

Describe the role that the board will play in the school's operation.	<p>The board will play a crucial role in overseeing the school's operations, ensuring it fulfills its mission and adheres to the highest standards of educational excellence. This includes setting strategic direction, approving budgets, and monitoring the school's financial health. The board will also be responsible for evaluating the performance of the school leader, ensuring compliance with all applicable laws and regulations, and advocating for the school within the community. We will work collaboratively with the school leader and staff to foster a culture of innovation, continuous improvement, and accountability, ensuring that the school remains responsive to the needs of its students and the community.</p>
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<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>At the end of the first year, success for 2hr Learning Online Academy will be evident in several key areas. First and foremost, we will assess student academic progress and growth through standardized testing and ongoing formative assessments, aiming to demonstrate at least one year's worth of academic advancement for each student. Additionally, we will evaluate the effectiveness of our 2-hour learning model and AI-driven platform in fostering student engagement and a love for learning. Feedback from parents, teachers, and students will be crucial in understanding their experiences and identifying areas for improvement. Building a strong school culture and community will also be a measure of success, evident in positive relationships among students, staff, and families. Lastly, we will assess the efficiency and effectiveness of our operational systems and procedures, ensuring a smooth and sustainable school operation.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>After five years, success will be reflected in the sustained academic growth and achievement of our students, consistently exceeding state averages and demonstrating the long-term effectiveness of our 2-hour learning model. We envision our graduates leaving 2hr Learning Online Academy with not only a strong academic foundation but also essential life skills that prepare them for success in high school and beyond. A thriving school community, characterized by high levels of student and family satisfaction, will be another indicator of success. Additionally, we aim to be recognized as a leader in innovative online education, attracting a diverse and motivated student body and serving as a model for other schools seeking to implement similar approaches.</p>

<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>To ensure the success of the school, the charter school board will need to take several specific steps. First, we will establish a clear vision and mission for the school, outlining our educational philosophy and goals. We will then develop comprehensive policies and procedures that guide the school's operations and ensure compliance with all legal and regulatory requirements. Regular monitoring of student progress and school performance data will be crucial in identifying areas for improvement and making data-driven decisions. We will also prioritize the recruitment and retention of highly qualified and passionate educators who are committed to our innovative approach to learning. Building strong relationships with parents and the community will be another key focus, fostering a supportive and collaborative environment for our students.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>In the unfortunate event where I believe one or more members of the school board are acting unethically or not in the best interests of the school, I would first attempt to address the issue directly with the individual(s) involved. Open communication and a willingness to understand different perspectives are crucial in resolving conflicts. If direct communication is ineffective, I would bring the issue to the attention of the full board for discussion and seek a resolution that prioritizes the well-being of the school and its students. If necessary, we would consult with legal counsel or seek guidance from the state charter school board to ensure appropriate action is taken.</p>

Certification

I, _____ Catherine Stearns _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for __2hr Learning Online Academy____ Charter School is true and correct in every respect.

Board Member’s Signature

Signature



Catherine Stearns (Apr 26, 2024 16:12 EDT)

Date Apr 26, 2024

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Signature Page

The foregoing application is submitted on behalf of the board of directors for 2hr Learning Online Academy. 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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

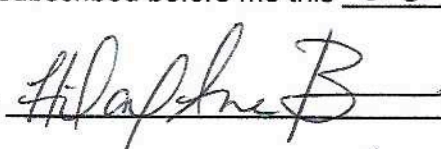
Print/Type Name: MacKenzie Price

Board Position: President & Chair

Signature: 

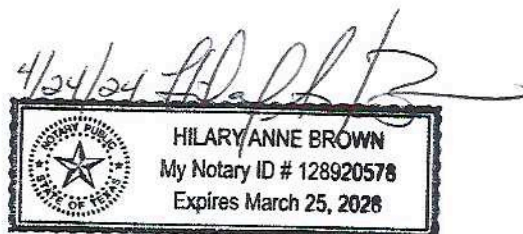
Date: 04/26/2004

Sworn to and subscribed before me this 26th day of April, 2024.

Notary Public: 

Official Seal:

My commission expires: 25 March, 2028.





NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, Superintendent of Public Instruction

www.dpi.nc.gov

2024 Charter Application Fee Payment Form

***Form must accompany payment (certified check or money order) for processing.

(Please Type or Print Legibly)

Name:	2hr Learning Academic Institute (NC), Inc.	Phone:	(512) 524-6149
Name of Charter School:	2hr Learning Online Academy		
E-mail:	andy.price@2hourlearning.com		

General Information

Non-Refundable Application Fee: \$1,000.00

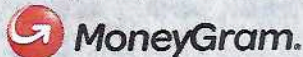
Acceleration/Fast Track /Traditional Timeline Applicants: The Office of Charter Schools must receive your application fee and fee payment form no later than 5:00 pm. (EDT) April 26, 2024.

Payment Information

- Mail in Application Fee Payment Form with Certified Check or Money Order
- Facsimiles will NOT be accepted

Payable To:
NC DPI
Office of Charter Schools

Valid Money Order includes: 1. Heat sensitive, red stop sign AND 2. Contains a True Watermark hold up to light to view.



INTERNATIONAL MONEY ORDER

75-1618
919

04/23/2024

To Validate: Touch the stop sign,
then watch it fade and reappear



MOBILE DEPOSIT PROHIBITED

MONEY ORDER

\$1000.00

ONE THOUSAND ***
DOLLARS 00 CENTS

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ORDER OF:
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ORDEN DE:

NC DPI

IMPORTANT - SEE BACK BEFORE CASHING

PURCHASER, SIGNER FOR DRAWN / COMPRADOR, FIRMA DEL LIBRADOR
PURCHASER, BY SIGNING YOU AGREE TO THE SERVICE CHARGE AND OTHER TERMS ON THE REVERSE SIDE

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DIRECCION:

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AUSTIN TX 78741

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Citizens Alliance Bank
Clara City, MN

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DATE/TIME AMOUNT

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