

Organization Information

Application Type *		Operator Type *	
Standard		New Operator	
Primary Contact Name *		Has the School Leader Been Identified? *	
Cindi Ramirez		☒ Yes ☐ No	
Proposed Leader Name *		Proposed School Leader Current Job/Position *	
Cindi Ramirez		Chief School Administrator	
List any principal/leadership programs the proposed leader is currently enrolled in or have completed			
Is Management Organization Used		Management Organization Name	Primary Contact Relation To Board *
☐ Yes ☒ No			Non-voting Board Member- Secretary
Primary Contact Email *		Proposed Leader Name *	Management Organization Contact Name
cdramirez@loviraacademy.org		Cindi Ramirez	
Primary Contact Phone *		Management Organization Email	
3364060663			
PrimaryContact Address *			Unit/Suite *
1030 HILL RD			
Zip Code *	City *	State *	
27021	King	North Carolina	
Proposed Leader Job *			
Chief School Administrator			

1. Application Contact and Student Enrollment Information

Q1.Name of Proposed Charter School

Lovira 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

Cindi Ramirez (336) 406-0663

Q3.Geographic County in which charter school will reside

Stokes County

Q4.LEA/District Name

Stokes County Schools

Q5.Zip code for the proposed school site, if known. Please provide a primary zip code location and a secondary, or alternative, proposed zip code.

The planned School Site will be in 27021. Alternative school sites could be 27041, 27052, or 27043. The board is currently looking for a site.

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

Q10. Projected School Opening Month

August 2028

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).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

☒ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

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

6-12

Q14. How did you determine the projected enrollment targets and grade levels listed in this application? Reference data, methodology, calculations and other factors used.

LOVIRA Academy is committed to delivering high-quality, student-centered education to vulnerable youth residing in Stokes, Forsyth, Surry, and Yadkin counties—particularly those at risk of dropping out or having already disengaged from traditional educational settings. Many of these students face significant barriers to success, including economic hardship, social or emotional challenges, and physical or mental health issues, all of which can impede their ability to

thrive in conventional school environments.

LOVIRA Academy aims to offer a transformative academic experience that reignites a passion for learning and provides a viable pathway to graduation and future success. The school will focus on serving students in 6th-12th grades, with specific attention to those who need dropout-prevention or re-engagement services. Over 80% of the student population is expected to come from households below the state poverty line and to qualify for free or reduced-price lunch, a rate that exceeds the county rates for the students we serve.

The establishment of this charter school in Stokes County is a strategic decision that delivers educational benefits and innovation across four distinct counties: Stokes, Surry, Yadkin, and Forsyth. This multi-county impact strengthens the overall regional public education system by addressing systemic weaknesses and optimizing public investment in education.

For students and families in these surrounding rural counties, educational choice is often severely limited by geography and resource availability. The charter school provides a critical alternative pathway for students in the peripheries of Surry and Yadkin counties who are seeking a specialized or high-rigor educational model that is not readily available in their immediate vicinity. By locating in Stokes, we maximize accessibility for families seeking choice without requiring a lengthy commute into a major urban center like Winston-Salem. This directly fulfills the charter goal of providing diverse options to rural communities.

While physically located in Stokes, the school strategically relieves pressure on the Forsyth County education system by attracting students who are currently underserved, particularly those living near the county line. Forsyth County faces significant challenges related to low economic mobility and persistent achievement gaps. Our charter model—focused on high engagement, resilience, and college/career ownership—will serve as a proven, high-performing alternative that directly addresses these systemic issues. It provides an immediate avenue for families frustrated by the status quo to access a program designed to close those gaps, contributing to the broader regional effort to increase upward mobility.

The school will function as an educational incubator, concentrating resources on implementing specific, innovative pedagogical practices (e.g., project-based learning, integrated curriculum). Once these methods are proven successful in raising academic proficiency, they become replicable, data-backed models that can be shared with or adopted by Local Education Agencies (LEAs) in Surry, Yadkin, and Forsyth. This process minimizes risk for the traditional LEAs while maximizing the return on public investment in educational innovation for the entire region.

Optimal Resource Utilization: By positioning the school at a regional intersection, we ensure that enrollment draws students from the widest possible area. This efficiency allows the school to maintain maximum enrollment and optimize per-pupil funding utilization, delivering a high-quality education to a multi-county population without

requiring any single county to bear the full capital burden of a new, geographically redundant facility.

The most compelling data point establishing the need for a new school model in Stokes County is the widespread failure in foundational academic proficiency, as evidenced by the North Carolina End-of-Grade (EOG) assessments for grades 3-8. Specifically, only 26.1% of students demonstrate College-and-Career-Ready (CCR) scores in reading, meaning three out of four students lack the foundational literacy skills needed for future success. While slightly better, only 34.3% achieve CCR status in math. These results reveal a significant systemic shortfall, as current performance is well below the state's ambitious long-term proficiency goals (73% for reading and 86% for math). Furthermore, when examining Grade Level Proficiency, the critically low scores indicate that many students are progressing through grades without achieving the necessary mastery of the NC Standard Course of Study.

Significant socioeconomic and engagement barriers within the community compound these academic deficiencies. Over one-fifth (21.7%) of Stokes County students are chronically absent, missing 10% or more of the school year—a rate that strongly correlates with academic failure and limits consistent instructional access. Data on parental education reinforce this lack of engagement: nearly 60% (59.4%) of high school students come from homes where neither parent holds a college degree, highlighting a substantial need for the school to provide explicit guidance and cultural capital for first-generation college students. Finally, the high school dropout rate of 2.0%, representing the loss of approximately 37 students annually, demonstrates a persistent failure to retain and adequately prepare all students for graduation, signaling an urgent need for an innovative model focused on stability, retention, and college- and career-readiness.

Forsyth County faces significant and interconnected socioeconomic challenges that directly impact student outcomes. The county has a child poverty rate of approximately 20.7%, an economic disadvantage that disproportionately affects African American and Hispanic/Latino students, resulting in severe socioeconomic disparities. These systemic issues manifest in educational barriers, including a high rate of chronic absenteeism (affecting 36% of students), which is far above the urban county average. Furthermore, a substantial portion of the student body (approximately 53%) comes from households where parents have no college degree, highlighting a significant need for strong college and career pathways. These factors contribute to a high annual dropout rate of about 3.1%—affecting around 554 students each year—a figure notably higher than the state average. Consistent with these disparities, dropout rates are typically much higher for specific subgroups, particularly African American, Hispanic/Latino, and economically disadvantaged students.

The urgency for a new educational model in Forsyth County is directly supported by its stark academic performance deficits and severe economic mobility crisis. The most compelling evidence lies in foundational literacy and math skills, where only 27.2% of 3rd–8th graders earned College-and-Career-Ready (CCR) scores in reading in 2024, and only 32.8% achieved CCR scores in math. These low proficiency rates highlight a foundational literacy crisis and a massive achievement gap, particularly as historical data confirms African American and Hispanic/Latino students are disproportionately affected and exhibit significant deficits in ACT performance and enrollment in advanced coursework. This academic shortfall is compounded by the fact that Forsyth County is ranked among the three worst counties in the United States for upward economic mobility. This ranking provides a powerful mandate for

intervention, as it demonstrates that current educational outcomes are failing to break the cycle of generational poverty. Our charter school is intentionally designed to serve as a critical engine for mobility, leveraging an innovative model to close these measured gaps and provide a consistent, high-performing anchor essential for post-secondary success and economic self-sufficiency.

The most compelling data point establishing the need for a new school model serving Surry County is the widespread failure in foundational academic proficiency, as evidenced by the North Carolina End-of-Grade (EOG) assessments for grades 3-8. Specifically, only 36.9% of students demonstrate College-and-Career-Ready (CCR) scores in reading, and only 36.8% achieve CCR status in math. This means that nearly two-thirds of students lack the foundational literacy and numeracy skills needed for future success as they enter the critical high school grades (8-12).

These results reveal a significant systemic shortfall, as current performance is dramatically below the state's ambitious long-term proficiency goals (73% for reading and 86% for math). This low proficiency rate indicates a crucial pipeline issue: incoming 8th graders in this county are often significantly behind grade level, requiring intense, individualized remediation and personalized learning plans that a traditional, high-ratio school environment struggles to deliver.

Significant socioeconomic and engagement barriers within the community compound these academic deficiencies. Chronic Absenteeism in Surry County is reported to be 9.2% (K-12), with students chronically absent, missing 10% or more of the school year. This high rate, representing 859 students who are consistently missing instruction, strongly correlates with academic failure and limits consistent instructional access. This points to a massive population of disengaged students who require a high-touch, supportive intervention model.

Socioeconomic data indicate widespread financial distress (a 14.6% poverty rate and a median household income of \$56,095). This lack of stability contributes to a systemic readiness deficit: only 56.0% of recent graduates enroll in a post-secondary institution within 12 months. This highlights a substantial need for the school to provide explicit guidance, career-focused pathways, and the academic capital students need to succeed post-graduation.

The Surry County high school dropout rate of 1.8% (equivalent to approximately 65 students in 2023) demonstrates a persistent failure to retain and adequately prepare all students for graduation, signaling an urgent need for an innovative model focused on stability, retention, and college- and career-readiness. Lovira Academy is specifically designed to reclaim these at-risk youth and mitigate these systemic failures.

This analysis provides a synthesized demographic overview of the secondary student population (typically grades 8-12) across the public school systems operating within Surry County, North Carolina: Surry County Schools (SCS), Mount Airy City Schools (MACS), and Elkin City Schools (ECS).

While overall county demographics are predominantly non-Hispanic White, the student enrollment data reveals significant concentrations of minority populations, particularly in the Hispanic/Latino demographic, which often correlate with the highest need for specialized educational support (e.g., English language services and socioeconomic assistance).

Q15. Provide a narrative explaining the projected demographics of your targeted county/LEA/region over the next 10-25 years. Reference data, methodology, calculations and other factors used.

- This information should provide evidence of school age populations corresponding to the grade levels you plan to serve, and whether those populations are increasing or decreasing. This information should support the applicant’s stated demand for this charter school and the growth plan outlined in the enrollment chart provided in Q12.

The following percentages reflect the overall K-12 student body in each district and serve as a highly accurate proxy for the 8th-12th-grade demographic composition.

Race/Ethnicity	Surry County Schools (SCS)	Mount Airy City Schools (MACS)	Elkin City Schools (ECS)
White	~75% - 79%	~55% - 60%	~75% - 80%
Hispanic/Latino	~15% - 19%	~35% - 40%	~15% - 18%
Black/African American	~2% - 3%	~3% - 4%	~1% - 3%
Two or More Races	~2% - 3%	~3% - 4%	~2% - 3%
Asian/Other			

Key Demographic Observations

1. Mount Airy City Schools (MACS) is the most diverse district in the county, with the non-Hispanic White population dropping significantly below the county average. The MACS student body has the highest concentration of Hispanic/Latino students, often accounting for over one-third of total enrollment. This concentration indicates the highest density of students who need English Language Learner (ELL) services and poverty-related support in the region.
2. Surry County Schools (SCS), due to its size, educates the most significant absolute number of Hispanic/Latino students, even though their percentage is lower than MACS.
3. Surry County overall remains predominantly White, but the significant and growing Hispanic/Latino population represents the most economically vulnerable and academically challenged subgroup in terms of

achievement gaps, as highlighted in the Surry County Need Rationale report.

4. Low-Income Status: Across all systems, the percentage of students qualifying for free or reduced-price lunch (a proxy for low-income status) generally follows the inverse trend of the White demographic percentages, with MACS often having the highest economic need concentration among the three districts.

Yadkin County Data analysis clearly identifies an underserved population. There is a high population of students in grades 8 through 12 who are chronically disengaged, academically underprepared, and highly susceptible to dropping out. The data confirms that existing school structures are constrained in their ability to deliver the intensive, individualized intervention and specialized pathways required for this specific, high-risk subgroup.

The socioeconomic context of Yadkin County underscores the non-academic hurdles students face. The general poverty rate is approximately 13.5% (persons below the poverty line), and the median household income sits around \$60,500, which is below the state median. This environment creates high levels of student instability driven by non-academic barriers such as food and housing insecurity, which severely impede consistent attendance and academic focus. Lovira Academy's model is therefore designed to be flexible and trauma-informed, addressing these holistic needs in a way that traditional, large-scale systems often cannot.

The most critical evidence of systemic need is the high rate of chronic student disengagement. The county's Chronic Absenteeism Rate stands at approximately 17.8% (K-12), which is significantly higher than the state's 11% goal. This translates to an estimated 750 students who are missing sufficient instructional time to achieve academic success. The capacity to provide personalized re-engagement for this population is severely limited, as evidenced by a student-to-counselor ratio of approximately 365:1. This ratio exceeds recommended standards and is insufficient to provide the deep, high-touch mentorship, socio-emotional support, and academic guidance required to re-engage at-risk youth.

This critical support gap is compounded by a systemic readiness deficit: only 58.0% of recent graduates pursue post-secondary education within 12 months, and just under 38% of students in the 3-8 pipeline are deemed college- and career-ready. This indicates that incoming 8th graders (Lovira Academy's entry point) are frequently far below grade level and require intensive, career-focused academic remediation. Lovira Academy will serve as a targeted, specialized intervention focused exclusively on reclaiming this student population, boosting academic proficiency, and building career-focused pathways that lead to immediate success upon graduation.

Yadkin County operates as a single, consolidated public school district. While the overall county demographic is highly non-Hispanic White, the student enrollment data shows a substantial and significant Hispanic/Latino demographic, which correlates directly with the highest need for specialized educational support.

The Hispanic/Latino demographic is by far the largest minority group in the Yadkin County Schools system, representing nearly one-fifth of the student body. This percentage is significantly higher than the general Hispanic/Latino population percentage for the entire county (~6%), indicating that this population is younger and growing, and highly concentrated within the school system. The Hispanic/Latino student demographic often correlates with the highest percentage of students facing socioeconomic barriers, which is supported by the county's general poverty rate of 13.5% and the high chronic absenteeism rate (17.8%). The representation of

Black/African American and Asian/Other student populations remains very low, making the needs of the Hispanic/Latino population the primary focus for targeted demographic and language support within the county's minority services.

Q16.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

see attached

☒ Upload Required **File Type:** excel **Max File Size:** 30 **Total Files Count:** 1

Q17.Does the school plan to provide services to certain targeted subgroup(s)? If so, please explain.

Lovira Academy is open to all students; however, our mission and program design intentionally include robust supports for students who have historically been underserved, including SWD, MLLs, economically disadvantaged students, and disengaged or at-risk youth.

Q18.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- ☒ Yes
- ☐ No

Q19.Explanation (optional)

na

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.

Q20.Organization Type: Nonprofit Corporation or Municipality

- Private Nonprofit Corporation (NCGS 115C-218.1) The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

☒ Non-Profit Corporation

☐ Municipality

Q21.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).

Lovira Academy

Q22.Does the private non-profit listed as the responsible organization for the proposed charter school have 501(c)(3) status?

☒ Yes

☐ No

Q24.Attach as Appendix F Federal Documentation of Tax-Exempt Status.

attached

☒ Upload Required **File Type:** pdf, image, excel, word, text, video **Max File Size:** 30 **Total Files Count:** 10

Q25.Name of Registered Agent and Address as listed with the NC Secretary of State

Lovira Academy 1030 Hill Rd King, NC 27021

Q26.If applying as a municipality, please provide the name of municipality.

na

Q27.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 **Max File Size:** 30 **Total Files Count:** 10

Q28.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 **Max File Size:** 30 **Total Files Count:** 10

3. Governance and Capacity

3.1. School Governing Body

Q29.Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

We are in the early stages of launching Lovira Academy, a public charter school, and are actively searching for a suitable facility. At this time, we are applying for grants to assist in start-up. Until a permanent location is secured, all organizational correspondence is being directed to our current mailing address: 1030 Hill Road, King, NC 27021.

3.2. 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.

Q30.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. 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

Q31.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.

Lovira Academy is governed by an independent Board of Directors that serves as the school’s ultimate decision-making authority and is responsible for ensuring that the school remains mission-aligned, legally compliant, financially sound, and academically effective. Our governance structure is intentionally designed to separate oversight from management, allowing the board to focus on long-term stewardship while empowering the school leader to run day-to-day operations.

The Board consists of 7, but can range from 5-9, voting members, each selected for their expertise in areas essential to strong charter oversight, including finance, education, legal compliance, human resources, facilities, and fundraising. Board members serve staggered terms, follow strict conflict-of-interest and anti-nepotism rules, and

operate under the duties of care, loyalty, and obedience. We meet monthly in accordance with North Carolina Open Meetings Law, maintain public records, and conduct all business transparently.

The board's core responsibilities include:

- Setting the mission, vision, and strategic direction of the school.
- Adopting and enforcing policies, including financial controls, academic oversight policies, and governance procedures.
- Ensuring financial accountability, including approving budgets, reviewing monthly financial reports, and overseeing the annual independent audit.
- Monitoring academic performance, using quarterly data reviews, subgroup analysis, and progress-monitoring reports to ensure students are growing and gaps are closing.
- Ensuring legal and regulatory compliance, including adherence to state charter law, federal requirements, and all provisions of our bylaws.
- Protecting the public trust, ensuring that all decisions are made ethically and in the best interest of students.

Recruiting, Hiring, and Supervising the Lead Administrator

One of the board's most important responsibilities is selecting and supervising the school's lead administrator. Prior to opening, the board will follow a structured, transparent recruitment and hiring process that includes:

- Developing a clear job description aligned to the school's mission and operational needs.
- Advertising the position widely to attract a diverse and highly qualified candidate pool.
- Screening applicants for required credentials, leadership experience, and alignment with the school's philosophy.
- Conducting structured interviews, reference checks, and background checks.
- Voting as a board to appoint the school leader.

The school leader has been vetted and voted on by the Board and reports directly to the Board of Directors—not to individual board members. The board provides oversight through:

- Annual goal-setting, aligned to academic, operational, financial, and cultural priorities.
- Formal evaluation, based on measurable performance indicators established in advance.
- Regular monitoring, including monthly operational updates and quarterly academic reports.
- Support and accountability, ensuring the leader has the resources needed to run the school while maintaining clear boundaries that prevent board interference in daily operations.

The board does not manage staff, discipline, curriculum, or daily school operations. Those responsibilities belong to the school leader. The board's role is to ensure that the leader is effective, supported, and held accountable for results.

Overall Governance Philosophy

Our governance model is built on clarity, transparency, and mission fidelity. The board governs at the strategic level—protecting the mission, monitoring outcomes, and ensuring long-term sustainability—while the school leader

manages the daily work of teaching, learning, and operations. This structure ensures that Lovira Academy opens and operates with stability, integrity, and a relentless focus on student success.

Q32. Describe the size, current and desired composition, powers, and duties of the governing board.

The governing board of Lovira Academy is composed of seven members, including the school leader, who serves as a non-voting, ex-officio participant. This structure allows the board to benefit from the school leader's operational insight while preserving full independence in its decision-making authority. The remaining six members are voting directors who collectively provide the expertise necessary for strong oversight. The board's bylaws allow for expansion to as many as nine voting members as the school grows, and the desired composition includes individuals with backgrounds in finance, education, legal compliance, human resources, facilities management, fundraising, and community engagement. All voting directors must meet state requirements, pass background checks, comply with conflict-of-interest and anti-nepotism policies, and commit to active participation in meetings and committee work.

The governing board holds all powers granted under North Carolina charter law and the organization's bylaws. These powers include setting the mission and strategic direction of the school, adopting and enforcing policies, approving the annual budget, overseeing financial controls, ensuring compliance with state and federal regulations, and monitoring academic performance. The board reviews monthly financial reports, quarterly academic data, and periodic culture and organizational health indicators to ensure the school remains mission-aligned and accountable to the public. The board is also responsible for safeguarding public funds, maintaining transparency, and ensuring that all decisions are made in the best interest of students.

One of the board's most significant responsibilities is the recruitment, appointment, and supervision of the school leader. Although the school leader is also the founder of Lovira Academy, she was not automatically placed in the role. The board conducted a formal vetting process, reviewed her qualifications, and selected her through a full board vote. While no additional candidates were interviewed, the appointment was made through an official board action consistent with the organization's bylaws and governance standards. As a non-voting member, the school leader participates in discussions and provides operational, academic, and financial updates, but does not vote on board matters, ensuring a clear separation between governance and management.

Overall, the governing board provides strategic leadership, financial stewardship, academic oversight, and mission protection, ensuring that Lovira Academy operates with integrity, transparency, and a consistent focus on student success.

Q33. Describe the founding board's individual and collective qualifications for implementing the school design successfully.

The founding board of Lovira Academy brings a balanced and mission-aligned combination of educational expertise, operational experience, financial management, community insight, and direct knowledge of the student populations the school is designed to serve. Collectively, the board possesses the competencies required to launch and sustain a high-quality public charter school, including instructional leadership, exceptional children's services, trauma-informed practice, transportation logistics, financial oversight, and nonprofit governance. Each member contributes a distinct perspective that strengthens the board's ability to implement the school's innovative model with fidelity.

The board includes multiple licensed educators with deep experience in K-12 instruction, MTSS implementation, exceptional children's services, and school leadership. These members bring firsthand knowledge of academic standards, student support systems, and the operational realities of public schools. Their backgrounds ensure that the board can effectively oversee curriculum decisions, monitor academic performance, and evaluate the school leader using meaningful, mission-aligned metrics. Several members hold principal licensure and have experience supervising staff, managing school operations, and leading improvement initiatives—skills that directly support the board's responsibility to hold the school leader accountable for results.

The board also includes professionals with strong financial and analytical backgrounds, including individuals with experience in accounting, data analysis, and corporate finance. Their expertise ensures that the board can responsibly manage public funds, interpret financial reports, oversee audits, and maintain the fiscal stability required for long-term sustainability. This financial capacity is essential during the planning years, when facility acquisition, budgeting, and grant management require careful oversight.

Operational expertise is represented through members with backgrounds in school transportation, logistics, and student services. These individuals bring practical knowledge of one of the most significant barriers faced by the school's target population: reliable access to transportation. Their experience supporting students with disabilities and at-risk youth provides the board with insight into the daily challenges families face and strengthens the board's ability to evaluate whether the school is effectively removing access barriers.

The board also benefits from members with deep community ties and lived experience supporting vulnerable youth. These members have worked directly with students who struggle with attendance, behavior, trauma, and instability, giving them a grounded understanding of the needs the school is designed to meet. Their perspectives ensure that board decisions remain connected to the realities of the families the school will serve and that the school's trauma-informed, relationship-centered model is implemented with authenticity.

Collectively, the founding board demonstrates a strong alignment with the mission of Lovira Academy and possesses the full range of competencies required by North Carolina charter law. The board's combined expertise in education, finance, operations, community engagement, and student support positions it to provide effective governance, strategic oversight, and mission-driven leadership throughout the school's development and launch. This blend of professional qualifications and lived experience ensures that the board is well-prepared to implement the school design successfully and to steward the school toward long-term academic, operational, and financial success.

Q34. Explain how this governance structure and composition will help ensure the school's success, the board's evaluation of that success, and active stakeholder representation.

The governance structure of Lovira Academy is intentionally designed to promote strong oversight, mission fidelity, and long-term organizational stability. With six voting directors and the school leader serving as a non-voting, ex-officio member, the board maintains a clear separation between governance and management while ensuring that decision-making is informed by accurate, real-time operational insight. This structure allows the board to exercise independent judgment on financial, academic, and compliance matters while benefiting from the school leader's expertise and day-to-day perspective. The board's size—large enough to provide diverse expertise but small enough to remain agile—supports efficient decision-making during the planning years and early operational phases.

The composition of the founding board directly aligns with the needs of the school's design. Multiple licensed educators and school leaders bring deep knowledge of curriculum, MTSS, exceptional children's services, trauma-informed practice, and student support systems. Their experience ensures that the board can meaningfully evaluate academic performance, instructional quality, and the fidelity of the school's trauma-informed, project-based model. Members with financial and analytical backgrounds strengthen the board's ability to oversee budgets, audits, and long-term fiscal planning, while those with operational and transportation experience provide insight into one of the most significant barriers faced by the school's target population. Community-connected members with lived experience supporting at-risk youth ensure that board decisions remain grounded in the realities of the families the school is designed to serve. Collectively, this blend of expertise positions the board to implement the school's design with integrity and to anticipate challenges before they impact students.

This governance structure also supports a rigorous and transparent evaluation of the school's success. The board reviews monthly financial statements, quarterly academic data, and periodic culture and organizational health indicators, allowing it to monitor progress toward the school's goals and intervene when necessary. The presence of educators on the board ensures that academic data is interpreted accurately, while financial professionals ensure that resources are allocated responsibly to support student learning. The school leader's non-voting role ensures that she can provide comprehensive updates and answer questions without influencing board decisions, preserving accountability and objectivity in the evaluation process.

Stakeholder representation is embedded in the board's composition and governance practices. Members come from multiple counties within the school's service region and represent a range of professional and personal backgrounds, including education, transportation, finance, and community advocacy. Several members have direct experience working with students who mirror the school's target population, ensuring that board decisions reflect the needs of families, students with disabilities, and youth who have struggled in traditional settings. The board's commitment to open meetings, transparent communication, and community engagement further ensures that stakeholders have meaningful access to the school's governance process. This combination of diverse representation, professional expertise, and transparent oversight creates a governance structure capable of guiding Lovira Academy toward strong academic outcomes, financial stability, and long-term mission fulfillment.

Q35.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 Lovira Academy were recruited through a relationship-based, mission-driven process that unfolded during the school's early development. Because the school's design centers on serving vulnerable, disengaged, and high-needs students, the founder sought individuals whose professional backgrounds, lived experiences, and values aligned with the mission. Initial outreach occurred through professional networks, community relationships, and colleagues who had demonstrated a strong commitment to student support, educational equity, and operational excellence. Several members were approached because of their expertise in areas essential to charter school governance—such as exceptional children's services, instructional leadership, finance, transportation, and community engagement. Others were introduced through trusted connections and became increasingly involved as they learned more about the school's purpose and the needs of the target population. Each prospective member was vetted by the existing board, reviewed for alignment with the mission, and formally appointed through a board vote, consistent with the organization's bylaws and the requirements of the North Carolina Nonprofit Corporation Act.

The board's selection process emphasized both professional competence and a demonstrated commitment to the school's guiding beliefs. Members were chosen because they bring complementary strengths: licensed educators with deep experience in MTSS, EC services, and school leadership; professionals with financial and analytical expertise; individuals with operational knowledge of student transportation and logistics; and community-connected members with firsthand experience supporting at-risk youth and families. This combination ensures that the board is equipped to oversee the school's academic model, financial systems, operational planning, and community engagement strategy. All members completed the required Board Member Information Forms, provided resumes, and affirmed their understanding of the responsibilities of public charter school governance.

If a board position becomes vacant, the board will follow the procedures outlined in its bylaws. Vacancies may be filled by a majority vote of the remaining directors, even if fewer than a quorum remain. The board will recruit new members using the same mission-aligned approach used during the founding phase, prioritizing individuals with expertise in areas identified through the board's annual self-assessment or strategic needs analysis. Recruitment efforts will begin immediately upon the identification of a vacancy, with the goal of filling the seat within one to three months to maintain continuity of governance. Prospective members will be screened for alignment with the school's mission, required competencies, legal qualifications, and willingness to meet the expectations of board service. Once vetted, candidates will be formally appointed through a board vote and onboarded through the school's governance orientation process.

Q36. Describe the group's ties to and/or knowledge of the target community.

The founding board of Lovira Academy has deep and varied ties to the target community, grounded in long-standing personal relationships, professional service, and lived experience across Stokes, Forsyth, Surry, Yadkin, Davidson, and Cabarrus counties. Several board members live directly within the school's primary service area, while others work daily in the surrounding districts, giving the board a comprehensive understanding of the region's educational landscape. These connections provide firsthand insight into the needs, strengths, and challenges of the students and families the school is designed to serve.

Multiple board members have spent their careers working in Winston-Salem/Forsyth County Schools and neighboring districts, serving students from Stokes, Surry, Yadkin, and Forsyth counties in roles such as instructional facilitator, testing coordinator, MTSS lead, EC teacher, teacher mentor, and assistant principal. Through these positions, they have collaborated closely with families, teachers, and community organizations, gaining a deep understanding of the academic, behavioral, and social-emotional needs of students who often require more individualized, relationship-centered environments. Their experience has given them direct exposure to the persistent gaps in access, the need for smaller and safer learning environments, and the desire families have for schools that honor students' lived experiences.

Other board members bring strong ties through their work in Davidson and Cabarrus counties, where they have served as teachers, instructional coaches, and multi-classroom leaders. Their work with teachers, students, and families across the region has helped them build lasting relationships and develop a nuanced understanding of how access, trust, and school culture shape student success. These members contribute valuable insight into the broader regional context and the shared challenges faced by rural and semi-urban communities.

The board also includes members with deep personal and professional connections to special education, transportation, and student support services. One member has over 15 years of experience in childcare, special education transportation, and mentoring at-risk youth, as well as lived experience raising a child with severe disabilities. Another serves as a special education teacher and department leader and leads a statewide advocacy organization supporting families navigating special education services. These perspectives provide the board with a grounded understanding of the barriers families face—particularly those related to disability services, transportation, trauma, and systemic inequities.

Collectively, the founding board's ties to the target community are extensive, authentic, and directly aligned with the mission of Lovira Academy. Their combined experience ensures that governance decisions are informed by real knowledge of local needs, long-standing relationships with educators and families, and a shared commitment to creating a school that reflects and responds to the lived experiences of the students it will serve. This depth of connection positions the board to guide the school with insight, credibility, and a strong sense of responsibility to the community.

Q37. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including their

roles and duties, and the reporting structure.

The governing board of Lovira Academy follows a strategic annual calendar aligned with the requirements outlined in the school's bylaws and the oversight expectations of the North Carolina Office of Charter Schools. The board meets at least once per month in accordance with the North Carolina Open Meetings Law, with all meeting dates publicly posted. These monthly meetings are used to review financial statements, monitor academic progress, receive operational updates from the school leader, and take action on policy, compliance, and governance matters. In addition to regular monthly meetings, the board holds an Annual Meeting at the start of each fiscal year to elect officers, review bylaws, and adopt the annual budget. Special meetings may be called by the Chair or by a majority of voting directors when urgent matters arise, ensuring that the board can respond promptly to emerging needs during the school's planning and operational phases. This predictable and transparent meeting structure ensures consistent oversight, timely decision-making, and ongoing alignment with the school's mission and charter commitments.

The board's work is supported by standing committees authorized in the bylaws, including the Finance Committee and the Governance Committee, with additional committees formed as needed to support the school's development. The Finance Committee is responsible for reviewing monthly financial reports, monitoring budget-to-actual performance, supporting the annual audit process, and ensuring that financial controls and fiscal policies are followed. The Governance Committee oversees board recruitment, onboarding, policy development, and annual board self-evaluation, ensuring that the board maintains the expertise and structure necessary for effective oversight. Committee chairs are appointed by the Board Chair, and each committee reports directly to the full board during regular meetings, providing recommendations for action and updates on ongoing work.

In addition to formal committees, the school's organizational structure includes advisory bodies that support stakeholder engagement and ensure that the board receives input from those closest to the school's mission. These advisory groups may include a School Improvement Team, a Parent Advisory Council, or a Community Partnership Council, each designed to provide insight into academic needs, family engagement, and community priorities. While these advisory bodies do not hold decision-making authority, they play an important role in elevating stakeholder perspectives and informing board deliberations. Their recommendations are communicated to the school leader, who synthesizes the information and reports key themes and needs to the board during monthly meetings. This reporting structure ensures that the board remains connected to the experiences of students, families, and staff while maintaining the clear governance-management boundary required by charter law.

Together, the strategic board calendar, committee structure, and advisory bodies create a governance system that is consistent, transparent, and responsive to the needs of the community. This structure ensures that the board receives timely information, maintains strong oversight, and remains grounded in the lived experiences of the students and families Lovira Academy is designed to serve.

Q38.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.

Lovira Academy's governing board will implement a structured and comprehensive training program to ensure that all members—new and existing—are fully prepared to carry out their responsibilities as stewards of a public charter school. New board members will participate in a formal onboarding process within their first 60 days of appointment. This orientation will introduce them to the school's mission, charter application, bylaws, strategic plan, organizational chart, and governance policies. New members will also receive training on the legal and fiduciary responsibilities of charter school boards, including North Carolina charter law, Open Meetings and Public Records requirements, conflict-of-interest and anti-nepotism policies, and the distinction between governance and administration. The onboarding process will include a financial overview, an introduction to academic accountability systems, and a review of the school's performance metrics, state accountability measures, and organizational health indicators. To support continuity and institutional knowledge, each new member will be paired with an experienced board mentor during their first year of service.

In addition to internal onboarding, all new board members will complete required governance training through state-approved providers such as the NC Office of Charter Schools, the NC Association for Public Charter Schools, the National Charter School Institute, and Board On Track. These trainings will be completed within the first year of service and will cover essential topics such as effective governance practices, financial oversight, academic accountability, equity and inclusion, and charter compliance. Participation in these trainings is mandatory and will be documented in board records.

Existing board members will engage in ongoing professional development to ensure that the board remains informed, compliant, and effective in its oversight role. Each year, the board will participate in annual governance training provided by state-approved organizations, with sessions tailored to the board's identified needs. The board will conduct an annual self-assessment to determine areas for growth, which may include financial management, data-driven decision-making, strategic planning, risk management, or equity-focused governance. Based on this assessment, the board will schedule targeted workshops or retreats throughout the year to strengthen its collective capacity. Members will also be encouraged to attend statewide charter conferences, legislative updates, and governance workshops to stay current on policy changes and emerging best practices.

Professional development will follow a predictable annual cycle. Orientation for new members will occur within 60 days of appointment. Annual governance training will take place during the first quarter of each fiscal year. The board's self-assessment will occur during the second quarter, followed by targeted workshops in the third and fourth quarters. Participation in all required trainings is expected of every voting board member and will be monitored by the Governance Committee to ensure compliance with state law and the school's bylaws.

This structured approach to training and development ensures that the board remains proactive, informed, and aligned with the school's mission. By investing in continuous learning, the board strengthens its ability to provide effective oversight, support the school leader, and maintain a governance culture that is strategic, ethical, and student-centered.

Q39.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.

Lovira Academy's governing board operates under strict ethical standards established in its bylaws and its comprehensive Conflict of Interest and Anti-Nepotism Policy, which fully aligns with G.S. 115C-218.15, the NC Nonprofit Corporation Act (Chapter 55A), and IRS requirements for 501(c)(3) organizations. All board members are required to uphold the fiduciary duties of care, loyalty, and obedience, ensuring that every decision is made solely in the best interest of the school and its students. Ethical expectations include maintaining confidentiality, avoiding personal or financial gain from board service, and adhering to all state and federal laws governing public charter schools.

The board's conflict-of-interest procedures are clearly defined. Each board member must annually complete and sign a conflict-of-interest disclosure statement and must immediately disclose any actual, potential, or perceived conflict as soon as it arises. When a conflict is identified, the affected board member may provide factual information but must leave the meeting before discussion and voting occur. The member is excluded from quorum counts for that item, and the vote is recorded by roll call, as required by the bylaws. These procedures ensure transparency, protect the integrity of board decisions, and prevent undue influence. The board also prohibits any director from receiving compensation for board service and restricts voting on matters involving compensation or contracts that could benefit a board member or their immediate family.

There is no evidence that any board member has reported any disciplinary actions on professional licenses, and no member currently holds a financial interest in any vendor or organization that would provide goods or services to the school. However, the board recognizes that some members have personal or professional relationships within the broader education community, including friendships with teachers, administrators, or service providers. These relationships do not constitute actual conflicts but may create perceived conflicts if not managed properly. To mitigate these perceptions, the board will require disclosure of any relationship that could reasonably be viewed as influencing judgment, will document such disclosures in the minutes, and will require recusal from related discussions or votes if the situation escalates to a potential conflict.

Additionally, because the school leader is the founder and serves as a non-voting, ex-officio board member, the board has established safeguards to prevent conflicts related to her dual role. The school leader does not vote on any board matter, does not participate in closed-session discussions regarding her evaluation or compensation, and is excluded from all decisions involving personnel, contracts, or policies that could directly affect her employment. These measures ensure that governance authority remains fully independent and that the board maintains objective oversight of the school leader.

To further protect against conflicts, the board will conduct annual governance training—including ethics, fiduciary responsibility, and conflict-of-interest compliance—through state-approved providers such as the NC Office of Charter Schools, the NC Association for Public Charter Schools, and national governance organizations. The Governance Committee will review disclosures annually, monitor compliance, and recommend policy updates as needed.

Through these policies, procedures, and safeguards, Lovira Academy ensures that its governing board operates with transparency, integrity, and accountability, maintaining public trust and protecting the school from both actual and perceived conflicts of interest.

Q40.Explain the decision-making processes the board will use to develop school policies.

Lovira Academy's governing board follows a structured, transparent, and legally compliant process for developing school policies. All policy development begins at the board level, where the need for a new policy or revision is identified through academic data reviews, financial reports, compliance requirements, committee recommendations, or stakeholder feedback. Once a need is identified, the Board Chair assigns the matter to the appropriate standing committee—typically the Governance Committee for policy creation or revision, or the Finance Committee for policies related to budgeting, procurement, or fiscal controls. Committees review relevant state and federal laws, charter requirements, and best-practice guidance from state-approved training providers such as the NC Office of Charter Schools, the NC Association for Public Charter Schools, and national governance organizations. Committees may also consult the school leader for operational insight, though the school leader does not participate in voting or final decision-making.

After committee review, a draft policy is presented to the full board during a regular monthly meeting, which is held in accordance with the North Carolina Open Meetings Law. Board members receive the draft in advance to allow for thorough review. During the meeting, the committee chair or designee explains the purpose of the policy, its alignment with the school's mission and charter, and any legal or compliance considerations. Board members engage in discussion, ask clarifying questions, and may request revisions. If the policy involves areas where conflicts of interest could arise, the board follows its bylaws and Conflict of Interest Policy by requiring any affected member to disclose the conflict and recuse themselves from discussion and voting.

Once discussion is complete, the board votes on the policy. A majority vote of the voting directors present—provided a quorum is established—determines whether the policy is adopted. All votes are recorded in the minutes, and the final policy is added to the school's official policy manual. If additional revisions are required, the policy is returned to committee for refinement and brought back to the board at a subsequent meeting. Policies that require immediate action may be addressed during a special meeting, which can be called by the Chair or by a majority of the board, with proper public notice.

Q41.Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

Lovira Academy's organizational structure includes several advisory bodies designed to ensure that the governing board receives timely, relevant, and mission-aligned input from those closest to the school's daily operations. While the governing board retains full decision-making authority, these advisory groups provide essential insight into academic performance, school culture, family engagement, and community needs. Their work strengthens the board's oversight capacity and ensures that stakeholder voices are meaningfully represented in the school's development and ongoing improvement.

One of the primary advisory bodies is the School Improvement Team, which is composed of school-based staff and led by the school leader. This team analyzes academic data, attendance trends, intervention effectiveness, and school culture indicators, including restorative practices and organizational health measures. Because Lovira Academy's model emphasizes trauma-informed care, project-based learning, and the LARP reintegration program, the School Improvement Team plays a critical role in monitoring the fidelity of these programs. The team meets regularly and provides the school leader with recommendations for instructional adjustments, intervention strategies, and student support structures. The school leader then synthesizes these findings and reports key themes to the governing board during monthly meetings, ensuring that the board's academic oversight is grounded in real-time data and practitioner insight.

The school will also establish a Parent Advisory Council, which serves as a structured forum for families to share feedback, raise concerns, and contribute to the school's continuous improvement efforts. Given the school's commitment to serving economically disadvantaged students, students with disabilities, and youth who have struggled in traditional settings, the Parent Advisory Council provides an essential channel for understanding family experiences and identifying barriers to access. The council meets several times per year and communicates its recommendations to the school leader, who incorporates this feedback into operational planning and reports relevant themes to the governing board. Although the council does not hold decision-making authority, its input ensures that family perspectives remain central to the school's mission and strategic priorities.

Additionally, Lovira Academy will form a Community Partnership Council to support the school's emphasis on service learning, workforce readiness, and community engagement. This council includes representatives from local organizations, youth-serving agencies, and community partners who support the school's "Community Enrichment Fridays," career pathways, and restorative justice initiatives. The council advises the school on partnership opportunities, student service projects, and community-based learning experiences. The school leader provides regular updates to the governing board on the council's work, ensuring that community engagement remains aligned with the school's mission and long-term goals.

All advisory bodies report directly to the school leader, who serves as the conduit between advisory groups and the governing board. This reporting structure preserves the board's role as a strategic oversight body while ensuring that board decisions are informed by the lived experiences of students, families, staff, and community partners. Advisory groups do not participate in governance, do not vote on policy, and do not influence board decisions directly. Instead, they provide structured, mission-aligned feedback that strengthens the board's ability to evaluate academic performance, monitor school culture, and ensure that the school remains responsive to the needs of its stakeholders.

Through this layered advisory structure, Lovira Academy maintains a governance model that is transparent, inclusive, and deeply connected to the community it serves. The advisory bodies enrich the board’s understanding of school operations while preserving the clear separation between governance and management required by North Carolina charter law.

Q42.How will the board ensure grievances/concerns from parents and staff members are heard?

Lovira Academy's governing board will ensure that grievances and concerns from parents and staff are heard through a clear, transparent, and accessible process grounded in the school's bylaws, ethical standards, and commitment to stakeholder representation. The school will maintain a formal grievance policy that outlines the steps for raising concerns, the appropriate channels for communication, and the timelines for response. This policy will be published on the school's website, included in the student and staff handbooks, and reviewed annually by the board to ensure compliance with state law and alignment with the school's mission. The process begins at the level closest to the concern, encouraging parents and staff to address issues first with the individual involved and then with the school leader if the matter is not resolved. This tiered approach ensures that concerns are handled efficiently and respectfully while preserving the board's role as an oversight body rather than a manager of day-to-day operations.

If a concern cannot be resolved through administrative channels or involves issues related to policy, legal compliance, or the conduct of school leadership, it may be formally escalated to the governing board. The board will provide a dedicated email address for receiving written grievances, and all submissions will be acknowledged within a defined timeframe. Parents and staff will also have the opportunity to speak during the public comment portion of monthly board meetings, which are held in accordance with the North Carolina Open Meetings Law. When a grievance is brought to the board, the Chair will ensure that it is reviewed in a timely and impartial manner. Matters involving personnel, student privacy, or sensitive information will be addressed in closed session as permitted by law, with the board documenting its actions and decisions in accordance with statutory requirements.

The board's commitment to ethical governance further strengthens the grievance process. All board members are bound by a strict Conflict of Interest and Anti-Nepotism Policy, and any member with a potential conflict must recuse themselves from discussion and voting. This ensures that grievances are handled objectively and without undue influence. The school leader, who serves as a non-voting, ex-officio member of the board, provides context and operational insight when appropriate but does not participate in board deliberations involving grievances related to her performance or decisions. This separation of roles preserves the integrity of the process and ensures that stakeholders can raise concerns without fear of retaliation.

In addition to formal grievance procedures, the board benefits from advisory bodies such as the Parent Advisory Council and School Improvement Team, which provide ongoing feedback about school culture, communication, and family engagement. These groups serve as early indicators of emerging concerns and help the school leader address issues before they escalate. The school leader regularly reports themes from these advisory groups to the board, ensuring that the board remains informed about stakeholder experiences and can monitor the effectiveness of the school's communication and support systems.

Through this combination of clear policy, transparent communication channels, ethical safeguards, and structured stakeholder engagement, the governing board ensures that parents and staff have meaningful opportunities to be heard and that concerns are addressed promptly, respectfully, and in alignment with the school's mission and legal obligations.

Q43.Attach as Appendix Organizational Chart.

☒ Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 5

Q44.Attach as Appendix Charter School Board Member Information Form and Resume.

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.
- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

see attached

Evidence lovira (3)

☒ Upload Required **File Type:** pdf, excel, word **Max File Size:** 30 **Total Files Count:** 50

Q45.Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and 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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3.3. Staffing: Hiring, Management, and Evaluation

Q46.Projected Staff: Complete the staffing chart below outlining your staffing projections.

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Applicant Comments :

Lovira Academy will determine staffing levels using North Carolina's charter school funding structure, which provides flexible per-pupil allocations rather than position-based allotments. Because charter schools do not receive state-funded teacher positions, the school will design a staffing model that is financially sustainable, mission-aligned, and responsive to student needs. Annual staffing decisions will be based on projected ADM, available state and local per-pupil revenue, EC funding (capped at 12.5% of ADM), federal Title allocations, and the school's instructional and operational priorities.

The school will maintain small class sizes and a high-support environment, requiring a strategic balance of classroom teachers, EC staff, intervention personnel, and operational support. As enrollment grows from 100 students in Year 1 to 206 students in Year 5, the school will scale staffing accordingly, adding teachers, EC personnel, MTSS support, counseling services, and operational staff in alignment with enrollment growth and student needs. Leadership capacity will also expand over time, beginning with a single school leader in Year 1 and adding an assistant principal, operations director, and additional support staff as the school reaches full enrollment.

Staffing decisions will be reviewed annually by the School Leader and the Governing Board during the budgeting process. The board will ensure that staffing levels remain aligned with available funding, legal requirements, and the school's mission to provide a trauma-informed, relationship-centered learning environment. This approach ensures that Lovira Academy maintains financial stability while building a comprehensive, student-centered staffing model over its first five years of operation.

Q47.Explain the board's strategy for recruiting and retaining high-performing teachers.

Lovira Academy's board recruits and retains high-performing teachers by establishing governance systems that comply with North Carolina charter school law and create the conditions for excellent educators to thrive. Under G.S. 115C-218.25, the board is responsible for ensuring the school has sound policies, strong leadership, and the resources necessary to attract and support qualified instructional staff. The board does not manage day-to-day hiring; instead, it sets the standards, policies, and oversight structures that guide the School Leader's work.

Recruitment Strategy (Board Role per NC Law)

The board ensures that recruitment practices align with state requirements and the school's mission by:

- Setting clear hiring policies that comply with G.S. 115C-218.90, including background checks, licensure expectations, and qualifications for instructional staff.
- Defining the competencies and dispositions aligned to the school's mission, trauma-informed model, and academic goals.
- Ensuring competitive compensation by approving a salary schedule that is sustainable within per-pupil

funding and competitive within the charter sector.

- Providing the School Leader with autonomy (as allowed under G.S. 115C-218.40) to recruit through statewide networks, educator preparation programs, and charter associations.
- Monitoring recruitment data to ensure the school attracts a diverse, highly qualified applicant pool.

Retention Strategy (Board Oversight per NC Law)

The board supports teacher retention by ensuring the School Leader has the systems, resources, and staffing structure needed to maintain a positive and effective working environment. The board:

- Approves and monitors professional development policies that support continuous improvement, aligned with G.S. 115C-218.85.
- Ensures the School Leader implements coaching, evaluation, and support systems that promote teacher growth and effectiveness.
- Monitors school climate, retention data, and teacher feedback through regular reporting to the board.
- Allocates resources to maintain manageable class sizes, adequate support staff, and a safe, supportive school environment.
- Creates pathways for teacher leadership as the school grows, supporting long-term retention and internal advancement.
- Ensures compliance with all employment laws, including nondiscrimination and fair employment practices.

Long-Term Stability and Sustainability

As required by G.S. 115C-218.25, the board ensures the school remains financially stable so that staffing decisions are sustainable. This includes:

- Approving multi-year staffing plans aligned to projected ADM and funding.
- Ensuring compensation and benefits remain competitive as the school grows.
- Monitoring the School Leader's implementation of retention strategies and addressing trends proactively.

Summary

Lovira Academy's board is committed to recruiting and retaining high-performing teachers by establishing strong governance systems that support effective hiring, professional growth, and long-term stability. Recruitment is grounded in clearly defined competencies aligned to the school's mission and trauma-informed, relationship-centered model. The board provides the School Leader with the autonomy and resources to recruit through statewide networks while maintaining competitive compensation and leadership opportunities.

Q48.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school.

The Lovira Academy Board has identified **Cindi Ramirez** as the founding School Leader. Ms. Ramirez is exceptionally well-qualified to lead the proposed school based on her extensive experience in school leadership, instructional design, special education, data-driven improvement, and community-centered educational innovation. Her professional background reflects the competencies required under **G.S. 115C-218.25**, which charges the board with ensuring strong leadership capable of implementing the school's mission and maintaining high academic and operational standards.

Ms. Ramirez brings more than a decade of experience across multiple K-12 leadership roles, including Instructional Facilitator, Testing Coordinator, MTSS Lead, SIT Chair, Title I Contact, and Assistant Principal. She has deep expertise in designing and implementing systems that improve instruction, strengthen school culture, and support students who have struggled in traditional settings. Her background in special education, trauma-informed practices, and culturally responsive leadership aligns directly with Lovira Academy's mission to serve students who need a relationship-centered, supportive, and structured learning environment.

She holds a **BA in Psychology**, an **MA in Culturally Responsive Education**, and an **MA in School Leadership**, along with extensive graduate coursework in special education. This academic preparation equips her with a strong foundation in instructional leadership, student development, and systems-level school improvement. Her experience developing IEPs, leading MTSS processes, coaching teachers, and managing compliance demonstrates her ability to oversee both the academic and operational components of a charter school.

Ms. Ramirez has a proven record of building collaborative teams, using data to drive instructional decisions, and designing professional learning that strengthens teacher practice. She is known for her ability to create environments where students feel seen and supported, and where teachers are equipped with clear routines, strong coaching, and meaningful feedback. Her leadership style—rooted in clarity, empathy, and high expectations—aligns with the school's trauma-informed, relationship-driven model.

In addition to her instructional and operational expertise, Ms. Ramirez has significant experience in community engagement, strategic planning, and organizational development. She has led complex initiatives, managed schoolwide testing and compliance systems, facilitated school improvement processes, and supported families through high-stakes educational transitions. These experiences position her to effectively launch a new charter school, build trust with families, and establish the systems necessary for long-term sustainability.

The Board selected Ms. Ramirez because she demonstrates the vision, operational skill, instructional expertise, and relational leadership required to open and lead a high-performing charter school. Her background reflects a deep commitment to equitable education and a proven ability to design and implement structures that support student success. The Board is confident that she is exceptionally well-prepared to serve as the founding School Leader of Lovira Academy.

Q49.If the school leader has been identified, attach the school leader's one-page resume as Appendix

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Q50. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

Lovira Academy will maintain a governance structure that clearly separates the roles of the Board of Directors and the school's employees, consistent with North Carolina charter school law. All school employees report indirectly to the Board through the School Director, who is the Board's sole direct employee. The Board hires, evaluates, and, when necessary, dismisses the School Director; the School Director is responsible for hiring, supervising, and evaluating all other school staff.

Individual Board members will not give instructions or directives to any employee other than the School Director. This boundary preserves the distinction between governance (the Board's role) and management (the School Director's role), ensuring that operational decisions remain with school leadership. Employees interact with the Board only through formal channels such as appeals, performance reporting, or participation in required training or presentations.

This structure ensures that the Board focuses on mission, policy, accountability, and oversight, while the School Director and staff focus on day-to-day operations, instruction, and student support. By maintaining these clear lines of authority and communication, Lovira Academy upholds strong governance practices and a professional, well-functioning organizational environment.

Q51. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Lovira Academy's Board of Directors maintains clear governance procedures for hiring and dismissing school personnel in accordance with North Carolina charter school law. The Board hires, evaluates, and, when necessary, dismisses the School Director, who is the Board's sole direct employee. All other school personnel are hired, supervised, and evaluated by the School Director, consistent with **G.S. 115C-218.25** and **G.S. 115C-218.90**.

Hiring Procedures

The Board establishes hiring policies and ensures compliance with all state requirements, while the School Director manages the operational hiring process. Board procedures include:

- **Criminal Background Checks:** All prospective employees undergo a criminal background check prior to employment, as required by **G.S. 115C-218.90(b)**. Employment is contingent upon satisfactory results.
- **Policy Framework:** The Board adopts hiring policies that define required qualifications, licensure expectations, and standards of professionalism. These policies guide the School Director's hiring decisions.
- **Delegated Authority:** The School Director conducts recruitment, interviews, reference checks, and final

hiring decisions for all staff other than the Director position. The Board does not participate in interviewing or selecting teachers or staff.

- **High-Performance Teacher Profile:** The School Director recruits teachers with expertise in project-based learning, restorative practices, and advisory/mentorship—skills aligned with the school’s mission and instructional model.
- **Recruitment Pipeline:** The School Director builds partnerships with university education programs (including HBCUs and Teaching Fellows), national PBL organizations, and regional educator networks.

Dismissal Procedures

The Board dismisses only the School Director. The School Director dismisses all other employees in accordance with Board policy and state law.

- **Board Role:** The Board may dismiss the School Director following established evaluation procedures and due process.
- **School Director Role:** The School Director may dismiss staff for performance, misconduct, or failure to meet expectations, following Board-approved personnel policies and documentation requirements.
- **Appeals:** Employees may appeal certain decisions to the Board only in circumstances defined by policy (e.g., grievances, discrimination claims). The Board does not intervene in routine personnel matters.

Retention Strategy

The Board ensures the School Director has the resources and authority to implement a strong retention system. This includes:

- **Competitive Compensation:** The Board approves a salary schedule designed to remain competitive within the charter sector.
- **Leadership Pipeline:** The School Director establishes stipended roles such as **Content Lead** and **Data Team Lead** to create internal pathways toward future leadership positions, including Instructional Lead.

Governance Boundaries

To maintain a clear separation between governance and management:

- Individual Board members do **not** direct or supervise staff other than the School Director.
- All employees report **indirectly** to the Board through the School Director.
- Communication with the Board occurs only through formal channels such as appeals, reporting, or required presentations.

Q52.Outline the school's proposed salary range and employment benefits for all levels of employment.

1. School Leadership

Position	Proposed Salary Range
School Leader / Principal	\$85,000 – \$105,000
Director of Operations	\$60,000 – \$75,000
Assistant Principal (added in later years)	\$65,000 – \$80,000

1. Instructional Staff (Updated)

Position	Updated Salary Range
Core Content Teachers (Math, ELA, Science, Social Studies)	\$45,000 – \$70,000
Exceptional Children (EC) Teacher	\$50,000 – \$70,000
Career & Technical Education (CTE) Teacher	\$48,000 – \$70,000
Elective Teachers (Arts, PE, etc.)	\$42,000 – \$65,000
Instructional Assistants / Teacher Assistants	\$30,000 – \$45,000

Lovira Academy hopes to attract highly experienced teachers, especially in hard-to-fill areas (EC, STEM, CTE).

1. Student Support Services

Position	Proposed Salary Range
School Counselor	\$50,000 – \$60,000
Behavior Interventionist / Student Support Specialist	\$40,000 – \$50,000
Social Worker (added in later years)	\$48,000 – \$58,000
EL Teacher / Coordinator	\$48,000 – \$58,000

1. Operations & Administrative Staff

Position	Proposed Salary Range
Office Manager / Registrar	\$35,000 – \$45,000
Front Office / Administrative Assistant	\$30,000 – \$38,000
Custodian / Facilities Support	\$28,000 – \$35,000
IT Support (contracted or part-time)	\$20–\$30/hour

1. Employment Benefits (Updated to Include State Benefits & Retirement)

Lovira Academy is committed to providing a comprehensive and competitive benefits package that supports the

well-being, stability, and long-term retention of all employees. As part of this commitment, the school intends to participate in the North Carolina State Health Plan (SHP) and the Teachers' and State Employees' Retirement System (TSERS), pending approval and eligibility.

These benefits align Lovira Academy with traditional public schools and ensure that staff receive high-quality, reliable coverage and retirement security.

Health & Wellness Benefits

Lovira Academy plans to offer:

- North Carolina State Health Plan (SHP) medical insurance
- Employer contribution toward employee premiums
- Optional dental and vision insurance
- Employee Assistance Program (EAP)
- Mental health and counseling supports

Retirement Benefits

Lovira Academy intends to participate in:

- Teachers' and State Employees' Retirement System (TSERS)
- Employer contribution at the state-mandated rate
- Employee contribution at the state-mandated rate
- Optional supplemental retirement plans (401(k), 403(b), 457)

Paid Leave Benefits

Lovira Academy will provide:

- Paid sick leave
- Paid personal leave
- Paid bereavement leave
- Paid parental leave
- Paid holidays aligned with the school calendar

Professional Development Benefits

Lovira Academy will invest in ongoing professional growth through:

- Annual professional development stipends
- Training in trauma-informed practices
- Coaching and instructional support
- Leadership development pathways
- Tuition reimbursement (as funding allows)

This ensures staff are equipped to meet the needs of at-risk and disengaged youth.

Q53. Provide the procedures for handling employee grievances and/or termination.

Lovira Academy will maintain clear, transparent, and legally compliant procedures for addressing employee grievances and for managing employee discipline and termination. These procedures ensure fairness, due process, and consistent application of school policies. We are committed to providing employees with a safe, respectful, and responsive process for raising concerns. The grievance procedure includes the following steps:

Step 1: Informal Resolution

- Employees are encouraged to first address concerns directly with the individual involved or with their immediate supervisor.
- The supervisor will attempt to resolve the issue promptly through discussion, mediation, or clarification of expectations.
- Many concerns can be resolved at this level without formal action.

Step 2: Formal Written Grievance

If the issue is not resolved informally, the employee may submit a written grievance to the School Leader. The written grievance must include:

- A description of the concern
- Relevant dates, documentation, or evidence
- The steps already taken to resolve the issue
- The desired resolution

The School Leader will:

- Acknowledge receipt within five business days
- Conduct a review, which may include interviews, document review, or consultation with the appropriate personal (HR/Board/legal support)
- Provide a written response with findings and next steps

Step 3: Appeal to the Board of Directors

If the employee is not satisfied with the School Leader's decision, they may submit a written appeal to the Board Chair. The Board will:

- Review the grievance in closed session (as permitted by NC Open Meetings Law)
- Consider the School Leader's findings and any additional information
- Issue a final written decision

The Board's decision is final.

Confidentiality and Non-Retaliation

- All grievance matters will be handled confidentially to the extent possible.
- Retaliation against any employee who raises a concern in good faith is strictly prohibited and grounds for disciplinary action.

1. Employee Discipline and Termination Procedures

Lovira Academy will follow a fair, consistent, and progressive discipline process, except in cases of severe misconduct where immediate action is required.

Step 1: Verbal Warning / Coaching

- The supervisor or School Leader provides verbal feedback identifying the concern, expectations for improvement, and a timeline for correction.
- Documentation of the conversation is maintained in the employee's file.

Step 2: Written Warning

If concerns persist:

- A formal written warning is issued outlining the performance or conduct issue, required improvements, and consequences for failing to improve.
- The employee may submit a written response for inclusion in their personnel file.

Step 3: Performance Improvement Plan (PIP)

For ongoing performance concerns:

- A PIP is developed with clear goals, support strategies, timelines, and monitoring checkpoints.
- The supervisor and employee meet regularly to review progress.

Step 4: Suspension or Final Warning

If improvement is insufficient or if misconduct occurs:

- The School Leader may issue a final written warning or temporary suspension (with or without pay, depending on circumstances).
- The employee is informed that failure to correct the issue may result in termination.

Step 5: Termination

Termination may occur when:

- Performance does not improve after progressive discipline
- The employee violates school policy or professional standards

- There is misconduct, insubordination, or behavior that jeopardizes student safety or school operations

The School Leader will:

- Provide written notice of termination
- Document the reasons for the decision
- Inform the employee of any final pay, benefits, or return-of-property requirements

Immediate Termination

Lovira Academy reserves the right to terminate employment immediately for severe violations, including but not limited to:

- Endangering students
- Harassment or discrimination
- Fraud, theft, or falsification of records
- Violations of law or ethical standards

1. Board Oversight

- The Board of Directors oversees the School Leader's adherence to personnel policies.
- Any grievance involving the School Leader is submitted directly to the Board Chair.
- The Board ensures that all procedures comply with state and federal employment laws.

Q54. Identify any positions that will have dual responsibilities and the funding source for each position.

Lovira Academy will strategically assign dual responsibilities to several key staff members during the school's early years to ensure operational efficiency and high-quality student support while maintaining fiscal responsibility. The School Leader will serve as both the instructional and organizational head of the school, functioning as the chief academic officer, personnel lead, and primary point of contact for licensure, evaluation, accountability, and state compliance. This position will be funded through the state charter school allotment, with allowable leadership activities supported by Title I and Title II funds.

The Operations/Financial personal will hold dual responsibilities for daily operations, HR documentation, licensure tracking, transportation, facilities, safety, procurement, and state reporting, funded primarily through state per-pupil allotments, with Title I administrative set-aside funds supporting compliance-related duties.

In the school's early years, the Exceptional Children (EC) Teacher will also serve as the EC Coordinator and School Counselor, managing IEP compliance, EC files, and service delivery while providing direct instruction; this role will be funded through state allotments and IDEA Part B funds, with Title I supporting intervention-aligned responsibilities. This person will also as Student Services Coordinator, overseeing MTSS, attendance, crisis intervention, family engagement, McKinney-Vento compliance, and early EL/504 coordination. This position will be funded through state allotments, Title I funds for at-risk student support, and McKinney-Vento funds when available.

The Office Manager will also serve as the Registrar, managing front office operations, enrollment, records, PowerSchool data entry, and HR file support, funded through state allotments and Title I administrative set-aside funds.

Instructional Assistants will support both classroom instruction and behavior intervention, providing small-group support, supervision, and assistance with transitions, funded through state allotments and Title I intervention funds.

As enrollment grows and the school reaches full capacity, these dual-responsibility roles will transition into standalone positions to support long-term sustainability, compliance, and organizational effectiveness.

Q55. Describe the plans to have qualified staffing adequate for serving all student needs including SWD, ML, and AIG students.

Lovira Academy will meet and exceed North Carolina’s charter school licensure requirements as outlined in **G.S. 115C-218.90(a)(1)**, which mandates that at least 50% of teachers hold a valid North Carolina teaching license. The school’s staffing model is intentionally designed to ensure that all core academic instruction is delivered by licensed or residency-licensed teachers, while also leveraging the flexibility afforded to charter schools to recruit highly skilled, mission-aligned educators from diverse professional backgrounds. Licensed teachers will serve in all core content areas, Exceptional Children (EC) services, and Multilingual Learner (ML) instruction to ensure compliance with state and federal requirements, including IDEA, Title III, and state content standards. Non-licensed teachers—who must hold at least a bachelor’s degree—may be strategically placed in electives, CTE pathways, intervention roles, or specialized enrichment courses, allowing the school to attract individuals with deep industry experience, trauma-informed backgrounds, or unique skill sets that align with the needs of disengaged and at-risk youth.

This staffing approach supports Lovira Academy’s mission by ensuring that students with disabilities, multilingual learners, and academically or intellectually gifted students receive instruction from appropriately trained and credentialed staff, while also maintaining the flexibility to hire educators who bring real-world expertise, cultural competence, and strong relational capacity. Ongoing professional development, licensure monitoring, and coaching systems will ensure that all staff—licensed and non-licensed—are equipped to deliver high-quality, inclusive, and differentiated instruction. As enrollment grows, Lovira Academy will continue increasing the proportion of licensed teachers and expanding specialized roles to ensure full compliance, strong instructional quality, and equitable access to services for every learner.

Q56.How will teachers be evaluated? What system or tool will be utilized?

Lovira Academy will implement a comprehensive, multi-measure teacher evaluation system that ensures instructional quality, supports professional growth, and aligns with the needs of a high-risk, high-need student population. The school will utilize the North Carolina Educator Evaluation System (NCEES) as its primary evaluation tool, supplemented by school-based walkthroughs, coaching cycles, and student-centered data reviews. NCEES provides a research-based framework grounded in the NC Professional Teaching Standards and includes formal observations, pre- and post-conferences, self-assessments, and annual summative evaluations. This ensures that all teachers—licensed and residency-licensed—are evaluated using a consistent, state-aligned system.

In addition to NCEES, Lovira Academy will use a structured instructional walkthrough tool to monitor classroom practice, provide real-time feedback, and ensure alignment to the school's trauma-informed, relationship-centered instructional model. Teachers will participate in coaching cycles, professional learning communities (PLCs), and data-driven reflection sessions to support continuous improvement. Evaluation results will be used to identify strengths, target professional development, and ensure that instruction meets the needs of Students with Disabilities (SWD), Multilingual Learners (ML), and Academically or Intellectually Gifted (AIG) students. This blended approach—state-aligned evaluation, ongoing coaching, and data-driven reflection—ensures that Lovira Academy maintains high expectations for instructional quality while providing the support teachers need to grow and excel.

Q57. 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).

Lovira Academy will employ highly qualified, mission-aligned staff who possess the credentials, experience, and professional dispositions necessary to meet the needs of a diverse, high-risk student population. Each position has clearly defined roles and responsibilities, and all required licenses and qualifications align with North Carolina charter school law, federal regulations, and the school's trauma-informed instructional model.

The School Leader/Principal **will serve as the instructional and organizational head of the school, responsible for academic oversight, staff supervision, licensure monitoring, evaluation, compliance, and implementation of the school's mission. This position requires a minimum of a bachelor's degree, with preference for candidates holding a master's degree in education, school administration, or a related field. While NC law does not require charter school principals to hold an administrator license, Lovira Academy will prioritize candidates with a valid NC School Administrator license or equivalent leadership experience.**

The Operations **personnel will oversee daily operations, HR documentation, licensure tracking, transportation, facilities, safety, procurement, and state reporting. This role requires a bachelor's degree and/or demonstrated experience in school operations, finance, compliance, or nonprofit management. No specific license is required, but strong organizational and compliance skills are essential.**

The Exceptional Children (EC) Teacher/EC Coordinator **will provide direct specialized instruction, manage IEP compliance, coordinate related services, and ensure adherence to IDEA and state EC regulations. This position requires a valid North Carolina EC teaching license or eligibility for a residency license in EC. The EC Coordinator responsibilities require deep knowledge of EC compliance, case management, and service delivery.**

The School Counselor/Student Services Coordinator **will support MTSS implementation, crisis intervention, attendance, family engagement, McKinney-Vento compliance, and early EL/504 coordination. This position requires a master's degree in school counseling or a related field and eligibility for a NC School Counselor license. Experience with trauma-informed practices and at-risk youth is strongly preferred.**

Core Content Teachers (Math, ELA, Science, Social Studies) **will deliver standards-aligned instruction, monitor student progress, implement accommodations, and participate in PLCs and coaching cycles. At least 50% of all teachers must hold a valid NC teaching license, as required by G.S. 115C-218.90(a)(1). Teachers without a full license must hold a bachelor's degree and be eligible for a residency license. Teachers serving SWD, ML, or AIG students must demonstrate competency in differentiation and inclusive practices.**

The EL Teacher **or general education teacher assigned to ML services must hold a valid NC teaching license or residency license and have training or certification in English as a Second Language instruction. This role includes language proficiency assessments, service plans, and progress monitoring.**

AIG services **will be delivered by licensed teachers trained in gifted education strategies, differentiation, and enrichment. While a specific AIG license is not required, teachers providing AIG instruction must complete ongoing PD in gifted education and advanced learning pathways.**

The Office Manager/Registrar **will manage front office operations, enrollment, student records, PowerSchool data entry, and HR file support. This role requires a high school diploma (bachelor's preferred), strong organizational skills, and experience in school or nonprofit administration. No license is required.**

Instructional Assistants/Behavior Support Staff **will support classroom instruction, small-group intervention, supervision, and behavior support. These positions require at least an associate degree or 48 hours of college coursework, with preference for candidates experienced in trauma-informed or behavioral support settings. No license is required.**

Across all roles, Lovira Academy will prioritize candidates who demonstrate cultural competence, trauma-informed practice, strong relational capacity, and a commitment to serving disengaged, at-risk, and high-need students. The school will maintain rigorous hiring standards, ensure compliance with licensure requirements, and provide ongoing professional development to ensure all staff are equipped to perform their responsibilities effectively and uphold the school's mission.

Q58. Identify the positions responsible for maintaining teacher license requirements and professional development.

At Lovira Academy, licensure compliance and professional development are maintained through a shared leadership model. The School Leader holds primary responsibility for ensuring all teachers meet North Carolina licensure requirements. As we grow and are able to hire additional staff members, the school leader will be supported in this task by the Director of Operations for documentation and compliance, the Assistant Principal for instructional PD implementation, and the EC Director/Lead Teacher for specialized EC licensure oversight.

Teachers are responsible for maintaining their individual licensure, while the school provides the systems, monitoring, and professional learning necessary to ensure full compliance and continuous growth.

Q59. Explain the school’s professional development model or plan. The plan should 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.

Lovira Academy will implement a comprehensive, multi-tiered professional development (PD) model designed to ensure high-quality instruction, compliance with state and federal licensure requirements, and alignment with the school's mission to serve at-risk, disengaged, and high-need learners. The annual PD plan totals 96 hours of in-year professional development and an additional 80-hour summer induction, ensuring that all teachers—licensed and residency-licensed—receive the training, coaching, and support necessary to meet North Carolina's educator standards and federal requirements for serving Students with Disabilities (SWD), Multilingual Learners (ML), and Academically/Intellectually Gifted (AIG) students.

The PD model is built around three core pillars: Project-Based Learning (PBL) Fidelity, Advisory/SEL Integration, and Inclusive Instruction. The 10-day summer pre-service institute provides intensive training in PBL unit design, restorative practices, trauma-informed instruction, and foundational EC/EL compliance. This induction period ensures that all teachers—including those entering on a residency license—receive the required training to begin the year in compliance with state and federal expectations. Monthly PD sessions, delivered through eight Early Release Days (32 hours), focus on sheltered instruction strategies for ML students, data analysis, curriculum refinement, and legal compliance updates. Weekly embedded PD (48 hours) is delivered through PLCs, instructional coaching, and instructional rounds, supported by a 90-minute Common Planning Block built into the teacher contract day. This structure ensures that PD is ongoing, job-embedded, and aligned to the needs of a high-risk student population.

Lovira Academy's PD plan directly supports the school's staffing model and licensure requirements. In accordance with G.S. 115C-218.90(a)(1), at least 50% of teachers will hold a valid NC teaching license, and all core content teachers will be licensed or on a residency pathway. The PD model provides targeted support for residency-licensed teachers, including coaching, compliance training, and opportunities to earn CEUs required for licensure renewal. Specialized PD in EC compliance, EL instruction, MTSS, and differentiation ensures that teachers meet federal requirements under IDEA, Title III, and Title I. The PD plan is fully aligned with the proposed budget, which allocates funds for summer induction, coaching, curriculum development, and external consultants as needed.

Through this structured, mission-aligned PD system, Lovira Academy ensures that all teachers—regardless of entry pathway—are equipped to deliver high-quality, inclusive instruction and maintain compliance with state licensure laws and federal service requirements.

3.4. Staff Evaluations and Professional Development

Q60. Identify the positions responsible for maintaining teacher license requirements and professional development.

Lovira Academy will maintain a clear and accountable structure for ensuring teacher licensure compliance and high-quality professional development. The School Leader/Principal holds primary responsibility for verifying licensure status during hiring, monitoring renewal dates, ensuring compliance with state and federal requirements, and overseeing the schoolwide professional development plan. The Operations Personnel supports this work by maintaining personnel files, tracking licensure documentation, managing CEU records, and ensuring all compliance reporting is accurate and audit-ready. As the school grows, the Assistant Principal will share responsibility for instructional coaching, PD implementation, and monitoring teacher progress toward licensure requirements, particularly for residency-licensed teachers. The Exceptional Children (EC) Teacher/EC Coordinator is responsible for ensuring that all EC staff meet specialized licensure requirements and receive required IDEA-aligned training. Teachers themselves are responsible for maintaining active licensure, completing CEUs, and participating fully in the school's PD program. Together, this leadership structure ensures that Lovira Academy meets all state licensure mandates, supports teachers on residency pathways, and delivers a robust professional development system aligned with the school's mission and instructional model.

Q61. 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.

Lovira Academy will implement a comprehensive system for mentoring, retaining, and evaluating staff that directly aligns with the school's mission to serve at-risk, disengaged, and high-need students through trauma-informed, relationship-centered, and project-based learning. The school's staffing model and budget intentionally support a robust professional development and coaching structure that ensures all teachers—licensed and residency-licensed—receive the support necessary to meet state and federal requirements while delivering high-quality instruction.

To support new and developing teachers, Lovira Academy will implement a two-tiered mentoring system. All new teachers participate in an 80-hour Summer Induction Institute, which provides foundational training in PBL design,

restorative practices, trauma-informed instruction, EC/EL compliance, and schoolwide systems. Residency-licensed teachers and teachers new to the profession are paired with a trained mentor teacher or instructional leader who provides weekly coaching, classroom modeling, and support in meeting licensure competencies. This mentoring structure is embedded into the school's 90-minute daily Common Planning Block, ensuring that coaching and collaboration occur within contract hours and align with the school's projected staffing and budget.

Retention is supported through a culture of continuous growth, competitive compensation, and leadership pathways. Teachers receive 96 hours of annual professional development, including monthly early-release PD sessions, weekly PLCs, instructional rounds, and individualized coaching cycles. PD focuses on three pillars essential to the school's mission: PBL Fidelity, Advisory/SEL Integration, and Inclusive Instruction for SWD, ML, and AIG students. This structure ensures that teachers feel supported, valued, and equipped to meet the needs of a diverse student population. The school's budget includes allocations for PD stipends, coaching, curriculum development, and external consultants, ensuring sustainability and alignment with financial projections.

Teacher evaluation will be conducted using the North Carolina Educator Evaluation System (NCEES), supplemented by school-based walkthrough tools aligned to trauma-informed and PBL instructional expectations. NCEES provides a consistent, state-aligned framework that includes formal observations, self-assessments, pre- and post-conferences, and annual summative evaluations. Weekly coaching cycles and PLCs provide ongoing formative feedback, ensuring that evaluation is not an isolated event but part of a continuous improvement process. Evaluation data will be used to identify strengths, target PD, and support residency-licensed teachers in meeting licensure requirements.

Lovira Academy will fully comply with G.S. 115C-218.90(a)(1), ensuring that at least 50% of teachers hold a valid NC teaching license, while all core content, EC, and EL teachers are licensed or on a residency pathway. The Operations personnel will maintain licensure records and CEU documentation, while the School Leader oversees compliance, monitors renewal timelines, and ensures that PD offerings meet state and federal requirements, including IDEA, Title I, and Title III. Teachers are responsible for maintaining active licensure and completing required CEUs, supported by the school's structured PD calendar and coaching model.

Through this integrated system of mentoring, retention supports, evaluation, and licensure compliance, Lovira Academy ensures that all staff are well-prepared, well-supported, and aligned with the school's mission and educational program. The plan is fully supported by the school's staffing model and budget, ensuring sustainability and high-quality instruction for every student.

Q62. 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.

Lovira Academy’s professional development plan centers on three core components—PBL Fidelity, Advisory/SEL Integration, and Inclusive Instruction—to ensure strong implementation of the school’s trauma-informed, project-based model. PD is delivered through a hybrid approach: uniform training in core instructional expectations and individualized coaching through weekly PLCs and 1:1 cycles. Most PD is conducted internally by instructional leaders, with external experts supporting PBL design, restorative practices, and EC/EL compliance. This structure ensures all teachers, including those on residency pathways, receive the training needed to meet licensure requirements and effectively serve SWD, ML, and AIG students.

Q63. 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.

Lovira Academy will implement an intensive 80-hour Summer Induction Institute prior to the school's opening to ensure that all teachers—licensed, residency-licensed, and new to the profession—are fully prepared to deliver the school's trauma-informed, project-based, and relationship-centered instructional model. This induction period is essential for building a unified culture, establishing consistent instructional expectations, and ensuring compliance with state and federal requirements for serving Students with Disabilities (SWD), Multilingual Learners (ML), and Academically/Intellectually Gifted (AIG) students.

The Summer Induction Institute will take place over 10 full days and is structured around three core pillars of the school's educational program: PBL Fidelity, Advisory/SEL Integration, and Inclusive Instruction. During the first phase of induction, teachers will engage in intensive PBL training, including unpacking standards, designing high-quality units, developing rubrics, and planning authentic assessments. Teachers will collaboratively build the first quarter of PBL units to ensure alignment, rigor, and consistency across grade levels. This work prepares teachers for the unique demands of project-based learning, including interdisciplinary planning, student-centered facilitation, and performance-based assessment.

The second phase of induction focuses on Advisory and SEL Integration, which is central to Lovira Academy's mission of serving at-risk and disengaged youth. Teachers will be trained in restorative practices, trauma-informed strategies, de-escalation techniques, and relationship-building routines that support student belonging and emotional safety. Advisory curriculum training ensures that every teacher is equipped to lead daily advisory sessions that promote SEL competencies, academic monitoring, and mentorship.

The third phase centers on Inclusive Instruction, ensuring teachers are prepared to meet the needs of SWD, ML, and AIG students. Sessions include EC compliance foundations, IEP implementation, progress monitoring, sheltered instruction strategies for ML students, differentiation for advanced learners, and MTSS Tier I/Tier II supports. Residency-licensed teachers will receive additional support in understanding licensure competencies, evaluation expectations, and CEU requirements.

Throughout the induction period, teachers will also receive training in schoolwide systems, including classroom management expectations, arrival/dismissal procedures, PowerSchool, assessment platforms, and the school's walkthrough and coaching tools. Teachers will participate in instructional rounds, model lessons, and peer feedback sessions to practice the instructional routines that define Lovira Academy's model.

By the end of the Summer Induction Institute, all teachers will have:

- Completed the first quarter of PBL unit plans
- Practiced core instructional routines and SEL strategies
- Received foundational EC/EL compliance training
- Understood licensure expectations and evaluation processes
- Built strong relationships with colleagues and leadership
- Internalized the school's mission, culture, and instructional vision

This comprehensive induction ensures that teachers enter the school year fully prepared to deliver the unique and challenging aspects of Lovira Academy's curriculum and instructional model. The plan is fully aligned with the school's staffing structure and budget, which allocates funds for PD stipends, coaching, curriculum development, and external training partners.

Q64. 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.

Lovira Academy's balanced calendar and 4-day academic week are intentionally designed to provide extensive, job-embedded professional development that supports high-quality instruction, teacher licensure requirements,

and the school's trauma-informed, project-based learning model. The school will provide 96 hours of in-year professional development, in addition to an 80-hour Summer Induction Institute, ensuring that all teachers—licensed and residency-licensed—receive the training, coaching, and support necessary to meet state and federal expectations.

The school's balanced calendar divides the year into nine-week quarters separated by two-week intersessions, minimizing learning loss and creating natural checkpoints for teacher reflection and curriculum refinement. The 4-day academic week (Monday–Thursday) allows for extended instructional blocks ideal for PBL, while the dedicated Community Enrichment Friday provides protected time for teacher collaboration, planning, and professional learning without reducing instructional hours. This structure ensures that PD is embedded into the weekly rhythm of the school and does not require additional staffing or substitute coverage.

Lovira Academy's PD plan includes three major components:

1. Summer Induction Institute (80 Hours)

Held during the summer contract period, this 10-day induction prepares teachers for the unique demands of the school's model. Training includes:

- PBL unit design and assessment
- Restorative practices and trauma-informed instruction
- EC/EL compliance foundations

-

Advisory/SEL routines

-

Classroom management systems

-

PowerSchool, assessment platforms, and walkthrough tools

This ensures all teachers—especially those on residency licenses—begin the year with the competencies required for licensure, compliance, and instructional fidelity.

2. Monthly Early Release PD (32 Hours)

Lovira Academy will utilize eight Early Release Days, each providing a 4-hour PD block. These sessions focus on:

-

Sheltered Instruction (ML support)

-

Data analysis and progress monitoring

-

Curriculum refinement and PBL alignment

-

EC compliance updates and MTSS Tier I/Tier II supports

These sessions are built into the school calendar and require no additional staffing costs.

3. Weekly Embedded PD (48 Hours)

The daily schedule includes a 90-minute Common Planning Block (CPB) built into teacher contract hours. This time is used for:

-

PLCs

-

1:1 instructional coaching

-

Instructional rounds

-

PBL planning and interdisciplinary collaboration

Because this time is embedded into the schedule, it is fully supported by the staffing model and budget.

How Staffing Supports the PD Plan

The School Leader and Assistant Principal (as enrollment grows) are responsible for PD implementation, licensure monitoring, and compliance. The EC Coordinator and Student Services Coordinator provide specialized training for EC, ML, and MTSS requirements. The staffing model includes protected planning time, coaching capacity, and administrative support to ensure PD is ongoing, job-embedded, and aligned with licensure pathways.

Alignment With State and Federal Requirements

This PD structure ensures that:

-

At least 50% of teachers hold a valid NC teaching license, as required by G.S. 115C-218.90(a)(1).

-

Residency-licensed teachers receive the coaching and CEU opportunities needed to progress toward full licensure.

-

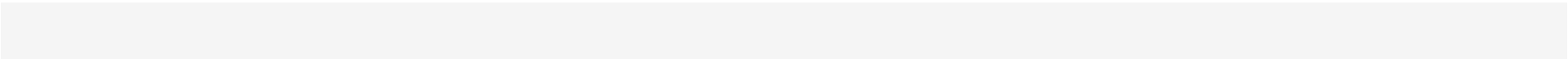
Teachers receive required training under IDEA, Title I, and Title III.

-

PD hours support CEU accumulation for licensure renewal.

Summary

Lovira Academy’s calendar, daily schedule, and staffing structure are intentionally designed to support a robust professional development system that exceeds state expectations. With 96 hours of in-year PD and an 80-hour summer induction, teachers are fully prepared to deliver the school’s rigorous, trauma-informed, project-based instructional model and meet all licensure and compliance requirements.



3.5. Student Recruitment

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.

Q65. Marketing Plan: 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.

Lovira Academy will implement a regional, equity-focused marketing plan to ensure enrollment reflects the racial/ethnic and demographic composition of Stokes, Forsyth, Surry, and Yadkin counties, as well as the at-risk and underserved populations the school is designed to serve. Broad outreach will include bilingual (English/Spanish) print and digital materials, social media campaigns targeted to all four counties, and a strong presence at community events, churches, recreation centers, and local newspapers/radio stations.

Targeted outreach will focus on youth who are disengaged, credit-deficient, or court-involved through partnerships with Juvenile Justice, DSS, ALCs, mental health agencies, and nonprofits serving Black, Hispanic/Latino, and low-income families. Evening and weekend enrollment sessions, transportation-accessible events, and multilingual application support will reduce barriers for families.

Recruitment will also occur through Community Enrichment Friday partners, including regional employers, community colleges, and workforce boards, who will help identify students who would benefit from a hands-on, career-connected model. Enrollment data will be monitored weekly, and outreach will be intensified in underrepresented communities to ensure the school's population reasonably reflects the four-county region and the special population Lovira Academy seeks to serve.

Q66.Describe how parents and other members of the community will be informed about the school.

Lovira Academy will use a comprehensive, multi-platform communication strategy to ensure parents and community members receive timely, accessible, and transparent information about the school. The school will prioritize clear, consistent outreach that meets families where they are and builds trust from the earliest stages of planning through full operation.

1. Digital Communication

-

School Website: A publicly accessible website will serve as the central hub for enrollment information, program descriptions, calendars, policies, board documents, and updates.

-

Social Media Platforms: Regular posts on Facebook, Instagram, and other community-relevant platforms will share announcements, events, deadlines, and celebrations.

-

Email and Text Messaging: Families will receive direct communication through email newsletters and SMS alerts to ensure important information is delivered quickly and reliably.

2. Direct Outreach to Families

-

Interest Meetings & Information Sessions: The school will host recurring in-person and virtual sessions to explain the school model, answer questions, and support families through the enrollment process.

-

Multilingual Communication: All major communications will be translated into the primary languages spoken in the community to ensure equitable access.

3. Community-Based Engagement

-

Partnerships with Local Organizations: The school will collaborate with churches, youth programs, community centers, and social service agencies to distribute information and host joint events.

-

Presence at Community Events: Staff and volunteers will attend local festivals, fairs, and neighborhood gatherings to share materials and answer questions.

-

Collaboration with Local Schools and Agencies: Outreach will include coordination with early childhood centers, high schools, and community agencies that serve families who may benefit from Lovira Academy's model.

4. Traditional Media and Public Notices

-

Press Releases & Local Media: The school will share major announcements with local newspapers, radio stations, and community newsletters.

-

Flyers and Printed Materials: Information will be distributed in high-traffic community locations such as libraries, grocery stores, health clinics, and recreation centers.

5. Ongoing Communication After Enrollment

-

Family Portal: Once operational, families will have access to a secure online portal for grades, attendance, announcements, and teacher communication.

-

Regular Newsletters: Monthly newsletters will highlight school events, student achievements, and upcoming opportunities.

-

Two-Way Communication: Teachers and staff will maintain open lines of communication through phone calls, conferences, and messaging tools to ensure families remain informed and engaged.

Q67. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties.

Lovira Academy will implement a comprehensive, equity-focused recruitment plan during the planning year to ensure the school reaches a diverse, mission-aligned student population reflective of the community. Recruitment efforts will be proactive, relationship-driven, and accessible to families across Winston-Salem/Forsyth County and surrounding rural areas. The plan includes clear strategies, activities, timelines, and responsible parties.

1. Community-Based Outreach and Visibility

Strategies & Activities

- Host recurring community information sessions at libraries, recreation centers, churches, and community organizations.
- Attend local festivals, neighborhood events, and youth-serving programs to distribute materials and answer questions.
- Partner with social service agencies, after-school programs, and community nonprofits to reach families who may benefit from Lovira Academy's model.
- Provide multilingual flyers and brochures in high-traffic locations such as grocery stores, health clinics, and community centers.

Responsible Parties: School Leader, Community Engagement Coordinator, Board Members, Parent Ambassadors

1. Digital and Social Media Recruitment

Strategies & Activities

- Launch a school website with enrollment information, FAQs, event calendars, and interest forms.
- Maintain active social media campaigns (Facebook, Instagram, TikTok) to share updates, videos, student stories, and event reminders.
- Use targeted digital ads to reach families in specific zip codes and demographic groups.
- Send email newsletters to families who complete interest forms and provide ongoing updates throughout the planning year.

Responsible Parties: School Leader, Communications/Marketing Lead, Board Marketing Committee

1. Direct Family Outreach

Strategies & Activities

- Host monthly interest meetings—both virtual and in-person—to explain the school model and enrollment process.
- Conduct phone outreach to families who express interest, ensuring personalized communication and support.
- Offer multilingual enrollment support, including translation at events and translated materials.

Responsible Parties: School Leader, Enrollment Coordinator, Parent Ambassadors

1. Partnerships With Schools and Community Agencies

Strategies & Activities

- Collaborate with middle schools, high schools, and alternative programs to share information with students who may benefit from Lovira Academy's model.
- Work with the Detention center, DSS, counselors, social workers, and youth advocates to identify students who need a more personalized, supportive learning environment.
- Partner with local colleges, workforce programs, and career centers to highlight Lovira Academy's focus on purpose, leadership, and postsecondary readiness.

Responsible Parties: School Leader, Community Engagement Coordinator, Board Members

1. Public Relations and Traditional Media

Strategies & Activities

- Issue press releases to local newspapers, radio stations, and community newsletters announcing key milestones and enrollment windows.
- Place advertisements in community publications.
- Distribute printed materials (flyers, postcards, posters) across the district.

Responsible Parties: Communications/Marketing Lead, Board Marketing Committee

1. Enrollment Events and Application Support

Strategies & Activities

- Host Enrollment Fairs where families can complete applications with staff support.
- Provide walk-in enrollment hours at a central community location.
- Offer virtual enrollment assistance for families with transportation or scheduling barriers.

Responsible Parties: School Leader, Enrollment Coordinator, Parent Ambassadors

1. Equity-Centered Recruitment Practices

Lovira Academy will ensure recruitment efforts reach historically underserved families by:

- Prioritizing outreach in communities with limited access to school choice information
- Providing transportation and childcare at major events when possible
- Ensuring all materials are accessible, jargon-free, and translated
- Tracking outreach data to ensure demographic representation aligns with district composition

Responsible Parties: School Leader, Board Equity Committee, Enrollment Coordinator

Summary

Lovira Academy's recruitment plan is intentional, multi-layered, and grounded in community relationships. Through digital outreach, in-person engagement, partnerships, and personalized support, the school will ensure that families are well-informed and that enrollment reflects the diversity and needs of the community.

Q68.Describe how students will be given an equal opportunity to attend the school. 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.

Lovira Academy is committed to ensuring that every student—regardless of background, academic history, or circumstance—has a full and equal opportunity to attend the school. The recruitment and outreach plan is intentionally designed to reach families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. Throughout the planning year, the school will use accessible, relationship-centered communication strategies that reduce barriers and ensure that all families receive clear, timely, and welcoming information about the school.

To reach families experiencing poverty, the school will host enrollment events in easily accessible community locations such as libraries, recreation centers, and DSS offices, and will offer evening and weekend sessions to accommodate work schedules. Staff will provide hands-on support with applications and documentation, and printed materials will be distributed in high-traffic community spaces including food pantries, health clinics, laundromats, and grocery stores. All communication will be multilingual and written in clear, family-friendly language to ensure equitable access.

Because Lovira Academy is designed to re-engage students who have struggled academically, the school will work closely with middle schools, high schools, and alternative learning programs to share information with students who are behind in credits or who need a more personalized learning environment. Counselors, social workers, and youth advocates will be key partners in identifying students who may benefit from the school's relationship-based, hands-on instructional model. Outreach materials will highlight the school's emphasis on project-based learning, mentoring, and individualized support, using strengths-based messaging that affirms students' potential.

The school will also ensure that students with disabilities and their families understand that Lovira Academy is fully committed to inclusive education and compliant with IDEA and Section 504. Information sessions will include explanations of available supports and services, and materials will clearly state that the school welcomes students with IEPs and 504 plans. Partnerships with EC teachers, case managers, and disability-focused community organizations will help ensure that families receive accurate and supportive information.

For English learners and their families, the school will provide linguistically and culturally accessible communication. All major materials will be translated into Spanish and other prevalent languages, interpreters will be available at enrollment events, and bilingual parent ambassadors will support outreach and relationship-building. Partnerships with community organizations that serve immigrant and multilingual families will further strengthen this work.

Lovira Academy will also conduct targeted outreach to other at-risk students, including those experiencing homelessness, youth involved in the juvenile justice system, students in foster care, and those with chronic

absenteeism. The school will collaborate with DSS, homeless liaisons, juvenile justice offices, and youth crisis programs to ensure these students receive direct, personalized information. Flexible enrollment support—including virtual meetings and mobile enrollment events—will help remove barriers for families facing instability or transition.

The school's focus on purpose, leadership, resilience, and hands-on learning will be marketed in a way that is inclusive and welcoming to all students. Community events, social media content, and partnerships with local employers and colleges will highlight project-based learning, Community Enrichment Fridays, apprenticeships, and mentoring. These efforts will communicate the school's commitment to real-world learning, belonging, and future readiness without creating the perception of selectivity.

Through multilingual communication, community partnerships, accessible events, and targeted outreach to underserved populations, Lovira Academy will ensure that every student has an equal opportunity to attend and thrive within the school.

Q69.What established community organizations would you target for marketing and recruitment?

Lovira Academy will engage a wide network of established community organizations to support marketing and student recruitment throughout the planning year. Because the school is designed to serve students who have disengaged from traditional settings, the recruitment strategy intentionally focuses on organizations that work closely with families experiencing poverty, youth facing academic or social barriers, and communities that have historically been underserved by school choice efforts.

The school will collaborate with local churches, recreation centers, and faith-based organizations that serve as trusted gathering places for families across Stokes, Forsyth, Surry, and Yadkin counties. These partnerships will help ensure that information about the school reaches families who may not engage with digital platforms or traditional school communication channels. Lovira Academy will also work closely with youth-serving nonprofits, including after-school programs, mentoring organizations, and community centers that support students who need additional academic or social-emotional support.

To reach families experiencing poverty or instability, the school will partner with social service agencies such as DSS offices, food pantries, housing support programs, and community health clinics. These organizations regularly interact with families who may benefit most from Lovira Academy's personalized, relationship-centered model. The school will also collaborate with juvenile justice programs, foster care agencies, and organizations that support youth experiencing homelessness to ensure that at-risk students are fully informed about their opportunity to enroll.

In addition, Lovira Academy will build relationships with local schools, alternative learning programs, and district support staff—including counselors, social workers, and EC case managers—who can help identify students who would thrive in a smaller, hands-on, purpose-driven environment. Partnerships with immigrant-serving organizations and cultural community groups will help ensure that English learners and multilingual families receive linguistically accessible information.

These partnerships will allow Lovira Academy to share information broadly, build trust within the community, and ensure that families across the region—especially those who are often overlooked in school choice outreach—are fully aware of the school's mission, model, and enrollment opportunities.

3.6. Parent and Community Involvement

Q70. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

From the moment Lovira Academy is approved, the school will prioritize clear, consistent, and relationship-centered communication with parents and community members. The goal is to build trust early, maintain transparency throughout the planning year, and ensure that families feel connected to the school long before the doors open. Communication will be proactive rather than reactive, and engagement will be grounded in accessibility, responsiveness, and genuine partnership.

Lovira Academy has already launched its public website and social media platforms to serve as central hubs for information, but will be continuously updated after approval to open. These platforms will provide updates on the school's progress, opportunities for involvement, timelines for enrollment, and invitations to upcoming events. Regular newsletters and email updates will keep families informed about milestones, board meetings, facility updates, and recruitment activities. For families who prefer text messaging or who have limited internet access, the school will use SMS communication to ensure that important information is delivered in a timely and accessible way.

Throughout the planning year, Lovira Academy will host a series of community information sessions, both in-person and virtual, to introduce the school's mission, instructional model, and enrollment process. These sessions will be held at community centers, libraries, churches, and other trusted locations to ensure that families across the region can participate. The school will also maintain a strong presence at local events, festivals, and gatherings, allowing families to meet school leaders, ask questions, and learn more about the opportunities Lovira Academy will offer.

Engagement will extend beyond information sharing. The school will create opportunities for families and community members to contribute to the school's development through advisory groups, volunteer opportunities, and feedback sessions. These conversations will help shape aspects of the school's culture, programming, and community partnerships, ensuring that Lovira Academy reflects the needs and values of the families it serves. Parents and community partners will play a key role in spreading information, building relationships, and ensuring

that communication reaches families who may not engage with traditional channels.

As the opening approaches, communication will become even more personalized. Families who have enrolled will receive regular updates about orientation, transportation, schedules, and student supports. The school will host meet-and-greet events, open houses, and student onboarding sessions to help families feel confident and prepared for the first day of school. For students who need additional support—such as those with disabilities, multilingual learners, or students transitioning from alternative settings—the school will offer individualized meetings to ensure a smooth and supportive transition.

By maintaining open lines of communication, offering multiple avenues for engagement, and building authentic relationships with families and community partners, Lovira Academy will create a strong foundation of trust and collaboration from approval through opening. This approach ensures that families feel informed, valued, and connected to the school long before students enter the classroom.

Q71. Describe how you will engage parents in the life of the public charter school.

Lovira Academy will engage parents as essential partners in the life of the school from the moment their child enrolls. Because the school is built on relationships, belonging, and purpose, parent engagement is not treated as a series of events but as an ongoing, collaborative partnership that supports student success. The school will create multiple, meaningful avenues for parents to participate, contribute, and stay connected to their child's learning and to the broader school community.

Communication will be consistent, transparent, and accessible. Families will receive regular updates through newsletters, text messages, social media, and the school's online portal, ensuring they always know what is happening in classrooms, advisory, and schoolwide programming. Teachers and staff will maintain open lines of communication through phone calls, conferences, and digital messaging tools, allowing parents to ask questions, share concerns, and celebrate progress. For multilingual families, all major communication will be translated, and interpreters will be available to ensure that every parent can fully participate.

Parents will be invited to engage in the school's culture through advisory connections, family workshops, and community events. Advisory teachers will serve as a consistent point of contact for families, building strong relationships and helping parents understand their child's academic progress, social-emotional development, and

long-term goals. The school will host family nights focused on topics such as project-based learning, college and career readiness, mental health and wellness, and strategies for supporting learning at home. These events will help parents feel informed, empowered, and connected to the school's mission.

Lovira Academy will also create opportunities for parents to contribute their voices and expertise. Parent advisory groups, volunteer opportunities, and feedback sessions will allow families to help shape school culture, programming, and community partnerships. Parents who wish to take on leadership roles will be invited to serve as ambassadors, supporting outreach, welcoming new families, and strengthening connections between the school and the community. These roles ensure that parents are not only informed but actively involved in building the school's identity and supporting its success.

As the school grows, Lovira Academy will continue to cultivate a welcoming environment where parents feel valued, respected, and included. Whether through classroom visits, student exhibitions, celebrations of learning, or informal conversations with staff, parents will have regular opportunities to see their children's growth and to participate in the life of the school. By fostering strong relationships, maintaining open communication, and creating meaningful opportunities for involvement, Lovira Academy will ensure that parents are true partners in their children's education and in the ongoing development of the school community.

Q72.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.

Lovira Academy will offer free after-school programs for parents and community members that directly support our mission of helping families grow and thrive. One of the most important programs will be adult education classes for parents who want to earn their **high school diploma or GED**. When parents reach their own education goals, it strengthens the whole family and shows students that learning never stops.

For parents who choose the **GED** route, Lovira Academy will provide free prep classes, tutoring, practice tests, and help with setting up a GED.com account. North Carolina requires adults to pass four GED tests—Language Arts, Math, Science, and Social Studies—to earn a High School Equivalency Diploma. Parents can take the tests in person, and the state allows retakes with no waiting period for the first two attempts. Our staff will help parents understand the steps, prepare for the tests, and request their official diploma once they pass.

For parents who prefer to earn an **adult high school diploma** instead of taking the GED, Lovira Academy will partner with accredited programs like Brittain Academy. These programs offer flexible coursework for adults ages 16 and older who want a traditional diploma. They provide structured classes, individualized support, and a welcoming environment for adults returning to school—values that match our own.

By offering both GED prep and adult diploma support at no cost, Lovira Academy removes barriers that often hold families back. These programs help parents build confidence, improve job opportunities, and create a stronger foundation for their children. When parents succeed, students benefit from greater stability, higher expectations, and a powerful example of resilience and purpose.

These adult education programs directly support Lovira Academy's mission and vision by lifting up families, strengthening the community, and showing that education is a shared journey for students and adults alike.

3.7. Admissions Policy

Q73.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

Q77. 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.

Lovira Academy will use a fair, transparent, and legally compliant admissions process that ensures all students have an equal opportunity to enroll. The school will not use a weighted lottery. All admissions procedures will follow G.S. 115C-218.45 and will begin only after final approval from the State Board of Education.

Once approved, the school will open a public enrollment window lasting no fewer than 30 days. Tentatively, the open enrollment period will run from **January 15 through February 15** of the year prior to opening. During this time, any student who resides in North Carolina may submit an application. Applications will be available online and in paper form, and the school will provide assistance to families who need help completing the process. All applications received during the open enrollment window will be treated equally, with no first-come, first-served advantage.

If the number of applications exceeds available seats, Lovira Academy will conduct a public, random lottery within two weeks of the close of the enrollment window. The lottery will be open to the public, and families will be notified of

the date, time, and location in advance. The school will use only the enrollment preferences permitted by North Carolina statute, including: siblings of currently enrolled students, children of full-time staff, and children of board members (not to exceed the statutory limit). These preferences will be applied before the general lottery, and all remaining seats will be filled through random selection. Students who are not selected will be placed on a waitlist in the order drawn.

The waitlist will remain active for the entire school year. As seats become available, the school will contact families in waitlist order. Families will be given a reasonable period of time to accept or decline the seat before the school moves to the next student on the list. Waitlists will not roll over from year to year; families must reapply during the next open enrollment period if they wish to be considered again.

Lovira Academy will not require any pre-admission activities as a condition of enrollment. No interviews, academic assessments, behavior records, or parent participation requirements will be used to determine admission. Any optional events—such as open houses, information sessions, or meet-and-greet opportunities—will be designed solely to help families learn about the school and prepare for a smooth transition. Participation in these events will never influence a student's admission or placement.

The school will maintain clear procedures for withdrawals and transfers. Families may withdraw a student at any time by submitting written notice to the school. If a student withdraws before the school year begins, the next student on the waitlist will be offered the seat. If a student withdraws during the school year, the school will follow the same process, filling the seat from the active waitlist when appropriate. Students who withdraw and later wish to return must reapply during the next open enrollment period; they will not receive priority unless they qualify for a statutory preference.

Through these policies, Lovira Academy ensures that its admissions process is open, equitable, and fully aligned with state law. The school's procedures reflect its commitment to transparency, fairness, and equal access for all North Carolina students.

3.8. Certify

Q78.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

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Yes

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No

Q79.Explanation (optional):

NA

4. Acceleration

The Charter Schools Review Board (CSRB) may accelerate the mandatory planning year for a charter applicant that meets the following requirements: agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Applicants must know and indicate their intended timeline for opening upon application. Accelerated applications seeking to change timelines following application submission may not be automatically granted approval to standard timeline applications. Please review the requirements carefully before selecting accelerated timeline.

Q80.Do you want your application to be considered for acceleration?

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Yes

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No

Applicant Comments :

We want to pursue the traditional application route.

5. Conversion

Q94.Is this application a conversion from a traditional public school or private school?

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Yes



No

6. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the Charter Schools Review Board (CSRB) may, in certain well defined instances, grant permission for a nonprofit 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 CSRB may also, in certain well-defined instances, grant permission for a nonprofit 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 forgoes the planning year required of new charter school applicants.

Q109. Do you want this application to be considered for standard or fast-track replication? Standard, Fast-Track, or No.

☐

Standard



Fast-Track



No

7. Alternative

In order to qualify for designation as an "alternative school" for purposes of accountability under this administrative code the charter school must demonstrate that it serves a student population as follows:

- The school must include grades 9-12.
- At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in 16 NCAC 06G .0518 and must also meet one or more of the following:
 1. the students shall either be released from a juvenile justice facility within the last year, or otherwise be subject to and participating in the juvenile justice court;
 2. the students shall be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have been discharged from such a facility within the last year;
 3. the students shall be currently under suspension for more than 10 days from a public or private school; or
 4. the students shall be high-school dropouts as defined in Subparagraph (a)(2) of this Rule; or be "Student Chronic Absentee(s)" as defined in 16 NCAC 06E .0106.

Q121. Do you want your application to be considered for an Alternative Charter School?

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Yes

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No

8. EMO/CMO

1) A "Charter Management Organization" (CMO) is a nonprofit organization that operates or manages one or multiple charter schools by centralizing support and operations. (2) An "Education Management Organization" (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

Q124.Does the Charter School plan to contract for services with an "educational management organization" or "charter management organization"?

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Yes

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No

9. 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.

Q142.

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

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Yes

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No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

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

10.1. 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.

Q169. Please state the mission statement of the proposed charter school (recommend 35 words or less).

A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

No challenge is too great, no dream too distant. We empower students to be community leaders, intentionally moving towards their vision while using innovation and resistance to achieve their goals, taking ownership of their journey.

Q170.Please state the vision statement of the proposed school.

A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

Where every student discovers their purpose, embraces opportunity, and is prepared to lead in an ever-changing world.

Our core values define the spirit and culture of Lovira Academy:

- **L**eaders
- **O**f
- **V**ision
- **I**nnovation
- **R**esilience &
- **A**chievement

Q171.In narrative form, please describe how you have assessed parental demand for the school.

To assess parental demand for the proposed charter school, we conducted an informal survey and hosted one community engagement event to gather input from families across the region. The survey received 50 responses, providing a meaningful snapshot of parent perspectives from Forsyth, Stokes, Surry, Yadkin, and Davie counties. Among respondents, 64% indicated they would be interested in enrolling their child in a charter school, and an additional 18% reported they might be interested, demonstrating strong curiosity and openness to an alternative public-school option.

Families also shared the reasons behind their interest. Thirty-one percent identified discipline and safety concerns at their child's current school as their primary motivation. Another 24% cited student disengagement, attendance challenges, or low motivation, and 24% expressed a desire for a more hands-on learning environment. These responses show a consistent pattern of families seeking a school model that offers stronger relationships, increased engagement, and a learning environment tailored to student needs.

The survey reached families across multiple counties, with 45% of respondents from Forsyth County, 37% from Stokes County, 10% from Surry County, and 2% each from Yadkin and Davie counties. This distribution reflects interest from both the immediate community and surrounding rural areas. The community event further confirmed this interest, as families used the opportunity to ask questions, share experiences, and express support for a school designed to help students feel seen, supported, and connected to their learning.

Together, the survey results and community engagement activities demonstrate clear parental demand for a public charter school that offers a safe, engaging, and hands-on learning environment for students in the region.

Q172. Attach Appendix A: Evidence of Community/Parent Support. Please summarize your evidence in a narrative format with evidence such as the number of community events, flyers associated with events, etc..

1. Evidence should include, at a minimum, the following information:
2. Type of contact (e.g. survey, community event, speaking event)
3. Date of contact
4. Number of attendees
5. Indication of demand based on contact (e.g. 120 survey responses indicating interest; 1000 followers on social media account)

******Do not include personal information of interested families. Do not include surveys/petitions/signatures. Please summarize your evidence rather than provide personal information from survey responses or forms.***

To assess parental demand for the proposed charter school, we conducted an informal community survey and took part in one in-person engagement event on March 21, 2026. The survey received 50 responses from families across Forsyth, Stokes, Surry, Yadkin, and Davie counties. Among respondents, 64% indicated they would be interested in enrolling their child in a charter school, and an additional 18% reported they might be interested, suggesting meaningful curiosity and openness to an alternative public school option.

Families also provided insight into the reasons driving their interest. Thirty-one percent identified discipline and safety concerns at their child's current school as their primary motivation. Another 24% cited student disengagement, attendance challenges, or low motivation, and 24% expressed a desire for a more hands-on, experiential learning environment. These responses highlight a consistent pattern of families seeking a school model that offers stronger relationships, increased engagement, and a learning environment that better supports their child's needs.

The survey reached families across the region, with 45% of participants residing in Forsyth County, 37% in Stokes County, 10% in Surry County, and 2% each in Yadkin and Davie counties. This distribution reflects interest from both the immediate community and the surrounding rural areas. Additionally, the community event provided an opportunity for families to ask questions, share experiences, and express support for a school designed to ensure students feel seen, supported, and connected to their learning.

Together, the survey results and community engagement activities demonstrate clear and measurable parental interest in a charter school that offers a safe, relationship-centered, and engaging educational environment. We have more community engagement activities planned in the near future, where we will continue to assess the need and desire for our school.

Lastly, we have 51 followers on our social media account and 213 visits to our website.



Upload Required

File Type: pdf, image, excel, word

Max File Size: 30

Total Files Count: 10

Q173.If applicable, provide evidence of any committed business, civic, or other community support.

We are actively engaging business, civic, and community partners as part of our planning process. Several organizations have expressed interest in supporting the school once our charter application is formally submitted, and many have requested that the application be in place before making written commitments. During this process, we have held conversations with Dr. Lisa Made Eads, Programs and Student Services Division of the North Carolina Community College System, who has expressed a desire to partner with the school. In addition, we have been in communication with several local businesses that have shown interest in collaborating around future student opportunities, community engagement, and potential program support.

While formal letters of commitment are pending submission of the application, the ongoing discussions with regional partners demonstrate a growing network of organizations that are prepared to support the school's development and future programming.

Q174. **Select one or more of the six legislative purposes the proposed charter will achieve.**



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.

Q175. For each purpose selected above, provide a brief narrative explaining how this school will meet that objective and the associated goals of the applicant.

Lovira Academy will advance several of the legislative purposes outlined in North Carolina's charter school statute. The school's mission, instructional model, and organizational structure are intentionally designed to fulfill these purposes in meaningful and measurable ways.

First, the school will improve student learning by providing a highly personalized, relationship-centered environment that re-engages students who have struggled in traditional settings. Through project-based learning, mentoring, and individualized academic support, Lovira Academy will create conditions where students can make significant academic gains and rebuild confidence in their ability to succeed.

Lovira Academy will also increase learning opportunities for all students, with a special emphasis on at-risk students. The school is specifically designed to serve students who are disengaged, behind in credits, or facing barriers that limit their success in conventional schools. By offering flexible pathways, hands-on learning experiences, and targeted interventions, the school expands access to high-quality educational opportunities for students who are often underserved.

In addition, the school will encourage the use of different and innovative teaching methods. Lovira Academy's

instructional model integrates project-based learning, real-world experiences, Community Enrichment Fridays, and purpose-driven advisory structures. These approaches allow students to connect learning to their interests, communities, and future goals while giving teachers the freedom to design meaningful, authentic learning experiences.

The school will also provide parents and students with expanded choices within the public-school system. Families in the region—particularly in rural areas—have limited access to alternative public school models. Lovira Academy offers a distinct option focused on purpose, leadership, resilience, and hands-on learning, giving families a meaningful choice that aligns with their child’s needs.

Finally, Lovira Academy will hold itself accountable for meeting measurable student achievement results. The school will use a comprehensive assessment system that includes academic growth measures, credit attainment, attendance, postsecondary readiness indicators, and measures of student engagement. These metrics will guide continuous improvement and ensure transparency for families, the Board of Directors, and the state.

Q176. 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).

Lovira Academy is being designed to meet a clear and urgent educational need in the region. The school will intentionally serve students who are at risk of academic failure, students who have disengaged from traditional school settings, and students who need a smaller, relationship-centered, purpose-driven learning environment. While the school will be open to all students, its mission and model are specifically crafted to support youth who are behind in credits, experiencing inconsistent school attendance, or facing social, emotional, or environmental barriers that limit their success in conventional schools. This includes students living in poverty, students with disabilities, multilingual learners, and students who have struggled academically or behaviorally in prior settings.

The targeted student population will reflect the racial and ethnic composition of the surrounding region, particularly Winston-Salem/Forsyth County Schools, which serves as the largest LEA in the school's recruitment area. Based on proportional enrollment modeling across Stokes, Surry, Yadkin, and Forsyth counties, Lovira Academy anticipates a

racially diverse student body that closely mirrors district demographics. The projected enrollment includes approximately 43–45% White students, 28–30% Black/African American students, 22–24% Hispanic/Latino students, 4–5% students identifying as Two or More Races, and 2–3% Asian or other racial groups. These projections reflect the region’s increasing racial and ethnic diversity, particularly the growing Hispanic/Latino population in Forsyth, Surry, and Yadkin counties.

Socioeconomic diversity is also a central component of the school’s mission. The region’s poverty rates, particularly in rural areas and among historically marginalized communities, indicate a strong need for additional public school options that provide personalized support and flexible pathways. Lovira Academy anticipates that approximately 60% of its students will come from economically disadvantaged households, a rate that aligns with or exceeds the socioeconomic profile of the surrounding LEAs. The school’s outreach plan, transportation strategy, and community partnerships are intentionally designed to ensure equitable access for families experiencing poverty or instability.

Lovira Academy also expects to serve a significant population of students with disabilities. Regional data indicate that the percentage of students with IEPs ranges from 12% to 16% across the surrounding districts. Given the school’s mission to support students who have struggled in traditional environments, the school anticipates serving a proportion of students with disabilities that is consistent with, and potentially slightly higher than, district averages. The school will provide full IDEA-compliant services and will communicate clearly to families that students with disabilities are welcomed and supported.

Similarly, the school expects to enroll multilingual learners at rates that reflect the region’s demographic trends. Forsyth County, in particular, has experienced steady growth in its multilingual learner population, with many students speaking Spanish as their first language. Lovira Academy anticipates serving a multilingual learner population comparable to district averages and will ensure that all communication, outreach, and instructional supports are accessible to families whose home language is not English.

In sum, Lovira Academy’s targeted student population reflects both the demographic composition and the educational needs of the region. The school is designed to serve a diverse, high-need student body, with intentional outreach to students who are at risk of academic failure, students living in poverty, students with disabilities, multilingual learners, and students who have disengaged from traditional schools. By aligning its mission with the needs of the community and the requirements of G.S. 115C-218.45(e), Lovira Academy will expand equitable access to high-quality public education for students who need it most.

Q177.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?

The surrounding school districts in the Lovira Academy recruitment area—primarily Winston-Salem/Forsyth County, along with Stokes, Surry, and Yadkin counties—show clear enrollment and academic performance trends that demonstrate the need for an alternative, relationship-centered public school option. Across the region, traditional schools have experienced fluctuating enrollment, with many middle and high schools seeing declines as families seek smaller environments, more individualized support, or alternative pathways for students who are not thriving in conventional settings. Chronic absenteeism has increased significantly in recent years, particularly among economically disadvantaged students, multilingual learners, and students with disabilities. These patterns indicate a growing number of students who are disengaging from school and require a more personalized, supportive approach to re-engage them in learning.

Academic performance data across the region further highlight the need for a school like Lovira Academy. Many schools serving high-poverty communities continue to struggle with low proficiency rates in reading and math, widening achievement gaps, and high numbers of students who are off track for graduation. In several middle and high schools, fewer than half of students meet grade-level expectations, and credit-recovery needs have increased. Students who fall behind early often remain behind, and large school environments make it difficult to provide the individualized attention, mentoring, and hands-on learning experiences that many adolescents need to succeed. These trends are especially pronounced among students with disabilities, English learners, and students who have experienced trauma or inconsistent school attendance.

Lovira Academy's educational model is intentionally designed to meet the needs of these students. The school's small, relationship-based environment ensures that every student is known, supported, and connected to caring adults. Daily advisory structures, mentoring, and trauma-informed practices create a sense of belonging and stability that is essential for students who have struggled in larger, more traditional settings. The instructional model emphasizes project-based learning, real-world application, and hands-on experiences that help students see relevance in their education and rebuild confidence in their abilities. This approach is particularly effective for students who have disengaged from traditional, lecture-based instruction or who need more active, experiential learning to stay motivated.

Lovira Academy also provides flexible pathways that help students who are behind in credits get back on track for graduation. Individualized learning plans, targeted interventions, and small-group instruction allow teachers to meet students where they are academically and accelerate their progress. Community Enrichment Fridays, apprenticeships, and partnerships with local employers and colleges give students opportunities to explore career interests, build purpose, and develop leadership skills—key factors in improving attendance, engagement, and

long-term outcomes.

For multilingual learners and students with disabilities, the school's inclusive model ensures that supports are embedded into daily instruction rather than isolated in separate settings. Co-teaching, differentiated instruction, and integrated language supports help multilingual learners access grade-level content while building English proficiency. Students with disabilities receive IDEA-compliant services within a supportive, collaborative environment that prioritizes strengths, independence, and growth.

In short, the enrollment and academic performance trends of the surrounding community reveal a clear need for a school that offers personalized support, flexible pathways, and innovative teaching methods. Lovira Academy's model directly addresses these needs by providing a small, safe, purpose-driven environment where students who have struggled elsewhere can re-engage in learning, accelerate academically, and prepare for meaningful futures.

Q178.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 charter school's total projected Year 1 enrollment is 100 students, with enrollment increasing by 20% each year. The school will serve grades 8–12 in its first year and add one grade level each year, reaching our target of becoming a 6-12 grade school in year 3. Its enrollment is compared to the Stokes County Schools (SCS) ADM for the same grade span.

Stokes County Schools reports an ADM of 2,354 students in grades 8–12. Based on this comparison, the school's projected Year 1 enrollment of 100 students represents approximately 4.2% of the LEA's ADM for the same grade levels.

Q179. 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?

The proposed school is designed to meet needs that families in the region have consistently identified but that are not fully addressed by surrounding public-school options. While nearby districts primarily offer traditional instructional models, the proposed school will operate with a structure centered on hands-on learning, strong relationships, and meaningful community involvement.

A core distinction is the school's emphasis on project-based and experiential learning. Students will engage in real-world tasks, community projects, and applied problem-solving rather than relying mainly on lecture-based instruction. Survey data shows that many families are seeking a more hands-on environment, and the school's model directly responds to that interest.

The school will also integrate apprenticeship and career-connected learning opportunities, developed in partnership with local businesses and community organizations. These experiences will allow students to explore career pathways, build workplace skills, and connect their learning to authentic community needs—opportunities that are not widely available in the surrounding districts.

Another unique feature is the school’s commitment to family education and support. The school will offer free after-school programs for parents and caregivers who want to pursue a GED, adult high school diploma, or assistance with college or financial aid applications. This approach strengthens families, increases access to education, and reinforces a culture of lifelong learning.

In addition, the school will prioritize consistent, relationship-driven structures that support student safety, belonging, and engagement. Families in our survey frequently cited discipline, safety, and student disengagement as concerns in their current schools. The proposed school will address these needs through smaller learning environments, clear expectations, restorative practices, and individualized support systems.

By combining hands-on learning, apprenticeship opportunities, community-based projects, and direct support for families, the proposed school offers a distinct public-school option designed to re-engage students, strengthen families, and connect learning to real life.

10.2. Goals for the Proposed Charter School

Q180.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.

The proposed school has established clear, measurable goals across academics, operations, finance, and governance to guide its first five years of implementation. These goals reflect the school’s commitment to strong student outcomes, stable operations, responsible financial management, and effective board oversight. Progress will be monitored through monthly internal reviews, quarterly board reporting, biannual stakeholder updates, and annual public reporting. The table below summarizes the goals, the measures used to track progress, and the schedule for communication to the governing board and community stakeholders.

Area	Five-Year Goals	Measurement & Monitoring	Communication to Board & Stakeholders
Academics	At least 80% of students will meet or exceed expected growth in Year 1, increasing to 85% by Year 3 and 90% by Year 5. Overall proficiency will increase by 5–7 percentage points annually, reaching a cumulative gain of 25 points by Year 5. Average daily attendance will begin at 90% in Year 1 and rise to 94% by Year 5. Chronic absenteeism will decrease by 3% each year.	Academic data will be reviewed monthly by the school leader and instructional team, including growth projections, proficiency trends, attendance patterns, and intervention outcomes.	Academic dashboards will be presented at every board meeting. Families and community stakeholders will receive academic updates twice per year through school reports and community meetings.

Operations	Enrollment will remain at or above 95% of available seats each year, aligned with the 20% annual growth plan. Student retention will begin at 85% in Year 1 and rise to 90% by Year 5. Staff retention will begin at 80% and increase to 85% by Year 5. The school will establish five active community partnerships by Year 2 and ten by Year 5.	Enrollment, staffing, retention, and partnership development will be monitored monthly by the school leader.	Operational updates will be provided to the governing board quarterly. An annual operations report will be shared with families and community partners.
Finance	The school will maintain a balanced budget each year with no deficit spending. A minimum fund balance of 8% will be achieved by the end of Year 3 and 10% by Year 5. Annual audits will be clean with no material findings. Budget projections and monthly financial reporting will maintain 95% accuracy.	The school leader and finance officer will review financial statements monthly. The finance committee will meet monthly and report to the full board.	Financial reports will be presented at every board meeting. Annual audits will be shared publicly with stakeholders.
Governance	The board will remain fully seated with 100% compliance with bylaws, ethics requirements, and state-mandated training. Annual board self-evaluations will be completed and used to guide improvement. Every board meeting will include a review of academic, financial, and operational dashboards. A five-year strategic plan will be established in Year 2 and updated annually.	Governance compliance will be reviewed quarterly by the board chair and the governance committee. Board performance and training completion will be documented annually.	Progress on the strategic plan will be reviewed twice per year and shared with stakeholders. Governance updates will be included in annual public reporting.

Q181.How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board will monitor a set of mission-aligned indicators that reflect whether the school is creating a safe, relationship-centered, and hands-on learning environment where students and families are engaged and supported. The board will use academic, operational, and culture-based data to determine whether the school is fulfilling its mission and progressing toward long-term goals.

The school leader will provide the board with monthly dashboards that include student growth and proficiency data, attendance and chronic absenteeism trends, discipline patterns, and engagement indicators tied to hands-on learning and apprenticeship participation. These measures allow the board to evaluate whether students are experiencing meaningful academic progress, increased motivation, and consistent school connectedness—core components of the school’s mission.

The board will also review quarterly updates on community partnerships, apprenticeship placements, and the number of students participating in project-based and community-based learning experiences. These data points demonstrate whether the school is successfully expanding real-world learning opportunities and building the community involvement that is central to the school’s design.

Family engagement and support will be monitored through participation in GED and adult education programs, attendance at family workshops, and feedback collected through surveys and community meetings. These measures help the board determine whether the school is meeting its commitment to strengthening families and increasing access to educational opportunities.

School culture and safety will be evaluated through discipline data, restorative practice implementation, student surveys, and retention rates for both students and staff. These indicators show whether the school is maintaining the safe, structured, and relationship-driven environment that families identified as a priority.

Together, these data sources provide the governing board with a comprehensive picture of whether the school is living its mission. Through monthly dashboards, quarterly reviews, and annual reporting, the board will have consistent, transparent information to ensure the school remains mission-aligned and responsive to the needs of its students and community.

11. Educational Plan

11.1. Instructional Program

Q182. Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods and assessment strategies, and explain how this program meets the needs of the targeted student population.

The proposed charter school will implement a rigorous, student-centered instructional program designed to ensure that all students—particularly those historically underserved across Stokes, Forsyth, Surry, and Yadkin counties—graduate fully prepared for postsecondary education, the workforce, and civic life. The program integrates high-quality, standards-aligned instruction, hands-on STEM-aligned learning, personalized and competency-based progression, and a strong Multi-Tiered System of Support (MTSS). This approach ensures that students with varied academic histories, including those entering below grade level or requiring EC services, receive the targeted support and challenge necessary to thrive.

Instructional Model

The instructional program is grounded in three core pillars:

1. High-Quality, Standards-Aligned Instruction

Teachers deliver instruction aligned to the NC Standard Course of Study using evidence-based practices such as explicit instruction, discourse-rich mathematics, structured literacy, and inquiry-based learning. Every standard in every subject includes a hands-on, STEM-aligned activity or performance task, ensuring that learning is active, relevant, and anchored in real-world application. Students build models, conduct investigations, create prototypes, analyze data, and engage in design challenges that deepen conceptual understanding and strengthen problem-solving skills.

2. Personalized and Competency-Based Learning

Because the school serves students with diverse academic starting points, personalization is central to the instructional model. Each student has an Individual Learning Plan (ILP) that guides flexible grouping, targeted acceleration, and competency-based progression. Blended learning rotations, small-group instruction, and choice-based assignments allow students to engage with content in ways that reflect their interests, learning needs, and cultural backgrounds. Students advance upon mastery, ensuring that those who enter behind accelerate and those ready for advanced work are not held back.

3. Whole-Child Development and Advisory

Every student participates in a structured Advisory program that provides social-emotional learning, academic monitoring, and college-and-career readiness. This ensures that each student is known well by at least one adult and receives consistent support in developing the habits, mindsets, and executive-function skills necessary for long-term success.

Multi-Tiered System of Support (MTSS)

The school implements a robust MTSS framework:

Tier 1: High-quality core instruction with embedded hands-on learning

Tier 2: Targeted small-group interventions during a daily Flex/Intervention block

Tier 3: Intensive, individualized support coordinated with EC and student services

Interventions include structured literacy, math recovery, executive-function coaching, and behavior-support plans.

Project-Based and Career-Connected Learning

Quarterly interdisciplinary projects and career-connected learning experiences increase relevance and engagement. Students in grades 9–12 access CTE pathways, community-based projects, and authentic performance tasks aligned with regional workforce needs.

Assessment Strategy

The school uses a balanced assessment system:

Daily formative assessments to adjust instruction

Benchmark assessments (e.g., NWEA MAP) three times per year

Common interim assessments aligned to standards and competencies

Performance-based assessments such as projects, presentations, and portfolios

All required NC state assessments

Assessment data drives instructional decisions, guides interventions, and informs schoolwide improvement planning.

Meeting the Needs of the Targeted Student Population

The instructional program is intentionally designed to meet the needs of students across four counties, many of whom may face academic gaps, limited access to advanced coursework, transportation barriers, or inconsistent educational experiences.

Hands-on learning increases engagement and deepens understanding.

Personalized learning ensures students begin at their current level and accelerate rapidly.

Competency-based progression prevents students from being pushed forward or held back without mastery.

MTSS provides timely, targeted support for EC students and those at risk.

Advisory strengthens relationships, belonging, and persistence.

Consistent, high-quality instruction ensures equitable access to rigorous learning.

Together, these components create a coherent, research-based instructional program that prepares students for a wide range of postsecondary opportunities.

Q183. Will the proposed charter school serve a single-sex student population?

☐

Yes



No

Q187.What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?

Our educational philosophy is grounded in the belief that students thrive when they feel safe, known, and academically challenged. At Lovira Academy, we view learning as a relational, structured, and purpose-driven process. Many of our students come to us carrying academic gaps or school-based trauma, so our philosophy centers on creating an environment where consistency, connection, and high expectations work together to rebuild confidence and accelerate growth.

This philosophy translates into daily practice in several concrete ways. Our classrooms are intentionally small, allowing teachers to build strong relationships and respond quickly to student needs. Every day begins with advisory, where students check in emotionally, set goals, and build the habits that support long-term success. Teachers use trauma-informed strategies—predictable routines, calm-down spaces, restorative conversations—to ensure students feel safe enough to take academic risks.

Instructionally, our philosophy shows up through structured, data-driven teaching. We use tools like NWEA MAP, formative checks, and progress monitoring to identify gaps early and adjust instruction in real time. Lessons follow a clear, consistent structure so students always know what to expect, and interventions are built directly into the school day. Our curriculum blends direct instruction with hands-on, relevant learning experiences that help students see the purpose behind what they're learning.

Curriculum design also reflects our belief in relevance and rigor. Units are aligned to standards but grounded in real-world application—projects, problem-solving tasks, and opportunities for students to demonstrate learning in meaningful ways. We prioritize literacy and numeracy across all content areas, ensuring students build the foundational skills needed for long-term success.

Ultimately, our educational philosophy is not theoretical—it is lived daily through consistent systems, strong relationships, and purposeful instruction. Every practice at Lovira Academy is designed to help students feel safe, experience success, and grow academically and personally.

Q188.Describe a typical day for students at different grade levels in your school, including how core subjects are integrated and what instructional methods teachers will primarily use.

Sample Daily and Weekly Schedules for All Grade Bands Served

Lovira Academy operates a consistent instructional model across middle and high school, with:

- Monday–Thursday: 8:15 AM–4:00 PM
- Friday: 10:00 AM–2:00 PM
- Seminar + Lab structure for all core content
- WIN Block for intervention, enrichment, EC/ELL supports
- Advisory for SEL, organization, and college/career readiness
- CTE/Electives integrated into the weekly schedule

GRADE BAND: 6–8 (Middle School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- SEL, organization, executive functioning, goal-setting

8:15–9:25 — ELA Seminar

9:25–9:55 — ELA Lab

- Small-group reading, writing conferences, fluency, targeted supports

9:55–11:05 — Math Seminar

11:05–11:35 — Math Lab

- Reteach, manipulatives, digital practice, EC/ELL supports

11:35–12:05 — Lunch

12:05–12:35 — Recess / Movement

12:35–1:45 — Science Seminar + Lab

1:45–2:30 — WIN Block

- Intervention, tutoring, enrichment, EC/ELL

2:30–3:15 — Social Studies

3:15–4:00 — Elective/CTE Intro

- Digital Media, PE, Art, STEM, Leadership

Friday Schedule (6–8)

10:00–2:00

- Advisory Extension
- Digital Media Projects
- STEM Challenges
- Community Learning
- Service Learning
- Intervention/Enrichment

GRADE BAND: 9–12 (High School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- College/career readiness, credit checks, SEL, planning

8:15–9:25 — English Seminar

9:25–9:55 — English Lab

- Writing support, research, literacy intervention

9:55–11:05 — Math Seminar

11:05–11:35 — WIN Block

- Tutoring, credit recovery, EC/ELL supports

11:35–12:05 — Lunch

12:05–1:15 — Math Lab

- Application, problem-solving, tech-integrated practice

1:15–2:25 — Science Seminar

2:25–2:55 — Science Lab

2:55–4:00 — CTE/Elective Block

- Digital Media
- Business
- Health Science
- PE
- Art
- Career Exploration

Friday Schedule (9–12)

10:00–2:00

- Work-Based Learning
- College & Career Seminars
- Digital Media Production
- Service Learning
- Project Showcases
- Intervention/Enrichment

Summary Table (6–12)

Grade Band	Mon–Thu Schedule	Friday Schedule	Key Features
6–8	8:15–4:00	10–2	Seminar + Lab, WIN, Electives, Movement
9–12	8:15–4:00	10–2	Seminar + Lab, WIN, CTE, College/Career Prep

Applicant Comments :

NA

Q189.How will your curriculum address the diverse learning needs and academic levels of students, and what systems will you have in place to monitor and adjust instruction based on student progress?

See attached for a detailed plan on this question.

Q190. 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.

Lovira Academy's curriculum is intentionally designed to advance its mission of providing a safe, structured, and relationship-centered learning environment where students furthest from opportunity rebuild confidence, close academic gaps, and experience consistent growth. The school's hands-on, personalized learning model integrates academic rigor with career-connected experiences, ensuring that every student develops both foundational knowledge and real-world skills.

Alignment with Mission and Target Population

Lovira serves students in grades 8–12 who have experienced interrupted schooling, academic underperformance, or disengagement. The curriculum combines standards-aligned core instruction (using evidence-based programs such as *Illustrative Mathematics* and *EL Education ELA*) with CTE pathways in Digital Media, Health Science, and Business Entrepreneurship. This structure directly supports the mission by:

- Embedding relationship-based advisory and Friday Learning experiences that foster belonging and accountability.
- Providing hands-on, project-based learning that connects academic content to career goals.
- Offering tiered supports through MTSS and EC services to meet diverse learning needs.

Alignment with North Carolina Accountability Model

Lovira’s curriculum is mapped to the NC Standard Course of Study and aligned with the Future-Ready Core Graduation Requirements. Instructional pacing guides and benchmark assessments are calibrated to the NC Accountability Model, emphasizing:

- Proficiency through mastery of grade-level standards.
- Growth via individualized learning plans and progress monitoring.
- Subgroup performance through targeted interventions and culturally responsive teaching.

Data from similar schools using these curricula show measurable gains in EOG/EOC proficiency and EVAAS growth, particularly among students previously performing below grade level.

Evidence of Success and Closing Achievement Gaps

Both *EL Education* and *Illustrative Mathematics* have demonstrated success with high-poverty and diverse student populations nationwide. Studies show:

- *EL Education* schools outperform state averages in literacy growth and engagement.
- *Illustrative Mathematics* improves conceptual understanding and problem-solving for students historically underrepresented in STEM.

Lovira’s plan leverages these proven models alongside work-based learning and dual enrollment to ensure academic improvement for all students. Continuous data cycles—benchmarking, formative assessments, and teacher coaching—drive instructional adjustments that close achievement gaps across subgroups.

Q191. 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.

Lovira Academy expects every teacher—regardless of grade span—to master a coherent set of high-leverage instructional strategies grounded in the school’s three instructional pillars: high-quality standards-aligned instruction, personalized/competency-based learning, and whole-child development. These strategies are explicitly described in the uploaded instructional program, including *explicit instruction, Gradual Release of Responsibility, structured literacy, inquiry-based learning, discourse-rich math, flexible grouping, blended learning*, and a robust *MTSS framework* (“Teachers will deliver instruction aligned to the NC Standard Course of Study, using research-based practices such as explicit instruction... structured literacy... inquiry-based learning... discourse-rich mathematics...”).

These strategies are not optional—they are the backbone of daily instruction and are intentionally selected because they accelerate achievement for students who may enter below grade level, require EC services, or have experienced inconsistent schooling.

Q192. 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.

At Lovira Academy, readiness is not treated as a single checkpoint at the end of a school year—it is an intentional, daily process woven into every part of the instructional program. The school's approach ensures that students do not simply move from grade to grade because time has passed, but because they have demonstrated the academic mastery, social-emotional development, and executive-function skills required to succeed at the next level. This coherence is built through a combination of high-quality instruction, personalized and competency-based learning, embedded MTSS supports, and graduation requirements that emphasize both mastery and real-world application.

Students experience consistent, evidence-based instruction across all classrooms, including explicit teaching, the Gradual Release model, structured literacy, inquiry-based learning, and discourse-rich mathematics. These practices create predictable routines and clear expectations, allowing students—especially those who may enter below grade level—to build strong foundational skills. Because these instructional strategies are used schoolwide, students encounter increasing levels of rigor as they progress, ensuring that each grade builds naturally on the one before it.

Readiness is further strengthened through Lovira's personalized and competency-based learning model. Every student has an Individual Learning Plan that guides flexible grouping, targeted acceleration, and remediation. Students advance based on demonstrated mastery rather than seat time, preventing them from carrying academic gaps into the next grade. This approach is especially critical for the school's targeted population, many of whom

have experienced inconsistent schooling or require EC services. Competency-based progression ensures that advancement is earned, meaningful, and aligned to long-term success.

The school's MTSS framework provides another layer of support, ensuring that students receive timely intervention before gaps widen. Daily Flex/Intervention blocks allow for Tier 2 small-group instruction, while Tier 3 supports are coordinated with EC and student services. Because intervention is embedded in the schedule, students receive the help they need without being pulled from core instruction. This system ensures that readiness is proactively built rather than retroactively repaired.

Performance-based assessments—projects, presentations, portfolios, lab investigations, and writing tasks—serve as authentic demonstrations of mastery. These assessments require students to apply their learning, communicate their thinking, and solve real-world problems, providing a deeper measure of readiness than traditional tests alone. Advisory further supports readiness by strengthening students' social-emotional skills, executive functioning, and college-and-career planning. Through daily check-ins, goal-setting, and relationship-building, students develop the habits and mindsets needed to navigate increasing academic demands.

As students move through grade spans, these systems work together to ensure smooth transitions. Eighth graders enter high school with strong literacy and numeracy foundations, supported by targeted intervention and structured routines. Students in grades 9 and 10 build independence through project-based learning, blended instruction, and competency-based progression, preparing them for the rigor and autonomy of upper high school. By grades 11 and 12, students are ready to engage in career-connected learning, CTE pathways, and performance-based assessments that mirror postsecondary expectations.

Lovira's graduation requirements reinforce this readiness. Aligned with the NC Future-Ready Core, they ensure that students complete rigorous coursework, demonstrate mastery through applied learning, and develop a clear postsecondary plan. By the time students graduate, they have not only met state requirements but have also built the academic, social-emotional, and practical skills needed for college, career training, military service, or the workforce.

Together, these components create a seamless progression system in which students grow steadily, supported by consistent instruction, personalized pathways, and meaningful demonstrations of mastery. Readiness is not assumed—it is earned, supported, and continually reinforced, ensuring that every student transitions confidently from one grade to the next and ultimately into life beyond high school.

Q193.Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Lovira Academy's yearly academic calendar is intentionally designed to reflect the core tenets of the school's mission and educational philosophy: strong relationships, consistent structure, personalized learning, and meaningful real-world application. The year begins with dedicated time for community-building, goal-setting, and establishing the routines that anchor our trauma-informed, relationship-centered approach. These opening weeks ensure that students—many of whom may enter below grade level or with inconsistent schooling histories—feel safe, supported, and ready to engage in rigorous learning.

Throughout the year, the calendar mirrors the rhythm of Lovira's instructional model. Extended blocks for Seminar and Lab allow for explicit instruction, hands-on application, and competency-based progression, while the daily Flex/Intervention block ensures that MTSS supports are embedded rather than supplemental. Quarterly benchmark windows, ILP reviews, and reteach periods are strategically placed to align with the school's emphasis on data-driven instruction and personalized learning. These checkpoints allow teachers to adjust pacing, provide targeted intervention, and ensure students are mastering essential competencies before moving forward.

The calendar also incorporates interdisciplinary project cycles and career-connected learning experiences that reflect Lovira's commitment to relevance and real-world readiness. These projects are intentionally scheduled to give students time to explore authentic problems, collaborate with peers, and demonstrate mastery through performance-based assessments. Advisory programming—including SEL lessons, academic check-ins, and college-and-career readiness activities—is woven throughout the year to support whole-child development and ensure every student is known well by at least one adult.

Breaks and holidays are placed to support student well-being, prevent burnout, and maintain consistent attendance—an essential component of the school's mission to rebuild student confidence and engagement. By balancing rigor with restorative time, the calendar helps students sustain momentum across the year.

In every aspect, the academic calendar is a direct expression of Lovira Academy's mission: a structured, supportive, and purposeful year that ensures students experience growth, connection, and meaningful learning from the first day to the last.

Q194. 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.

Lovira Academy's daily and weekly schedule is intentionally designed to provide the structure, consistency, and instructional depth necessary to accelerate learning for students who may enter below grade level or with interrupted educational experiences. The school operates on a Monday–Thursday extended academic day from 8:15 AM to 4:00 PM, with arrival beginning at 7:45 AM, and a focused Friday schedule from 10:00 AM to 2:00 PM dedicated to enrichment, intervention, and community-based learning. This structure allows Lovira to exceed the state's instructional requirements, providing 1,295 instructional hours across 185 student days, far above the North Carolina minimum of 1,025 hours.

The extended Monday–Thursday schedule ensures that students receive 465 minutes of instruction per day, allowing for the school's signature Seminar + Lab model in every core subject. Middle school students receive approximately:

- 135 minutes of daily ELA instruction (Seminar + Lab)
- 135 minutes of daily mathematics instruction (Seminar + Lab)
- 70 minutes of daily science instruction (Seminar + Lab)
- 45 minutes of daily social studies instruction
- 45 minutes of daily electives/CTE introduction

-

30 minutes of Advisory focused on SEL, organization, and executive functioning

High school students follow a similar structure, with Seminar providing explicit instruction and Lab offering applied learning, problem-solving, and targeted small-group support. They receive:

-

115 minutes of daily English instruction

-

115 minutes of daily mathematics instruction

-

80 minutes of daily science instruction

-

65 minutes of daily CTE/elective coursework

-

30 minutes of Advisory focused on college/career readiness, credit checks, and SEL

-

30 minutes of WIN intervention for tutoring, credit recovery, and EC/ELL supports

This predictable rhythm ensures that students experience both rigorous direct instruction and hands-on application every day, reinforcing the school's commitment to high-quality, standards-aligned instruction and competency-based learning.

Fridays serve a distinct purpose in Lovira's weekly design. The 10:00 AM–2:00 PM schedule allows time for intervention and enrichment, digital media production, STEM challenges, service learning, work-based learning, and college-and-career seminars. This structure supports the school's mission to provide relevant, real-world learning experiences and ensures that students who need additional support receive it without missing core instruction. For older students, Fridays also create space for career-connected learning and project showcases, reinforcing the school's emphasis on purpose, agency, and postsecondary readiness.

The schedule is optimal for student learning because it reflects the needs of the population Lovira is designed to serve. Longer instructional blocks allow teachers to implement explicit instruction, Gradual Release, structured literacy, and inquiry-based learning without rushing through content. The built-in WIN block ensures that intervention is not an afterthought but a daily, protected part of the schedule. Advisory provides consistent relational support, helping students build the executive-function skills and confidence needed to thrive academically.

By combining extended core instruction, embedded intervention, real-world learning, and whole-child supports, Lovira Academy's daily and weekly schedule creates a learning environment where students can grow rapidly, experience success, and transition confidently from grade to grade and ultimately into postsecondary pathways.

Q195. Describe a typical day for a teacher and a student in the school's first year of operation.

A middle school student at Lovira Academy begins the day at 7:45 AM, greeted by teachers who know them by name and check in with them as they enter the building. At 8:15, they head into Advisory, where they settle into a predictable routine of SEL, organization, and goal-setting. This is where they review their grades, update their planners, and connect with a trusted adult who monitors their well-being and academic progress.

Their academic day starts with ELA Seminar, a 70-minute block where the teacher models reading strategies,

annotation routines, and writing structures using explicit instruction and the Gradual Release model. Immediately afterward, they transition into a 30-minute ELA Lab, where they rotate through small-group reading, writing conferences, fluency practice, or digital literacy tools. This is where unfinished learning is addressed in real time.

Math Seminar and Math Lab follow the same structure: direct instruction, guided practice, and then targeted application. Students who need additional support receive it without stigma, and students who are ready for acceleration move ahead through competency-based tasks.

After lunch and recess, students dive into Science Seminar + Lab, where inquiry, hands-on experiments, and data collection bring concepts to life. WIN Block comes next — a protected 45-minute period for intervention, tutoring, enrichment, EC/ELL supports, and ILP-aligned goals. The day closes with Social Studies and an Elective/CTE Intro block, where students explore digital media, STEM, art, PE, or leadership.

By the time dismissal arrives at 4:00 PM, students have experienced a full day of structured, supportive, and engaging learning that balances rigor with relationship-building.

A high school student begins their day the same way: greeted at the door, then settling into Advisory from 7:45–8:15. But their Advisory focuses more heavily on college-and-career readiness, credit checks, transcript planning, and executive-function routines. This is where they learn to track their progress toward graduation and postsecondary goals.

Their first academic block is English Seminar, where they engage in close reading, rhetorical analysis, or structured writing tasks. English Lab follows, giving them time for writing support, research, literacy intervention, or conferencing with their teacher.

Math Seminar and WIN Block come next. WIN is shorter for high school students (30 minutes), but it is tightly focused on tutoring, credit recovery, and targeted intervention. After lunch, they move into Math Lab, where they apply concepts through problem-solving, collaborative tasks, and tech-integrated practice.

Science Seminar + Lab fills the early afternoon, offering inquiry-based learning, lab investigations, and hands-on experimentation. The day ends with a CTE/Elective block — digital media, business, health science, art, PE, or career

exploration — where students build skills aligned to future pathways.

High school students leave at 4:00 PM with a clear sense of purpose, having experienced rigorous instruction, applied learning, and meaningful preparation for life after graduation.

A teacher's day begins before students arrive. By 7:30 AM, they are in their classroom preparing materials, reviewing ILP notes, and finalizing small-group plans for Lab and WIN. As students enter at 7:45, teachers greet them at the door — a core Lovira practice that builds safety, connection, and consistency.

Advisory begins at 8:15, where teachers lead SEL lessons, help students organize their materials, and check in on academic and emotional needs. This is where teachers build the relationships that anchor Lovira's mission.

Throughout the day, teachers move between Seminar and Lab blocks. Seminar is where they deliver explicit instruction, model strategies, and guide students through new content. Lab is where they differentiate — pulling small groups, reteaching skills, conferencing with students, and using real-time data to adjust instruction. Teachers rely heavily on the extended block structure because it allows them to teach deeply without rushing.

WIN Block is a critical part of the teacher's day. During this time, they provide Tier 2 and Tier 3 supports, monitor progress, and help students close gaps or accelerate learning. Teachers see some of their most meaningful breakthroughs during WIN.

After dismissal at 4:00 PM, teachers shift into planning mode. They analyze exit tickets, update ILPs, adjust Lab groupings, contact families, and collaborate with colleagues. This protected planning time ensures that instruction remains purposeful, data-driven, and aligned to student needs.

On Fridays, teachers lead enrichment, project-based learning, and community-based activities. They also use the flexible schedule to review data, plan upcoming units, and engage in professional collaboration.

Q196.Will this proposed school include a high school?

☒

Yes

☐

No

Q197. Describe the high school's educational model and explain how the board will ensure that all NC graduation requirements will be met.

Lovira Academy's high school educational model is built on the belief that students learn best in environments that combine explicit instruction, hands-on application, personalized support, and real-world relevance. The model is intentionally designed for students who may enter high school below grade level, require EC services, or have experienced inconsistent schooling. To meet these needs, the high school program is structured around four core components: the Seminar + STEM Lab instructional model, daily WIN intervention, career-connected learning, and strong Advisory systems that support whole-child development.

At the heart of the model is the Seminar + STEM Lab block, a dual-period structure that ensures students receive both rigorous, standards-aligned instruction and meaningful opportunities to apply what they learn. Seminar provides explicit teaching, modeling, guided practice, and structured literacy routines across all content areas. STEM Lab then extends learning through investigations, problem-solving tasks, design challenges, and hands-on projects. This structure ensures that students not only understand academic concepts but can also transfer them to real-world contexts—an essential skill for postsecondary readiness.

Daily WIN (What I Need) intervention is another cornerstone of the model. WIN is a protected block built into every student's schedule, allowing teachers to deliver targeted small-group instruction, reteach essential skills, provide EC/ELL supports, and accelerate students who are ready for advanced work. Because WIN occurs without pulling students from core classes, it ensures that students receive the support they need while still accessing grade-level content. This aligns directly with the school's MTSS framework and its commitment to closing gaps early and consistently.

Lovira's high school program also emphasizes career-connected learning. Students engage in quarterly interdisciplinary projects, CTE pathways, digital media production, and Friday work-based learning experiences. These opportunities help students explore interests, build employability skills, and connect academic learning to future careers. For many students—especially those from rural communities with limited exposure to diverse pathways—this relevance is a critical driver of engagement and persistence.

Advisory plays a central role in ensuring students stay on track for graduation. Every student participates in a daily Advisory block focused on SEL, executive functioning, academic monitoring, and college-and-career readiness. Advisors help students review credits, track progress toward graduation requirements, and develop postsecondary plans. This consistent adult relationship ensures that no student "falls through the cracks" academically or emotionally.

The Board of Directors has established clear oversight systems to guarantee that every student meets the North Carolina Future-Ready Core graduation requirements. These systems include:

-

Annual review of the high school course catalog to ensure alignment with all NC graduation requirements, including English I–IV, Math I–III plus a fourth math, Biology, Earth/Environmental Science, a physical science, World History, American History, Civics, Healthful Living, and required electives.

-

Quarterly monitoring of student credit accumulation, using ILPs and transcript audits to ensure students remain on track.

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Use of a student information system that tracks credits, grades, attendance, intervention data, and progress toward graduation in real time.

-

Regular academic committee reviews, where board members analyze course offerings, student performance data, and intervention outcomes.

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Oversight of CTE pathways and Friday work-based learning, ensuring they align with state competencies and support postsecondary readiness.

-

Board-approved policies requiring that all required courses are offered annually and that students receive appropriate advising and intervention.

Through these systems, the board ensures that the high school program remains compliant, rigorous, and aligned with state expectations. More importantly, the board ensures that every student—regardless of background—has a clear, supported pathway to graduation and postsecondary success.

Q198. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Lovira Academy's graduation requirements are intentionally designed to ensure that every student leaves high school fully prepared for college, trade school, military service, or direct entry into the workforce. While the school meets all North Carolina Future-Ready Core requirements, Lovira's model goes beyond minimum expectations by embedding rigorous instruction, hands-on learning, career exploration, and personalized academic planning into every student's high school experience. These components work together to ensure that students graduate not only with the required credits, but with the skills, confidence, and real-world readiness needed to succeed in any

postsecondary pathway.

Lovira's instructional model—built around Seminar instruction, STEM Labs, WIN intervention, CTE pathways, and Friday Community Learning—ensures that students master academic content while also developing the practical and interpersonal skills demanded by colleges and employers. Seminar blocks provide explicit, standards-aligned instruction that prepares students for the rigor of college-level reading, writing, and problem-solving. STEM Labs reinforce these skills through hands-on investigations, design challenges, and real-world applications that mirror the expectations of technical programs, apprenticeships, and STEM-related careers.

The school's CTE pathways further strengthen postsecondary readiness by giving students opportunities to explore fields such as digital media, health sciences, environmental studies, and skilled trades. These courses help students build portfolios, earn micro-credentials, and develop employability skills that are directly transferable to trade schools, technical programs, and workforce entry. Students learn to collaborate, communicate, manage projects, and solve problems—skills that are essential in every postsecondary environment.

A signature component of Lovira Academy's readiness system is the Friday Community Learning Day, where students engage in off-campus work-based learning or on-campus community projects aligned to their career interest surveys. These experiences allow students to apply academic skills in authentic settings, build professional networks, and gain exposure to real workplaces. Students maintain signed timesheets, reflections, and skill logs that become part of their Individual Learning Plans (ILPs), demonstrating readiness for employment, apprenticeships, or military service. For students pursuing college, these experiences strengthen applications by showcasing leadership, initiative, and real-world engagement.

The school's WIN intervention block ensures that students receive daily targeted support to close academic gaps and build the foundational skills needed for college-level coursework. This rapid-response system prevents students from falling behind and ensures that they meet the academic expectations required for graduation and postsecondary success.

Lovira Academy's graduation requirements also emphasize soft skills and personal development, including communication, teamwork, time management, and self-advocacy. These skills are cultivated through Advisory, project-based learning, and community partnerships. Colleges, employers, and military recruiters consistently identify these competencies as essential for long-term success.

Finally, the school's Individual Learning Plan (ILP) process ensures that every student has a personalized pathway to graduation and beyond. Advisors meet regularly with students to review credits, set goals, monitor progress, and plan for postsecondary opportunities. Whether a student plans to attend a four-year university, enroll in a trade program, enlist in the military, or enter the workforce, the ILP ensures that their high school experience is aligned to their goals and that they graduate with a clear, supported plan for the future.

In every way, Lovira Academy's graduation requirements are designed to ensure that students leave high school not only with a diploma, but with the academic mastery, technical skills, real-world experience, and personal confidence needed to succeed in any postsecondary pathway they choose.

Q199. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

Lovira Academy was intentionally designed for students who have struggled in traditional settings, experienced interrupted learning, or are at risk of disengagement. Because of this, the systems and structures that support at-risk students are not add-ons—they are foundational to the school’s model. Every part of the daily schedule, staffing plan, and instructional framework is built to identify students early, intervene quickly, and provide the consistent, relationship-centered support necessary to keep them on track for graduation.

A core pillar of this system is the Individual Learning Plan (ILP), which every student receives upon enrollment. The ILP outlines academic goals, credit needs, intervention supports, career interests, and social-emotional priorities. Advisors meet with students weekly to review progress, monitor attendance, and adjust supports. These ILPs are updated quarterly and serve as the central tool for ensuring that students remain on track for promotion and graduation.

Lovira’s daily schedule includes built-in structures that prevent students from falling behind. The WIN intervention block provides targeted, skill-specific support every day. Because WIN groups are flexible and based on real-time mastery data, students receive immediate reteaching or enrichment rather than waiting for quarterly remediation. This rapid-response system is especially critical for students who have historically struggled with foundational skills or who need consistent reinforcement to maintain progress.

The school’s Seminar + STEM Lab model further supports at-risk learners by combining explicit instruction with hands-on application. Seminar blocks ensure that students receive clear, scaffolded teaching aligned to grade-level standards, while STEM Labs allow them to apply learning through investigations, design challenges, and real-world tasks. This dual-block structure increases engagement, reduces frustration, and provides multiple pathways to

mastery—key factors in preventing dropout for students who may not thrive in traditional lecture-based environments.

Lovira Academy also implements a full Multi-Tiered System of Support (MTSS). Tier 1 includes strong core instruction, UDL-aligned practices, and predictable routines. Tier 2 provides small-group intervention, targeted skill support, and attendance monitoring. Tier 3 includes intensive academic intervention, EC services, ELL supports, counseling, and individualized credit recovery plans. The MTSS team meets biweekly to review data, identify students who need additional support, and coordinate interventions across academic, behavioral, and social-emotional domains.

Attendance is monitored daily through a high-touch attendance system. Advisors, support staff, and administrators work together to contact families, conduct home visits when appropriate, and remove barriers such as transportation challenges or inconsistent communication. Because many students at risk of dropping out struggle with attendance, Lovira prioritizes proactive outreach and relationship-building to keep students connected to school.

The school's Friday Community Learning Day is another powerful retention tool. Students engage in off-campus work-based learning or on-campus community projects aligned to their career interest surveys. These experiences help students see the relevance of school, build purpose, and develop a sense of belonging. For many students, Friday becomes the anchor that keeps them engaged throughout the week. Students maintain signed timesheets, reflections, and skill logs that reinforce accountability and progress toward postsecondary goals.

For students who fall behind in credits, Lovira Academy offers individualized credit recovery plans embedded within the ILP process. These plans may include mastery-based progression, targeted tutoring, extended learning opportunities, or project-based demonstrations of competency. Because the school uses a flexible block schedule, students can accelerate learning in specific subjects without disrupting their full course load.

Finally, the Advisory system ensures that every student has a consistent adult advocate who monitors academic progress, attendance, behavior, and social-emotional well-being. Advisors serve as the primary point of contact for families and coordinate supports across the school. This relationship-centered approach is essential for students who may have experienced instability, disengagement, or a lack of connection in previous schools.

Q200.Attach Appendix : 9-12 Core Content and Electives.

Provide a visual description of the high school's graduation requirements including core content and electives. Please ensure the projected staff and budget aligns with the course offerings and that all graduation requirements meet or exceed NC graduation requirements per state policy. (
Link here: GRAD 004)



Upload Required

File Type: pdf, image, excel, word
Max File Size: 30
Total Files Count: 6

Q201. 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

Q202.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

Q203. 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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File Type: pdf, image, excel, word, text

Max File Size: 30

Total Files Count: 15

Applicant Comments :

NA

11.2. Special Populations and “At-Risk” Students

Q204. 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.

Lovira Academy will use a comprehensive, multi-layered system to identify students performing below grade level and ensure they receive timely, targeted, and data-driven support. From the first weeks of school, teachers gather a full picture of each student’s academic profile through Growth assessments, curriculum-embedded diagnostics, and daily evidence of learning. These measures allow the school to determine baseline performance, pinpoint specific skill gaps, and understand the level of support each student needs. Weekly exit tickets, mastery checks, and teacher observations provide continuous insight into student progress, while the MTSS team reviews patterns of performance to determine when additional intervention or evaluation is necessary. Students who demonstrate gaps are placed on an Individual Learning Plan that outlines priority skills, intervention strategies, and progress-monitoring expectations.

Students performing below grade level receive support through a combination of strengthened Tier 1 instruction, targeted small-group intervention, and intensive individualized services when needed. Core instruction is designed to prevent gaps from widening by providing explicit modeling, scaffolded tasks, and flexible grouping within small classes of fifteen students. This ensures that students can access grade-level content while receiving the support necessary to build foundational skills. For students who require additional help, Lovira Academy's daily WIN (What I Need) block provides structured time for targeted intervention. During this period, students participate in small-group lessons focused on specific skill deficits in reading or math, supported by evidence-based programs such as MAP Skills, Heggerty, 95% Group, or Zearn intervention resources. Groups are fluid and adjusted frequently based on mastery data.

Students with more significant or persistent gaps receive additional layers of support through push-in and pull-out services aligned to EC and ESL goals, as well as individualized intervention sessions that address foundational reading, fluency, number sense, or problem-solving. For students whose academic challenges are intertwined with attendance, motivation, or behavioral barriers, the Re-Engagement Program provides a more intensive, relationship-centered environment with a low student-to-teacher ratio, daily advisory check-ins, and individualized academic pathways designed to accelerate progress.

Lovira Academy monitors student progress through a structured data cycle that ensures interventions remain effective and responsive. Teachers analyze weekly mastery data to adjust instruction and small-group placement, while the MTSS team reviews progress every four to six weeks to determine whether students are making adequate growth or require intensified support. Growth assessments administered three times per year provide a broader measure of academic progress and help determine whether students are closing gaps at an accelerated rate. Families receive regular updates through ILP reviews and quarterly conferences, ensuring transparency and shared ownership of each student's growth.

Q205.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.

Lovira Academy's founding board brings extensive and deeply relevant experience working with the special populations the school will serve, including students with disabilities, students with 504 Plans, multilingual learners, gifted students, and students at risk of disengagement or dropping out. Several board members have spent their careers in public schools across Stokes, Forsyth, Yadkin, Davidson, and Cabarrus counties, where they worked directly with diverse learners in roles such as Exceptional Children (EC) teacher, EC department chair, instructional facilitator, MTSS lead, testing coordinator, and assistant principal. Through these positions, they have supported students with a wide range of needs, including those requiring specialized instruction, behavior intervention plans, language acquisition supports, and differentiated pathways to access grade-level content.

One founding board member has more than fifteen years of experience working with students with disabilities and at-risk youth through childcare, special education transportation, and mentoring programs. Their lived experience raising a child with significant disabilities provides the board with an authentic understanding of the challenges families face when navigating IEPs, related services, and complex support systems. Another board member leads a statewide advocacy organization that supports families of students with disabilities, giving the board direct insight into compliance expectations, family engagement needs, and the importance of equitable access to services. Additional members have worked with multilingual learners, gifted students, and students who have experienced trauma, chronic absenteeism, or academic disengagement, equipping the board with a nuanced understanding of the barriers these students face and the supports that lead to success.

Collectively, the founding board's experience ensures that Lovira Academy is prepared to design and oversee programs that meet the needs of all learners. Their backgrounds inform the school's commitment to a strong MTSS framework, inclusive instructional practices, individualized learning plans, and a re-engagement program tailored to students who require more intensive academic and social-emotional support. This depth of expertise positions the board to provide effective governance, ensure compliance with federal and state requirements, and guide the school in building systems that honor the strengths and needs of every student.

Q206.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.

Lovira Academy's instructional plan is intentionally designed to ensure that Multilingual Learners (MLs) are accurately identified, appropriately supported, and fully included in the academic and social life of the school. The process begins with a careful and compliant identification system that prevents both under- and over-identification. Upon enrollment, families complete a Home Language Survey, and any student whose survey indicates exposure to a language other than English is screened using the state-approved WIDA Screener. This process ensures that students who truly require language services are identified while avoiding misidentification of students whose academic challenges may stem from other factors such as interrupted schooling, learning disabilities, or limited prior access to formal education. Teachers also receive training on distinguishing language acquisition needs from disability-related needs, ensuring that ML students are not inappropriately referred for EC evaluation.

Once identified, ML students receive instruction that provides equitable access to grade-level content while supporting their English language development. Lovira Academy uses a sheltered-instruction approach grounded in WIDA standards, ensuring that language objectives are embedded into daily lessons across all content areas. Teachers incorporate strategies such as visual supports, sentence frames, structured conversations, vocabulary pre-teaching, and scaffolded reading and writing tasks to make rigorous content accessible. Small class sizes allow teachers to provide targeted support, and flexible grouping ensures that ML students receive both language-focused instruction and opportunities to learn alongside peers in heterogeneous settings. For students needing more intensive support, the school provides push-in and pull-out services delivered by a licensed ESL teacher or a general education teacher trained in ML instructional strategies. These services focus on building foundational language skills, academic vocabulary, and the language structures necessary for success in reading, writing, math, and science.

Lovira Academy monitors the progress of ML students through a combination of formative assessments, classroom performance data, and formal language proficiency measures. Teachers regularly analyze exit tickets, writing samples, and reading data to adjust instruction and provide targeted support. The ESL teacher collaborates with classroom teachers to review progress every four to six weeks, ensuring that interventions remain aligned to each student's language development needs. Annually, ML students participate in the ACCESS for ELLs assessment, which provides a comprehensive measure of listening, speaking, reading, and writing proficiency. Students exit ML services when they meet the state's proficiency criteria, and the school continues to monitor their academic performance for at least two years to ensure sustained success. During this monitoring period, teachers provide additional support

as needed to prevent regression and ensure that former ML students continue to thrive.

To ensure high-quality instruction for ML students, Lovira Academy employs qualified staff who understand both language acquisition and the instructional strategies necessary to support ML learners. The school hires a licensed ESL teacher or a general education teacher with ESL certification or demonstrated expertise in ML instruction. Additionally, all teachers receive ongoing professional development in sheltered instruction, culturally responsive teaching, and strategies for supporting students at varying stages of English proficiency. This training ensures that ML students experience consistent, high-quality support across all classrooms rather than relying solely on specialized staff. The school's MTSS team also includes members with experience supporting ML students, ensuring that language needs are considered in all intervention decisions.

Q207.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.

Lovira Academy is committed to ensuring that gifted and academically advanced students are challenged, supported, and able to grow at a pace that matches their abilities. The school's instructional plan is intentionally designed to provide both access to rigorous, grade-level content and opportunities for enrichment, acceleration, and deeper learning. Students who demonstrate advanced academic performance are identified through a combination of Growth data, curriculum-embedded assessments, teacher observations, and work samples. These measures allow teachers to recognize students who are performing significantly above grade level or who demonstrate exceptional strengths in specific domains. Once identified, gifted students receive an Individual Learning Plan that outlines their strengths, enrichment goals, and opportunities for advanced learning.

Lovira Academy enhances the abilities of gifted students through research-based instructional practices that promote depth, complexity, and higher-order thinking. Small class sizes allow teachers to differentiate instruction by offering extension tasks, project-based learning opportunities, and inquiry-driven activities that encourage students to explore content beyond the standard curriculum. Flexible grouping enables gifted students to work with peers at

similar readiness levels during targeted instruction, while still participating in heterogeneous groups that promote collaboration and leadership. Teachers incorporate strategies such as Socratic seminars, problem-based learning, independent research projects, and advanced reading and writing tasks to challenge students and deepen their understanding. In math, students demonstrating advanced proficiency may move through content at an accelerated pace or engage in enrichment tasks that emphasize reasoning, modeling, and real-world application.

The school monitors the progress of gifted students through ongoing formative assessments, performance tasks, and quarterly reviews of their Individual Learning Plans. Teachers analyze mastery data to ensure that gifted students are not simply meeting standards but are continuing to grow academically. Students who require additional challenge may receive increased enrichment opportunities, more advanced materials, or adjustments to their instructional pathway. Families are included in the monitoring process through regular communication and conferences, ensuring that gifted students' needs are met consistently across the school year.

Lovira Academy ensures that gifted students receive high-quality instruction by employing teachers who are trained in differentiation and gifted-education strategies. The school prioritizes hiring educators with AIG licensure or demonstrated experience working with advanced learners. All teachers receive ongoing professional development in identifying giftedness, designing enrichment opportunities, and supporting students who require accelerated or advanced instruction. The MTSS team also includes members with experience supporting gifted students, ensuring that their needs are considered in schoolwide instructional planning and intervention decisions.

Through intentional identification, enriched and accelerated learning opportunities, continuous progress monitoring, and qualified staffing, Lovira Academy ensures that gifted students are challenged, supported, and able to reach their full potential.

11.3. 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.

Q208. 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.

Lovira Academy will follow all federal and state requirements for identifying students with disabilities and students protected under Section 504, ensuring that no student is denied admission or access to services. In accordance with IDEA, Article 9 of the North Carolina General Statutes, and the NC Policies Governing Services for Children with Disabilities, the school will implement a clear, compliant process for identifying students who enroll with existing special education or 504 eligibility and for ensuring that all required records are obtained, reviewed, and implemented without delay.

The identification process begins immediately upon enrollment. Families complete an enrollment packet that includes questions about prior special education services, 504 Plans, related services, or previous evaluations. If a parent indicates that their child has received EC or 504 services, the school requests records from the student's previous school within the required timelines. Lovira Academy uses the NC ECATS system to verify eligibility, access existing IEPs or 504 Plans, and ensure continuity of services. The EC Coordinator reviews all incoming records, contacts the previous school if clarification is needed, and ensures that services begin promptly. For students transferring from out of state, the school implements the existing IEP or 504 Plan "to the extent possible" while convening a team meeting to determine comparable services, as required by IDEA.

For students who enroll without documented services but who demonstrate potential needs, Lovira Academy uses its MTSS framework to ensure that identification is accurate and compliant. Teachers collect data through observations, classroom performance, intervention progress, and universal screeners such as NWEA MAP. The MTSS team reviews this data to determine whether concerns are related to disability, language acquisition, attendance, trauma, or other factors. This prevents misidentification and ensures that referrals for evaluation occur only when appropriate. If the team suspects a disability, the school follows all IDEA timelines and procedural safeguards, obtains parental consent, and conducts a comprehensive evaluation using multiple sources of data.

Once a student is identified as eligible for special education or 504 services, Lovira Academy ensures that all required records are maintained securely and confidentially. The EC Coordinator oversees the management of IEPs, progress reports, evaluation documents, and service logs in ECATS, while the 504 Coordinator maintains all Section 504 documentation in accordance with federal and state requirements. Teachers and service providers receive access only to the information necessary to implement the student's plan, and all staff are trained annually on confidentiality, FERPA, and IDEA compliance.

Lovira Academy's commitment to early identification, accurate record management, and immediate implementation of services ensures that students with disabilities and students protected under Section 504 receive the full continuum of supports required by law. The school's systems, staffing, and training reflect a deep understanding of federal and state expectations and ensure that every student receives equitable access to the instructional program from the moment they enroll.

Q209. 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.

Lovira Academy is fully committed to meeting its obligations under the federal Child Find mandate, IDEA, Article 9 of the North Carolina General Statutes, and the NC Policies Governing Services for Children with Disabilities. The school will implement a proactive, systematic process to identify, locate, and evaluate any student who may have a disability and require special education or related services. This process begins the moment a student enrolls and continues throughout the school year to ensure that no student's needs go unrecognized.

Child Find responsibilities are embedded within Lovira Academy's Multi-Tiered System of Support (MTSS). Teachers collect ongoing data through observations, classroom performance, universal screeners such as NWEA MAP Growth, curriculum-embedded diagnostics, and weekly mastery checks. When a student demonstrates persistent academic, behavioral, or functional concerns despite high-quality Tier 1 instruction and targeted Tier 2 interventions, the teacher brings the student to the MTSS team for review. The team analyzes multiple sources of data—including attendance, language proficiency, social-emotional factors, and intervention progress—to determine whether the concerns may indicate a suspected disability or whether additional general education supports are appropriate.

If the MTSS team suspects a disability, Lovira Academy initiates the formal evaluation process in accordance with IDEA timelines and procedural safeguards. The school obtains written parental consent and conducts a comprehensive evaluation using multiple measures, such as standardized assessments, observations, work samples, functional behavior assessments, and input from teachers and families. Evaluations are conducted by

appropriately licensed professionals, and all assessments are selected to be nondiscriminatory, culturally responsive, and aligned to the student's suspected area of disability. For multilingual learners, the school ensures that evaluations distinguish between language acquisition and disability-related needs, using bilingual assessors or interpreters when appropriate.

To avoid misidentification, Lovira Academy follows a rigorous decision-making process that considers the whole child. The MTSS team examines whether academic or behavioral concerns may be related to factors such as limited English proficiency, inconsistent attendance, trauma, lack of prior instruction, or social-emotional needs. Teachers receive training on distinguishing disability from other factors, ensuring that referrals are made only when appropriate. The school also ensures that interventions are implemented with fidelity before considering special education evaluation, preventing premature or inappropriate referrals.

Once evaluations are completed, the IEP Team—which includes parents, general education teachers, the EC Coordinator, and other relevant specialists—reviews the results to determine eligibility. If the student qualifies for special education services, the team develops an Individualized Education Program (IEP) that outlines goals, services, accommodations, and placement in the least restrictive environment. For students who do not qualify under IDEA but require accommodations, the school follows Section 504 procedures to determine eligibility and develop a 504 Plan.

Lovira Academy maintains all evaluation records, IEPs, and 504 Plans securely and ensures that teachers and service providers have timely access to the information necessary to implement supports effectively. The school continues to monitor student progress through ongoing data collection, annual reviews, and reevaluations at least every three years, or sooner if needed.

Through this comprehensive Child Find system—rooted in early identification, data-driven decision-making, culturally responsive evaluation practices, and strong MTSS structures—Lovira Academy ensures that every student who may have a disability is identified, evaluated, and supported in full compliance with federal and state law.

Q210. 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)

Lovira Academy will maintain all records for students with disabilities and students with 504 Accommodation Plans in full compliance with IDEA, Section 504 of the Rehabilitation Act, Article 9 of the North Carolina General Statutes, and the NC Policies Governing Services for Children with Disabilities. The school's systems for requesting, storing, and managing records are designed to ensure confidentiality, accuracy, and timely implementation of services from the moment a student enrolls.

The process begins immediately after enrollment. Families complete an enrollment packet that includes questions about prior special education services, 504 Plans, related services, or previous evaluations. When a parent indicates that their child has received EC or 504 services, Lovira Academy promptly requests all relevant records from the student's previous school. Requests are made within the required timelines and include IEPs, 504 Plans, evaluation reports, progress monitoring data, service logs, and any other documents necessary to ensure continuity of services. The EC Coordinator monitors the status of all record requests and follows up with sending schools as needed to ensure timely receipt. Once records arrive, they are reviewed immediately so that services can begin without interruption.

All records are stored securely on-site in accordance with federal and state confidentiality requirements. Special education records, including IEPs, evaluations, and service logs, are maintained in locked, access-controlled filing systems and within the secure ECATS platform. Section 504 records are stored separately from special education files and general cumulative folders to ensure proper confidentiality and compliance. Access to these records is limited to staff members who have a legitimate educational interest and are directly responsible for implementing the student's plan. All staff receive annual training on FERPA, confidentiality, and the proper handling of sensitive student information.

Lovira Academy also maintains strict procedures to ensure ongoing compliance with all record-keeping requirements. The EC Coordinator oversees the management of IEP timelines, reevaluations, progress reports, and service documentation within ECATS, ensuring that all required components are up to date and completed within mandated timelines. The 504 Coordinator maintains all Section 504 documentation, including eligibility determinations, accommodation plans, and annual reviews. Both coordinators conduct periodic audits of student files to verify accuracy, completeness, and compliance with state and federal expectations. Teachers and service providers receive timely access to the portions of the IEP or 504 Plan necessary to implement accommodations, modifications, and services with fidelity.

Through these systems—timely record requests, secure and confidential storage, and rigorous compliance monitoring—Lovira Academy ensures that all students with disabilities and students protected under Section 504 receive the services and supports they are entitled to under the law. The school’s approach reflects a deep commitment to legal compliance, operational excellence, and equitable access to high-quality instruction for every student.

Q211.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.

Lovira Academy is committed to providing a full continuum of services to meet the needs of students with mild, moderate, and severe disabilities in the least restrictive environment (LRE), as required by IDEA, Article 9 of the North Carolina General Statutes, and the NC Policies Governing Services for Children with Disabilities. The school's instructional model, staffing plan, and MTSS framework are intentionally designed to ensure that every student with a disability has meaningful access to the core academic program while receiving individualized supports aligned to their IEP goals.

The foundation of Lovira Academy's EC programming is high-quality, inclusive Tier 1 instruction. Small class sizes of fifteen students allow teachers to provide differentiated instruction, scaffolded supports, and flexible grouping so that students with disabilities can participate fully in grade-level learning alongside their peers. General education teachers collaborate closely with the EC teacher to embed accommodations, modifications, and assistive technology into daily instruction. This inclusive approach ensures that students with mild disabilities—such as specific learning disabilities, ADHD, or speech-language impairments—receive the support they need without being removed unnecessarily from the general education environment.

For students with moderate disabilities, Lovira Academy provides a combination of push-in and pull-out services tailored to each student's IEP. The EC teacher delivers targeted instruction in reading, writing, math, behavior regulation, or functional skills, depending on the student's needs. Push-in support allows students to remain in the general education classroom while receiving specialized instruction, while pull-out sessions provide a quieter, more structured environment for intensive skill development. The school uses evidence-based programs aligned to each student's goals, and progress is monitored regularly to ensure that services remain effective.

Students with more significant or severe disabilities receive individualized programming that balances access to the general curriculum with specialized instruction in functional, adaptive, or communication skills. The EC teacher collaborates with related service providers—such as speech-language pathologists, occupational therapists, physical

therapists, and behavioral specialists—to implement comprehensive supports. These students participate in general education classes to the maximum extent appropriate, with modifications, visual supports, and adult assistance as needed. When a student requires more intensive intervention, the school provides small-group or one-on-one instruction aligned to the student’s IEP, ensuring that services are delivered in the least restrictive environment that still meets the student’s needs.

Lovira Academy’s MTSS framework ensures that EC services are integrated into a broader system of academic and behavioral supports. Teachers collect ongoing data through mastery checks, observations, and progress monitoring tools, allowing the EC teacher and MTSS team to adjust services, increase support, or modify instructional strategies as needed. IEP teams meet at least annually—and more frequently when necessary—to review progress, revise goals, and ensure that each student continues to receive appropriate services. The school also ensures that all staff working with students with disabilities receive ongoing professional development in inclusive practices, behavior supports, and the implementation of accommodations and modifications.

Through this comprehensive, student-centered approach, Lovira Academy ensures that students with mild, moderate, and severe disabilities receive the individualized instruction, specialized services, and inclusive opportunities necessary to thrive academically and socially. The school’s commitment to the least restrictive environment ensures that every student is educated alongside their peers to the greatest extent appropriate while receiving the full continuum of services required by law.

Q212. 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?

Lovira Academy is committed to providing a full continuum of services for students with disabilities so that each student receives the individualized support necessary to access the general education curriculum in the least restrictive environment. The school's instructional model, staffing structure, and MTSS framework are intentionally designed to ensure that students with disabilities participate meaningfully in grade-level learning while receiving specialized instruction aligned to their IEP goals.

The foundation of the continuum begins with strong, inclusive Tier 1 instruction. Small class sizes of fifteen students allow general education teachers to differentiate instruction, embed accommodations, and provide scaffolded supports that make grade-level content accessible to students with a wide range of needs. Teachers collaborate closely with the EC teacher to integrate assistive technology, visual supports, modified assignments, and alternative response options into daily lessons. This inclusive approach ensures that students with disabilities remain connected to their peers and the core curriculum while receiving the supports necessary to succeed.

Beyond Tier 1, Lovira Academy provides a robust set of research-based programs and strategies to meet the needs of students requiring more targeted or intensive support. Students with mild to moderate disabilities receive a combination of push-in and pull-out services delivered by a licensed EC teacher. Push-in support allows the EC teacher to work alongside the general education teacher to reinforce skills, model strategies, and provide small-group instruction within the classroom. Pull-out sessions offer a quieter, more structured environment for intensive instruction in reading, writing, math, behavior regulation, or functional skills. These services are aligned to each student's IEP and delivered using evidence-based programs that address foundational skill gaps while supporting progress toward grade-level standards.

For students with more significant or severe disabilities, Lovira Academy provides individualized programming that balances access to the general curriculum with specialized instruction in communication, adaptive behavior, or functional academics. The EC teacher collaborates with related service providers—including speech-language pathologists, occupational therapists, physical therapists, and behavioral specialists—to deliver comprehensive supports. These students participate in general education classes to the maximum extent appropriate, with modifications, adult assistance, and specialized materials that allow them to engage meaningfully in classroom activities. When necessary, students receive one-on-one or very small-group instruction to address intensive needs while maintaining connections to their peers and the broader school community.

Lovira Academy ensures access to the general education curriculum through intentional planning, collaboration, and progress monitoring. General education and EC teachers meet regularly to review student data, adjust accommodations, and refine instructional strategies. IEP teams monitor progress toward goals through ongoing assessments, service logs, and quarterly progress reports, ensuring that supports remain aligned to student needs. The MTSS team reviews data every four to six weeks to determine whether students require increased support, changes to service delivery, or additional interventions. This continuous cycle of review ensures that students with disabilities receive the right level of support at the right time.

Through inclusive instructional practices, targeted interventions, specialized programming, and strong collaboration among educators and service providers, Lovira Academy delivers a full continuum of services that ensures students with disabilities have equitable access to the general education curriculum and the individualized support necessary to thrive academically and socially.

Q213. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Lovira Academy is fully committed to ensuring that every student with a disability receives a Free and Appropriate

Public Education (FAPE) in accordance with IDEA, Section 504 of the Rehabilitation Act, Article 9 of the North Carolina General Statutes, and the NC Policies Governing Services for Children with Disabilities. The school's systems, staffing, and instructional model are intentionally designed to guarantee that students with disabilities have access to the general education curriculum, receive individualized supports aligned to their IEP or 504 Plan, and are educated in the least restrictive environment to the greatest extent appropriate.

FAPE begins with timely and accurate identification. Upon enrollment, the school immediately requests all special education and 504 records from the student's previous school and implements existing plans without delay. For students identified through Child Find or MTSS referral, Lovira Academy follows all IDEA procedural safeguards, obtains parental consent, and conducts comprehensive evaluations using multiple measures to ensure that eligibility decisions are accurate and nondiscriminatory. Once a student is found eligible, the IEP Team—including parents, general education teachers, the EC teacher, and related service providers—develops an individualized program that outlines goals, services, accommodations, modifications, and placement decisions.

Lovira Academy ensures FAPE through a continuum of instructional supports that allow students with disabilities to access grade-level content while receiving specialized instruction aligned to their needs. Small class sizes enable general education teachers to differentiate instruction, embed accommodations, and collaborate closely with the EC teacher. Students receive push-in support within the general education classroom, where the EC teacher reinforces skills, models strategies, and provides targeted small-group instruction. When more intensive intervention is required, students participate in pull-out sessions focused on foundational reading, writing, math, behavior regulation, or functional skills, delivered through evidence-based programs. Students with significant disabilities receive individualized instruction that balances access to the general curriculum with specialized programming in communication, adaptive behavior, or functional academics, supported by related service providers such as speech-language pathologists, occupational therapists, and behavioral specialists.

To ensure that services are delivered with fidelity, Lovira Academy maintains strong systems for monitoring and accountability. The EC teacher documents service minutes, progress toward IEP goals, and intervention effectiveness within ECATS. Teachers collect ongoing data through mastery checks, observations, and progress monitoring tools, allowing the IEP Team to adjust services as needed. Quarterly progress reports are shared with families, and IEPs are reviewed at least annually—or more frequently if a student is not making expected progress. The MTSS team meets every four to six weeks to review data and ensure that supports remain aligned to student needs.

FAPE is further supported through rigorous staff training and clear operational procedures. All staff receive annual professional development on IDEA, Section 504, confidentiality, accommodations and modifications, inclusive instructional practices, and behavior supports. General education teachers are trained to implement IEP and 504

accommodations with fidelity, while the EC Coordinator oversees compliance, timelines, documentation, and collaboration with related service providers. Records are stored securely, and access is limited to staff with a legitimate educational interest, ensuring that student privacy is protected.

Through these comprehensive systems—accurate identification, individualized planning, inclusive instruction, specialized services, continuous progress monitoring, and strong compliance practices—Lovira Academy ensures that every student with a disability receives a Free and Appropriate Public Education and has full access to the opportunities, rigor, and support necessary to thrive.

Q214. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.

Lovira Academy has established clear, compliant, and transparent systems to ensure that every student's Individualized Education Program (IEP) is implemented with fidelity and that progress is consistently monitored and communicated to students, families, and relevant staff. These systems reflect the requirements of IDEA, Article 9 of the North Carolina General Statutes, and the NC Policies Governing Services for Children with Disabilities, and they are fully integrated into the school's instructional and operational framework.

The monitoring process begins as soon as a student enrolls or is found eligible for special education services. The EC Coordinator reviews the IEP in detail, ensures that all accommodations, modifications, related services, and service minutes are clearly understood, and meets with the general education teacher(s) to review the student's goals and required supports. Teachers receive written summaries of the IEP components relevant to their role, and the full IEP is accessible through ECATS to staff with a legitimate educational interest. This ensures that every educator working with the student understands their responsibilities and can implement the plan consistently from day one.

Implementation is monitored through a combination of classroom observations, service logs, and ongoing data collection. The EC teacher documents all specialized instruction and related service minutes in ECATS, ensuring compliance with the IEP's service delivery requirements. General education teachers collect evidence of student performance through mastery checks, classwork, assessments, and behavioral data, which are reviewed regularly to determine whether the student is making progress toward their IEP goals. The EC Coordinator conducts periodic fidelity checks—observing instruction, reviewing lesson plans, and verifying that accommodations and modifications are being provided as written. When concerns arise, the EC Coordinator collaborates with teachers to adjust instructional strategies or increase support.

Progress toward IEP goals is reported to families at least as often as progress is reported for nondisabled peers, in accordance with IDEA. Lovira Academy provides quarterly progress reports that include data-based updates on each goal, descriptions of the student's growth, and notes on any adjustments made to instruction or services. Families are invited to participate in ongoing communication through conferences, phone calls, and written updates, ensuring that they remain informed partners in their child's education. When a student is not making expected progress, the IEP Team convenes to review data, revise goals, adjust services, or consider additional supports.

Relevant staff are kept informed through structured collaboration. General education teachers, EC teachers, related service providers, and the MTSS team meet regularly to review student data, discuss implementation challenges, and refine instructional plans. This collaborative approach ensures that the IEP is not a static document but a living plan that guides daily instruction and evolves based on student needs. All staff receive annual training on IEP implementation, accommodations and modifications, confidentiality, and legal requirements, ensuring that compliance is consistent across classrooms and grade levels.

Through these systems—clear communication, data-driven monitoring, collaborative problem-solving, and transparent reporting—Lovira Academy ensures that every IEP is implemented with fidelity and that students with disabilities receive the individualized support necessary to thrive academically and socially.

Q215. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Lovira Academy will ensure that all students with disabilities receive the related services and specialized supports required under IDEA, regardless of the school's size or staffing capacity during the opening years. Because the school will begin with a small enrollment and limited funding, Lovira Academy will contract with licensed, highly qualified specialists to provide related services until enrollment growth and state funding allow the school to hire additional staff directly. This approach is fully compliant with federal and state law and is common among new charter schools in North Carolina.

Upon enrollment, the EC Coordinator reviews each student's IEP to determine the specific related services required, including speech-language therapy, occupational therapy, physical therapy, behavioral services, counseling, audiology, or assistive technology support. The school maintains a roster of pre-approved, DPI-compliant contracted providers who are licensed in North Carolina and experienced in serving students with a range of disabilities. These providers deliver services on-site or through approved teletherapy platforms, depending on the student's needs and the nature of the service. Contracted specialists collaborate with the EC teacher and general education teachers to ensure that services are integrated into the student's daily instructional program and aligned

to IEP goals.

The EC Coordinator oversees scheduling, service delivery, and documentation to ensure that all related services are provided exactly as written in each student's IEP. Service logs, progress notes, and communication records are maintained in ECATS, and the EC Coordinator conducts regular fidelity checks to verify that contracted providers are meeting all legal and instructional expectations. If a student requires additional or more intensive services, the IEP Team convenes to revise the plan and adjust contracted support accordingly.

As enrollment grows and funding stabilizes, Lovira Academy will transition from a fully contracted model to a hybrid staffing model that includes both in-house specialists and contracted providers. This phased approach ensures that the school remains financially responsible while still meeting all legal obligations from the first day of operation. Throughout this transition, the school will continue to prioritize hiring licensed EC teachers, related service providers, and support staff who have experience working with diverse learners and implementing inclusive practices.

Regardless of whether services are delivered by school employees or contracted specialists, Lovira Academy ensures that all students have full access to the general education curriculum. General education teachers receive training on implementing accommodations, modifications, and assistive technology, and they collaborate regularly with the EC teacher and related service providers to integrate supports into daily instruction. The MTSS team reviews student progress every four to six weeks to ensure that services remain effective and aligned to student needs.

Through this combination of contracted specialists, strong internal oversight, and a phased staffing plan aligned to enrollment growth, Lovira Academy ensures that all students with disabilities receive the related services, specialized instruction, and qualified support required by IDEA and North Carolina law—without interruption and without compromise.

11.4. Student Performance Standards

Q216.Describe how the school will measure student performance.

Lovira Academy uses a comprehensive, multi-layered approach to measuring student performance that reflects the school's commitment to academic growth, equity, and continuous improvement. Student learning is assessed through a combination of nationally normed assessments, curriculum-embedded measures, daily evidence of learning, and qualitative indicators that together provide a full picture of each student's progress. These measures are intentionally aligned to the school's instructional model, MTSS framework, and North Carolina's accountability requirements.

Student performance measurement begins with establishing a clear baseline. Within the first weeks of school, all students complete NWEA MAP Growth assessments in reading and math. These nationally normed assessments provide reliable data on each student's starting point, identify skill gaps, and help teachers set individualized learning goals. MAP is administered again in winter and spring to measure growth over time and determine whether students are on track to meet or exceed annual targets. This data also informs flexible grouping, intervention placement, and Individual Learning Plans for students performing above or below grade level.

Throughout the year, teachers use curriculum-embedded assessments to monitor mastery of grade-level standards. Unit assessments, performance tasks, reading inventories, and math diagnostics provide ongoing insight into student understanding and guide instructional planning. Daily exit tickets and weekly mastery checks allow teachers to make immediate adjustments to instruction, reteach essential skills, and identify students who need additional support or enrichment. These short-cycle assessments are central to Lovira Academy's data-driven culture and ensure that student performance is monitored continuously rather than episodically.

The school's MTSS framework further strengthens performance measurement by ensuring that academic, behavioral, and social-emotional data are reviewed regularly and systematically. Teachers and the MTSS team meet every four to six weeks to analyze student performance trends, evaluate the effectiveness of interventions, and adjust supports as needed. This structured data cycle ensures that students who are struggling receive timely, targeted assistance and that students who are excelling are provided with appropriate enrichment and acceleration opportunities.

In addition to quantitative measures, Lovira Academy values qualitative indicators of student performance, including engagement in project-based learning, participation in discussions, demonstration of critical thinking, and growth in habits of success such as perseverance, collaboration, and self-advocacy. Teachers document these indicators through observations, student reflections, and portfolio artifacts, providing a more holistic understanding of each student's development.

Student performance is communicated regularly to families through progress reports, report cards, conferences, and Individual Learning Plan updates. Teachers ensure that families understand both academic progress and areas for growth, fostering a strong partnership in supporting student success. At the schoolwide level, leadership analyzes performance data to monitor instructional effectiveness, identify trends, and inform professional development priorities.

Through this comprehensive system—combining national assessments, curriculum-embedded measures, daily checks for understanding, MTSS data cycles, and qualitative indicators—Lovira Academy ensures that student performance is measured accurately, consistently, and in ways that meaningfully inform instruction. This approach allows the school to support every student in making strong academic growth and achieving long-term success.

Q217. 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 the data will be used to inform instruction and improve student performance.

Lovira Academy uses a streamlined, intentional assessment system designed to minimize unnecessary testing while maximizing the quality of information teachers receive about student learning. The school administers only the assessments required by state and federal law—such as EOGs, EOCs, and any mandated screeners—and supplements these with a small number of high-value tools that directly support instruction, Individual Learning Plans (ILPs), and the school’s hands-on, project-based learning model.

In addition to state-mandated assessments, Lovira Academy uses NWEA MAP Growth in reading and math three times per year. MAP provides nationally normed, adaptive data that helps teachers understand each student’s starting point, monitor growth, and identify skill gaps or advanced readiness levels. Because MAP is efficient, reliable, and aligned to MTSS, it allows the school to avoid multiple overlapping benchmark tests and maintain a lean assessment schedule. MAP data is used to inform flexible grouping, guide intervention placement, and support ILPs for students performing above or below grade level.

Beyond MAP, the school relies heavily on curriculum-embedded assessments that are naturally integrated into daily instruction. These include unit assessments, performance tasks, reading inventories, math diagnostics, and project-based learning rubrics. These assessments are hands-on, authentic, and aligned to the school’s instructional philosophy. They allow teachers to evaluate not only content mastery but also critical thinking, collaboration, communication, and problem-solving—skills that are central to Lovira Academy’s mission.

Teachers also use daily exit tickets, weekly mastery checks, and student work samples to gather immediate evidence of learning. These short-cycle assessments are intentionally brief and low-stakes, ensuring that instructional time is prioritized while still providing actionable data. This information helps teachers adjust lessons, reteach essential skills, and provide targeted support or enrichment. For students receiving EC, ML, or gifted services, these assessments also contribute to progress monitoring and help ensure that supports remain aligned to individual needs.

All assessment data—whether from MAP, curriculum-embedded tasks, or daily checks for understanding—is reviewed through the school’s MTSS framework. Teachers and the MTSS team meet every four to six weeks to analyze trends, evaluate the effectiveness of interventions, and adjust supports. This structured data cycle ensures that decisions are timely, student-centered, and grounded in evidence rather than intuition alone. The school’s small class sizes further strengthen this process by allowing teachers to know each student deeply and interpret data within the context of their strengths, challenges, and learning profiles.

Families receive regular updates through progress reports, ILP conferences, and communication from teachers. Students are also engaged in understanding their own data through goal-setting, reflection, and portfolio reviews, helping them develop ownership of their learning.

Through this balanced, intentional approach—combining required state assessments, a single high-value benchmark tool, and rich, hands-on classroom assessments—Lovira Academy ensures that data is used meaningfully to inform instruction, support individual growth, and improve student performance without over-testing or disrupting the learning experience.

Q218. 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 provided to students.

Lovira Academy maintains clear, equitable, and legally compliant policies for promoting students from one grade level to the next. These policies align with North Carolina charter school law, including G.S. 115C-218.85, and ensure that all decisions are based on multiple measures of student performance rather than a single test. The school's approach reflects its commitment to hands-on learning, Individual Learning Plans (ILPs), and a strong Multi-Tiered System of Support (MTSS) that ensures every student receives the support needed to progress successfully.

Promotion decisions begin with a comprehensive review of each student's academic performance, growth, and readiness for the next grade level. Teachers evaluate mastery of grade-level standards using a balanced set of

measures, including curriculum-embedded assessments, performance tasks, project-based learning artifacts, NWEA MAP Growth data, and daily evidence of learning. Because Lovira Academy emphasizes hands-on, authentic learning experiences, student portfolios and demonstration of skills play a significant role in determining readiness. The school's small class sizes allow teachers to know each student deeply and make informed, individualized decisions grounded in evidence.

Students with special needs, multilingual learners, and students with ILPs are held to high expectations while receiving the supports necessary to meet promotion criteria. For students with disabilities, promotion decisions are aligned with their Individualized Education Program (IEP) and made by the IEP Team in accordance with IDEA and Article 9 of the North Carolina General Statutes. Accommodations, modifications, and progress toward IEP goals are considered alongside grade-level expectations. Multilingual learners are evaluated using multiple data sources, including language proficiency growth, classroom performance, and access to appropriate supports. No student is retained solely due to a disability, language acquisition status, or lack of prior educational opportunity.

When a student is at risk of not meeting promotion criteria, Lovira Academy intervenes early. Teachers notify families as soon as concerns arise, and the MTSS team develops a targeted support plan that may include small-group instruction, tutoring, intervention blocks, or adjustments to the student's ILP. Progress is monitored closely, and families are kept informed throughout the process. Retention is considered only after multiple interventions have been implemented with fidelity and documented, and only when it is determined to be in the student's best long-term academic interest.

Promotion criteria and expectations are communicated clearly to students and families at the beginning of the school year through the Student and Family Handbook, classroom syllabi, and ILP conferences. Teachers revisit these expectations throughout the year, ensuring that students understand what they are working toward and how their progress will be measured. Families receive regular updates through progress reports, conferences, and communication from teachers, allowing them to partner in supporting their child's success.

Through this comprehensive, student-centered approach—grounded in state law, multiple measures of performance, early intervention, and transparent communication—Lovira Academy ensures that promotion decisions are fair, consistent, and aligned with each student's academic growth and long-term success.

Q219.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. If serving high school, include plans for students at risk of dropping out.

Lovira Academy's exit standards ensure that every student graduating from the school is prepared for postsecondary success—whether in college, career, military service, or advanced technical training. These standards align with North Carolina's Future-Ready Core graduation requirements, G.S. 115C-218.85, and the school's mission to serve students who are furthest from opportunity. They reflect what students will know and be able to do by the time they complete the last grade served.

Graduating students must demonstrate mastery of the North Carolina Standard Course of Study, including the required credits in English, mathematics, science, social studies, health/PE, and electives. In addition to meeting state credit requirements, students must show evidence of academic growth through a combination of performance tasks, project-based learning artifacts, and Individual Learning Plan (ILP) goals. These authentic assessments allow students to demonstrate critical thinking, communication, collaboration, and problem-solving—skills essential for success beyond high school.

Lovira Academy's exit standards emphasize both academic readiness and real-world competencies. Students must complete a capstone project that integrates research, hands-on application, and presentation skills. This project serves as a culminating demonstration of the student's ability to apply knowledge, think critically, and communicate effectively. Students also develop a postsecondary plan aligned to their goals, which may include college applications, FAFSA completion, military exploration, apprenticeships, or workforce preparation. Advisors support students in building resumes, completing applications, and connecting with community partners to ensure a smooth transition after graduation.

For students with disabilities, graduation decisions are aligned with their Individualized Education Program (IEP) and comply with IDEA and Article 9 of the North Carolina General Statutes. Students may graduate by meeting the Future-Ready Core requirements or, when appropriate, by completing an occupational course of study or meeting IEP-aligned goals. The IEP Team determines the appropriate pathway, ensuring that students receive the supports and services necessary to meet exit standards. No student is denied graduation solely due to a disability; instead, the school ensures that all students have equitable access to the curriculum, assessments, and postsecondary planning supports.

Lovira Academy places a strong emphasis on supporting students at risk of dropping out. The school's MTSS framework identifies early warning indicators such as attendance, course performance, and engagement. Students who show signs of disengagement receive targeted interventions, including tutoring, credit recovery options, mentoring, counseling, and flexible scheduling when appropriate. Advisors and the Student Support Team work closely with families to address barriers and keep students on track for graduation. For students who have previously disengaged from school, Lovira Academy provides individualized pathways, hands-on learning

opportunities, and strong wraparound supports to ensure they can re-engage and successfully complete their high school education.

Through rigorous academic expectations, authentic performance assessments, individualized planning, and comprehensive support systems, Lovira Academy ensures that all graduating students leave with the knowledge, skills, and confidence necessary to thrive in their chosen postsecondary pathways.

11.5. School Culture and Discipline

Q220. 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.

Lovira Academy's culture is grounded in the belief that every student deserves to feel safe, seen, and supported—and that strong relationships, high expectations, and purposeful learning create the conditions for students to thrive academically and socially. The school's ethos reflects its mission to serve students who are furthest from opportunity by building a community where belonging, resilience, and growth are intentionally cultivated every day. At its core, Lovira Academy is designed to feel like family: a place where students, staff, and caregivers know they matter, where they are welcomed with warmth, and where they are surrounded by adults who believe deeply in their potential.

The foundation of Lovira Academy's culture is a safe, structured, and predictable environment. Clear routines, consistent expectations, and strong adult-student relationships help students feel secure and ready to learn. Small class sizes allow teachers to know each student deeply—academically, socially, and personally—creating a sense of connection that mirrors the trust and care found in a healthy family environment. Students learn how to navigate challenges, regulate emotions, and engage respectfully with peers through explicit instruction in social-emotional learning and restorative practices. These structures reinforce a culture where students feel valued and capable, and where mistakes are treated as opportunities for growth rather than reasons for exclusion.

Lovira Academy promotes a positive academic environment by ensuring that learning is active, hands-on, and connected to real-world experiences. Students engage in project-based learning, collaborative problem-solving, and inquiry-driven tasks that foster curiosity and intellectual engagement. Individual Learning Plans (ILPs) help students

set goals, track progress, and reflect on their learning, reinforcing a sense of ownership and purpose. Teachers use data from daily mastery checks, performance tasks, and MAP Growth assessments to tailor instruction and ensure that every student—regardless of starting point—experiences meaningful academic growth.

The school's culture also emphasizes social development, community responsibility, and shared identity. Advisory, service learning, and community-building activities help students develop empathy, leadership, and a sense of belonging. These experiences strengthen the feeling that Lovira Academy is not just a school, but a supportive, interconnected community where students and staff look out for one another. The MTSS framework ensures that students who need additional academic, behavioral, or social-emotional support receive timely, targeted interventions, reinforcing a culture of care and accountability.

Families are essential partners in sustaining this family-like culture. Lovira Academy communicates regularly with caregivers through ILP conferences, progress updates, and community events, ensuring that parents feel connected to the school and engaged in their child's development. Staff receive ongoing professional development in culturally responsive teaching, trauma-informed practices, inclusive instruction, and restorative approaches, ensuring that the school's ethos is consistently reflected in every classroom and interaction.

Through this intentional blend of structure, relationships, hands-on learning, and individualized support, Lovira Academy creates a culture where students develop the academic skills, confidence, resilience, and social awareness needed to succeed—within a school community that truly feels like family.

Q221.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.

Lovira Academy implements its culture with intentionality from the very first interaction with students, families, and staff. The school's ethos—rooted in belonging, inclusion, and the belief that every person should feel seen, heard, and valued—is not something that develops by accident. It is built through consistent practices, shared rituals, and strong relationships that make the school feel like family for students, teachers, administrators, and caregivers.

The process begins before the first day of school through individual orientations for every student and family. These one-on-one meetings allow staff to learn each child's strengths, interests, needs, and goals while helping families understand the school's expectations, routines, and supports. This personalized approach ensures that every student enters the school already known by name, story, and identity—reinforcing the message that they belong here. For students with disabilities, multilingual learners, or those needing additional support, the orientation includes a review of services, accommodations, and communication plans so families feel confident and connected

from the start.

On the first day of school, Lovira Academy launches its culture through warm greetings, structured routines, and community-building rituals. Staff greet students at the door each morning by name, creating a predictable and welcoming start to the day. Advisory serves as the anchor of the school's culture, providing a daily space for relationship-building, social-emotional learning, restorative conversations, and goal-setting. Advisory groups function like small families within the larger school community, ensuring that every student has a trusted adult and a consistent peer group.

Teachers and administrators model the school's values through inclusive practices, clear expectations, and consistent communication. Professional development before the school year focuses on culturally responsive teaching, trauma-informed practices, restorative approaches, and strategies for ensuring that every student feels seen and heard. Staff collaborate regularly to reinforce shared norms, celebrate student successes, and address challenges with empathy and accountability. Families are engaged as partners through open communication, community events, and opportunities to participate in school traditions, reinforcing the sense that Lovira Academy is a supportive, interconnected community.

For students who enter mid-year, Lovira Academy provides a structured acculturation process to ensure they feel welcomed and integrated into the school's culture. Every mid-year entrant receives an individual orientation with their family, a tour of the school, and an introduction to key staff members. The student is paired with a peer ambassador who helps them learn routines, navigate the building, and connect socially. Advisory teachers provide additional check-ins during the first weeks to ensure the student feels comfortable, supported, and included. Academic teachers review the student's prior work, ILP goals, and assessment data to ensure a smooth instructional transition.

Throughout the year, the school reinforces its culture through shared rituals such as morning meetings, celebrations of learning, service projects, and family engagement events. These experiences strengthen community bonds and help students develop the social, emotional, and academic skills needed to thrive. The MTSS framework ensures that students who need additional support—academically, behaviorally, or emotionally—receive timely, targeted interventions that reflect the school's commitment to care, inclusion, and high expectations.

Through these intentional practices—individual orientations, advisory, inclusive instruction, restorative approaches, and strong family partnerships—Lovira Academy creates a culture where every student, staff member, and caregiver feels connected, valued, and part of a school community that truly feels like family.

Q222. 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. 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.

Lovira Academy's student conduct plan is grounded in the belief that students learn best in a safe, supportive, and inclusive environment where they feel seen, heard, and valued. Consistent with the school's mission and Education Plan, Lovira Academy prioritizes restorative practices, relationship-building, and proactive supports to address behavior before it escalates. The school intentionally seeks to avoid out-of-school suspension (OSS) and expulsion except in cases where there is a significant safety concern, as permitted under North Carolina law. This approach reflects the school's commitment to keeping students connected to learning and to the school community that feels like family.

Practices Used to Promote Effective Discipline

Lovira Academy uses a multi-tiered system of proactive and restorative practices to promote positive behavior and prevent exclusionary discipline:

- **Clear expectations and routines** taught explicitly from day one
- **Daily advisory** focused on relationships, SEL, and community-building
- **Restorative conversations and circles** to repair harm and rebuild trust
- **Positive behavior supports** and recognition systems

- **Calm-down spaces and regulation strategies** for students needing emotional support
- **Individual Behavior Support Plans** for students requiring targeted interventions
- **Family partnership** through communication, conferences, and collaborative problem-solving
- **Staff training** in trauma-informed practices, de-escalation, and culturally responsive discipline

These practices align with the school's MTSS framework and ensure that discipline is instructional, not punitive.

Offenses That May Result in Suspension or Expulsion

Lovira Academy maintains a narrow, safety-focused list of behaviors that may result in OSS or expulsion, consistent with G.S. 115C-390 and NC charter school law. These include:

- Possession of a weapon or dangerous object
- Physical assault causing injury
- Serious threats of violence
- Possession, use, or distribution of illegal drugs
- Repeated, severe behaviors that pose a safety risk after documented interventions

All other behaviors—including disrespect, disruption, minor physical contact, noncompliance, or verbal conflict—are addressed through restorative and instructional approaches rather than exclusion.

OSS is used only when necessary to protect the safety of students or staff, and expulsion is considered only in the most extreme circumstances, following all legal requirements.

Rights of Students with Disabilities

Lovira Academy fully complies with IDEA, Section 504, and Article 9 of the North Carolina General Statutes. Before any disciplinary action that may result in a change of placement, the school:

- Conducts a Manifestation Determination Review (MDR)
- Ensures that the student continues to receive FAPE
- Provides services to allow the student to progress in the curriculum
- Reviews and adjusts the IEP or 504 Plan, including behavior goals and supports
- Considers whether the behavior was a manifestation of the student's disability
- Implements or revises **a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)** when appropriate

No student with a disability is suspended or expelled in a manner that violates federal or state protections.

Due Process Rights and Grievance Procedures

Lovira Academy ensures that all students and families receive clear due process protections as required by G.S. 115C-390 and federal law. When a student is suspended or recommended for expulsion:

- Families receive written notice of the incident, evidence, and disciplinary action
- Students are given the opportunity to share their perspective and respond to allegations
- Parents are informed of their right to appeal and the steps for doing so
- The school provides access to grievance procedures outlined in the Student and Family Handbook

- Records are maintained in accordance with FERPA

For long-term suspensions or expulsions, the school ensures that families receive all required notices, timelines, and opportunities for review.

Alignment to Mission and Education Plan

Lovira Academy's discipline system reinforces the school's mission to serve students furthest from opportunity by:

- Keeping students in school, connected, and learning
- Using discipline as an opportunity for growth, reflection, and restoration
- Ensuring that every student feels seen, heard, and supported
- Building a school community that feels like family
- Providing equitable, inclusive, and legally compliant practices for all students

Through restorative approaches, proactive supports, and a narrow use of exclusionary discipline, Lovira Academy creates a safe, caring environment where students can thrive academically, socially, and emotionally.

Q223.Exclusion or expulsion must abide by the due process required under 115C-218.60 and the Charter Agreement. If the school intends to utilize exclusion or expulsion, please explain how the school intends to utilize, how this will be communicated to parents, and how the school will ensure alignment with state law including Article 27.

- § 115C-218.60. Student discipline. The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process.

Lovira Academy is deeply committed to maintaining a safe, inclusive, and supportive learning environment where exclusionary discipline is used only as a last resort. Consistent with the school's mission, Education Plan, and restorative culture, Lovira Academy seeks to avoid out-of-school suspension (OSS), exclusion, and expulsion except in cases where a student's behavior presents a significant and immediate safety concern. When exclusionary discipline is necessary, the school strictly follows G.S. 115C-218.60, the Charter Agreement, and all requirements of Article 27 of Chapter 115C.

Use of Exclusion or Expulsion

Under G.S. 115C-218.60, charter schools may exclude a student and return them to the local school administrative unit only after due process and only in accordance with the terms of the charter. Lovira Academy will utilize exclusion or expulsion sparingly, and only for:

- Possession of a weapon or dangerous object
- Physical assault causing serious injury
- Serious threats of violence
- Possession, use, or distribution of illegal drugs
- Repeated, severe behaviors that pose a substantial safety risk after documented interventions

These actions mirror the narrow, safety-focused list outlined in Q222. All other behaviors will be addressed through restorative practices, MTSS supports, and family partnership.

Exclusion or expulsion will never be used as a first response, for minor misbehavior, or for issues related to disability, trauma, or unmet needs.

Communication with Parents and Guardians

Lovira Academy ensures that families are fully informed and involved throughout the disciplinary process. When exclusion or expulsion is being considered:

- Parents receive written notice describing the incident, evidence, and proposed action
- The notice includes the specific policy violated, the student's rights, and the timeline for response
- Families are offered a meeting with administration to review the incident and discuss alternatives
- Parents receive clear information about appeal procedures and grievance options
- For exclusions (return to the district), the school coordinates with the LEA to ensure a smooth transition

Communication is timely, transparent, and respectful, reflecting the school's belief that families are essential partners.

Alignment with Article 27 and Due Process Requirements

Lovira Academy fully complies with Article 27 of Chapter 115C, which governs student discipline in North Carolina public schools. The school ensures:

- Due process for all students, including the right to be heard and to respond to allegations
- Written notice of long-term suspension, exclusion, or expulsion
- Opportunity for appeal to the school's designated review body
- Documentation of all disciplinary actions in accordance with state law and FERPA
- Non-discriminatory application of discipline policies

For exclusions, the school follows the Charter Agreement and coordinates with the local school administrative unit to ensure compliance with G.S. 115C-218.60.

Protections for Students with Disabilities

Lovira Academy strictly adheres to IDEA, Section 504, and Article 9 when disciplinary actions involve students with disabilities. Before any disciplinary change of placement:

- A Manifestation Determination Review (MDR) is conducted
- The IEP or 504 Team reviews whether the behavior was a manifestation of the disability
- The school ensures continued access to FAPE
- Services are provided to allow the student to progress in the general curriculum
- A Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) are developed or revised as needed

Students with disabilities are never excluded or expelled in a manner that violates federal or state protections.

Alignment to Mission and Education Plan

Lovira Academy's approach to exclusion and expulsion reflects its mission to serve students furthest from opportunity by:

- Prioritizing restorative practices over punishment

- Keeping students connected to learning whenever safely possible
- Ensuring every student feels seen, heard, and supported
- Using exclusion only when necessary to protect the safety of the school community
- Upholding the legal rights and dignity of every student

Through this balanced, legally compliant, and mission-driven approach, Lovira Academy ensures that exclusionary discipline is rare, carefully considered, and always aligned with state law and the Charter Agreement.

Q224. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒

Yes

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No

Q225.Explanation (optional).

11.6. Certify

Q226.This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.



Yes



No

Q227.Explanation (optional):

12. Operations

12.1. Transportation Plan

Q228.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

Lovira Academy recognizes that reliable transportation is essential to ensuring equitable access to a high-quality public education. Although the school does not have the financial capacity to provide full transportation services at opening, Lovira Academy will ensure that no child is denied access due to lack of transportation, in full compliance with G.S. 115C-218.40. The school's plan combines family partnership, coordinated support, community collaboration, and long-term investment to meet the needs of its students while remaining fiscally responsible.

Initial Transportation Model (Year 1-2)

During the first years of operation, Lovira Academy will operate a parent-drop-off and pick-up model, which is permissible under NC charter school law. Families will transport their children to and from school, and the school will provide:

- Coordinated carpool matching for families who request assistance
- Flexible arrival and dismissal windows to accommodate working caregivers
- Support for families facing transportation hardship, including staff-facilitated ride coordination, gas card

assistance when available through grants or donations, and connections to community partners

- Individualized problem-solving for families experiencing barriers, ensuring no student is excluded due to transportation challenges

This approach allows the school to open responsibly while prioritizing student access and safety.

Commitment to Equity and Access

Lovira Academy serves students who are furthest from opportunity, and transportation is a known barrier for many families. To uphold its mission, the school will:

- Maintain a Transportation Support Coordinator (part of an existing staff role) to assist families daily
- Provide case-by-case solutions for students experiencing homelessness, instability, or extreme hardship
- Partner with local churches, nonprofits, and community organizations to identify volunteer-based or grant-funded transportation supports
- Ensure that transportation needs are considered during enrollment, orientation, and ILP meetings

These supports ensure that transportation challenges never prevent a student from attending Lovira Academy.

Special Transportation Needs (IDEA & Section 504)

If a student's IEP or 504 Plan requires transportation as a related service, Lovira Academy will provide it regardless of cost, as required by IDEA and Article 9.

The school will:

- Contract with a licensed transportation provider experienced in serving students with disabilities
- Ensure vehicles meet all state safety and accessibility requirements
- Budget for these services on an as-needed basis, using EC funds when allowable
- Coordinate schedules to ensure students receive FAPE and arrive on time for instruction

This ensures full legal compliance and equitable access for students with disabilities.

Oversight and Compliance

Transportation oversight will be managed by the School leaders, who will:

- Ensure compliance with state and federal transportation laws
- Maintain safety protocols for carline operations
- Oversee contracted transportation for students with disabilities
- Coordinate carpool systems and hardship supports
- Monitor arrival/dismissal safety procedures

All transportation practices will comply with:

- G.S. 115C-218.40 (charter school transportation requirements)
- NC Department of Public Instruction transportation safety standards

- IDEA and Section 504 for students requiring specialized transportation
- Local traffic and safety regulations

Long-Term Transportation Plan (Years 3–5)

As enrollment grows and funding stabilizes, Lovira Academy will pursue:

- Grant funding (e.g., federal charter school grants, local foundation grants)
- Partnerships with community organizations
- Purchase of one or more school vans to support high-need routes
- Expansion of transportation supports for families in rural areas

These investments align with the school’s mission and the needs of the community.

Budgetary Assumptions and Impact

The school’s initial budget reflects:

- No full bus fleet in Year 1
- Minimal transportation expenditures, limited to:
 - Contracted special transportation (as needed)

- Carline safety equipment
- Staff time for coordination
- Modest contingency funds for hardship support

As the school grows, the budget includes planned increases for:

- Vehicle purchase or lease
- Insurance and maintenance
- Driver training and compliance
- Fuel and operational costs

These costs are phased in to ensure financial sustainability.

12.2. School Lunch Plan

Q229. 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.

Lovira Academy is committed to ensuring that no child is ever without a daily meal, regardless of income, family circumstances, or enrollment status. Although the school does not plan to participate in the National School Lunch Program (NSLP) at opening, Lovira Academy will implement a comprehensive, community-driven meal plan that aligns with its mission to serve students furthest from opportunity and its long-term vision for a farm-to-table food program.

Initial Meal Plan (Year 1-2)

During the first years of operation, Lovira Academy will operate a family-provided meal model, which is permissible under NC charter school law. Families will send breakfast and lunch with their children each day. To ensure that no student goes hungry, the school will maintain:

- A daily supply of nutritious backup meals (hot and cold options) for any student who arrives without food
- A breakfast station with items such as oatmeal, fruit, yogurt, and whole-grain options
- A lunch support pantry stocked through community donations, grants, and partnerships
- A confidential request system for families needing ongoing meal assistance
- Allergy-safe options and clear labeling to protect students with dietary restrictions

This approach ensures that every student receives a filling, nutritious meal every day, even without NSLP participation.

Farm-to-Table Vision and Community Partnerships

Lovira Academy's long-term goal is to build a farm-to-table meal program that reflects the agricultural heritage of the region and provides students with fresh, healthy food. The school will pursue:

- Partnerships with local farms, community gardens, and food cooperatives
- Grants from organizations supporting local agriculture, child nutrition, and healthy schools
- Donations from local businesses, churches, and civic groups
- Opportunities for students to participate in school gardening, composting, and food education

This model aligns with the school's hands-on learning philosophy and its commitment to community engagement.

Ensuring Equity and Access for Low-Income Students

Because Lovira Academy serves students who are furthest from opportunity, the school will implement multiple strategies to ensure equitable access to meals:

- A Meal Assistance Fund supported by grants, donations, and community partners
- Confidential support for families experiencing food insecurity
- Coordination with local nonprofits to provide weekend meal bags
- Partnerships with churches and food banks to support families in crisis

No student will ever be singled out or identified publicly for receiving meal support.

Allergy-Safe and Choice-Based Meal Environment

Lovira Academy will maintain:

- Clearly designated allergy-safe zones
- Staff training on food allergies, cross-contamination, and emergency response
- Meal choices that reflect diverse dietary needs, including vegetarian and culturally responsive options
- A system for families to communicate dietary restrictions during enrollment and orientation

This ensures a safe, inclusive meal environment for all students.

Budgetary Assumptions and Impact

The school's initial budget reflects:

- No NSLP revenue or federal reimbursement
- Modest expenditures for:
 - Backup meals
 - Breakfast station supplies
 - Food storage equipment
 - Staff oversight
 - Community partnership coordination

As the school grows, the budget includes planned increases for:

- Grant-funded meal expansion
- Farm-to-table program development
- Potential purchase of kitchen equipment
- Staffing for food service coordination

This phased approach ensures financial sustainability while expanding access over time.

Oversight and Compliance

The School Leaders will oversee all meal-related procedures, including:

- Food safety and storage
- Allergy protocols
- Meal assistance coordination
- Compliance with state health regulations
- Vendor and community partnership management

Even without NSLP participation, Lovira Academy will comply with all state and local health and safety requirements for food distribution.

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

Q230. 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.



Upload Required

File Type: pdf, image, excel, word, text

Max File Size: 30

Total Files Count: 5

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.

Q231.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

Q232. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

1. **Governance, Compliance, and Organizational Development**

Timeline: July 2027 – Ongoing **Responsible:** Board Chair (unpaid), Governance Committee (unpaid), School Leader (paid once hired), Legal Counsel (contracted as needed)

- Complete all required DPI onboarding and compliance submissions
- Finalize bylaws, conflict-of-interest policies, and board operating procedures
- Establish board committees (Finance, Academic Excellence, Governance, Facilities, Community Engagement)
- Adopt key policies (student conduct, enrollment, discipline, transportation, meals, safety, HR)
- Secure insurance coverage (liability, property, workers' comp)
- Maintain ongoing compliance with G.S. 115C-218 and the Charter Agreement

1. **Facility Acquisition and Preparation**

Timeline: December 2025 – August 2028 **Responsible:** Board Facilities Committee (unpaid), School Leader (paid once hired)

- Continue communication with Stokes County Schools and County Commissioners

- Evaluate additional properties and land parcels
- Pursue grants, donations, and financing options
- Finalize lease or purchase agreement
- Conduct architectural review and code compliance planning
- Complete renovations, ADA upgrades, and safety improvements
- Schedule and pass State Fire Marshal and Environmental Health inspections
- Obtain Educational Certificate of Occupancy
- Furnish classrooms and common spaces

1. **Staffing and Human Resources**

Timeline: January 2028 – July 2028 **Responsible:** School Leader (paid), Board HR Committee (unpaid)

- Finalize staffing model and job descriptions
- Post positions and begin recruitment
- Conduct interviews and reference checks
- Extend offers and complete onboarding paperwork
- Conduct background checks and licensure verification
- Develop staff handbook and HR policies
- Schedule and deliver pre-service professional development

1. Curriculum, Instruction, and Assessment Preparation

Timeline: January 2028 – August 2028 **Responsible:** School Leader (paid), Academic Excellence Committee (unpaid), Teachers (paid once hired)

- Finalize curriculum selections and pacing guides
- Purchase instructional materials and classroom supplies
- Develop ILP templates and MTSS protocols
- Establish assessment calendar (MAP Growth, screeners, performance tasks)
- Train staff in hands-on learning, restorative practices, and ILP implementation
- Develop advisory curriculum and SEL framework

1. Student Recruitment, Enrollment, and Orientation

Timeline: October 2027 – August 2028 **Responsible:** School Leader (paid), Community Engagement Committee (unpaid), Office Manager (paid once hired)

- Launch marketing and outreach campaign
- Host community information sessions
- Conduct enrollment lottery (if needed)
- Manage enrollment paperwork and student records
- Conduct **individual family orientations** for every student

- Identify students needing transportation or meal assistance
- Develop class rosters and advisory assignments

1. **Culture, Climate, and Family Engagement**

Timeline: January 2028 – August 2028 **Responsible:** School Leader (paid), Culture & Climate Committee (unpaid), Teachers (paid once hired)

- Finalize school-wide culture framework
- Develop advisory program and daily routines
- Train staff in restorative practices, trauma-informed care, and SEL
- Establish family communication systems
- Host summer family events and “Meet the Teacher” night
- Prepare mid-year entry acculturation process

1. **Operations, Finance, and Technology**

Timeline: July 2027 – August 2028 **Responsible:** Board Finance Committee (unpaid), School Leader (paid), Board Treasurer (unpaid)

- Finalize annual budget and 5-year financial plan

- Set up accounting systems and internal controls
- Secure vendor contracts (technology, custodial, security, waste management)
- Purchase Chromebooks, classroom technology, and software
- Establish student information system (SIS)
- Develop arrival/dismissal procedures and safety plans
- Prepare emergency operations plan (EOP)

1. **Transportation and Meal Support Systems**

Timeline: January 2028 – August 2028 **Responsible:** School Leader (paid), Community Engagement Committee (unpaid)

- Develop carline procedures and traffic flow plan
- Coordinate carpool matching for families
- Establish hardship support for transportation
- Build partnerships for farm-to-table meal support
- Stock backup meals and breakfast station supplies
- Develop allergy-safe protocols

1. **Pre-Opening Professional Development and School Launch**

Timeline: July 2028 – August 2028 **Responsible:** School Leader (paid), Teachers (paid), Leadership Team (once formed)

- Conduct two-week staff orientation and PD
- Finalize classroom setup
- Review safety procedures and emergency drills
- Conduct full school readiness walkthrough
- Host family orientation week
- Launch first day of school in August 2028

Summary Table of Key Tasks, Timelines, and Responsible Parties

Task Area	Timeline	Responsible Party	Compensation
Governance & Compliance	July 2027–Ongoing	Board, School Leader	Board unpaid; Leader paid
Facility Acquisition	Dec 2025–Aug 2028	Board, School Leader	Leader paid
Staffing & HR	Jan–July 2028	School Leader, HR Committee	Leader paid

Curriculum & Assessment	Jan–Aug 2028	School Leader, Teachers	Paid once hired
Student Recruitment	Oct 2027–Aug 2028	School Leader, Community Committee	Mixed
Culture & Climate	Jan–Aug 2028	School Leader, Teachers	Paid once hired
Operations & Finance	July 2027–Aug 2028	Finance Committee, School Leader	Leader paid
Transportation & Meals	Jan–Aug 2028	School Leader, Community Committee	Leader paid
Pre-Opening PD	July–Aug 2028	School Leader, Teachers	Paid

Q233.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.

The Board of Directors recognizes that starting a new public charter school requires strategic planning, disciplined execution, and proactive problem-solving. Lovira Academy has identified several key challenges common to new schools—particularly those serving students furthest from opportunity—and has developed clear, mission-aligned strategies to address each one. The board is committed to ensuring that these challenges are met with strong governance, transparent communication, and a deep focus on student needs.

1. Securing a Suitable Facility

Challenge: Finding an affordable, safe, and appropriately sized facility in Stokes County is a significant undertaking, especially given the limited availability of former school buildings and the county's required process for releasing unused properties.

Board Response:

- The board submitted a formal request to Stokes County Schools in December 2025 and is actively re-engaging both the district and County Commissioners.
- Multiple alternative properties have been identified, and the board is prepared to pursue renovation or new construction if funding becomes available.
- The board is aggressively pursuing grants, philanthropic donations, and community partnerships to support facility acquisition or renovation.
- A detailed due-diligence and inspection plan is in place to ensure timely acquisition and compliance with all E-CO requirements.

1. Launching Without Full Transportation Services

Challenge: Transportation is a known barrier for families in rural communities, and the school cannot afford full

transportation services at opening.

Board Response:

- The school will implement a parent-drop-off/pick-up model supported by carpool coordination and hardship assistance.
- The board will seek transportation-related grants, community donations, and partnerships to expand options over time.
- The School Leader and board will work individually with families to ensure no child is denied access due to transportation challenges.

1. Ensuring Every Student Has Access to Daily Meals Without NSLP Participation

Challenge: The school will not participate in the National School Lunch Program at opening, requiring alternative strategies to ensure no child goes hungry.

Board Response:

- The school will maintain a stocked supply of nutritious backup meals and a breakfast station.
- The board will pursue farm-to-table grants, local agriculture partnerships, and community donations to support a sustainable meal program.
- Partnerships with churches, farms, and nonprofits will help ensure that every student receives a daily meal.

1. Recruiting and Retaining High-Quality Staff

Challenge: Recruiting strong teachers and support staff in a competitive market is a common challenge for new schools.

Board Response:

- The School Leader will lead a robust recruitment process focused on mission-aligned educators.
- The board will highlight the school's family-like culture, small class sizes, and hands-on learning model.
- The board will pursue grants and philanthropic support to enhance professional development and staff retention initiatives.

1. Building a Strong School Culture From Day One

Challenge: Establishing a consistent, inclusive, family-like culture is essential but requires intentional planning and daily reinforcement.

Board Response:

- Every student and family will participate in an individual orientation before starting school.
- Advisory, restorative practices, and SEL will anchor the daily schedule.
- Staff will receive extensive training in trauma-informed practices, culturally responsive teaching, and relationship-building.

- The board will monitor culture indicators and support the School Leader in maintaining a safe, predictable, and welcoming environment.

1. Managing Start-Up Operations With Limited Staff

Challenge: The school will open with a lean administrative structure, and the School Leader will carry significant operational responsibilities.

Board Response:

- During the planning year, the board will provide hands-on support across operations, finance, facilities, and community engagement.
- Once staff are hired, a Leadership Team (School Leader, Office Manager, Lead Teachers) will share operational responsibilities.
- The board will seek capacity-building grants and community support to strengthen operational systems.

1. Enrollment and Community Awareness

Challenge: As a new school, Lovira Academy must build trust and awareness in the community to meet enrollment targets.

Board Response:

- The board and School Leader will conduct extensive outreach, including community events, partnerships, and direct engagement with families.
- The school's mission, culture, and individualized approach will be central to recruitment messaging.
- The board will pursue marketing grants, community sponsorships, and donated services to support outreach efforts.

1. Securing Grants and Community Donations

Challenge: As a start-up school with limited initial funding, Lovira Academy must secure additional financial resources to support facilities, meals, transportation, and programming.

Board Response:

- The board is actively pursuing federal, state, and private grants, including facility grants, rural education grants, and community development funds.
- A dedicated board committee will lead fundraising, donor cultivation, and community partnership development.
- The school will build a network of local businesses, civic groups, churches, and philanthropic partners to support ongoing needs.
- All grant and donation efforts will be aligned with the school's mission and long-term sustainability plan.

Conclusion

The board understands that launching a new charter school requires resilience, adaptability, and strong governance. By anticipating challenges and developing clear, mission-aligned strategies—including aggressive

pursuit of grants and community donations—Lovira Academy is well-positioned to open successfully and serve students with excellence from the first day of school.

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.

Q234. 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.

Lovira Academy has developed a clear, proactive, and legally compliant plan to secure a safe, affordable, and mission-aligned facility well in advance of opening. The board understands the critical importance of obtaining a building and securing an Educational Certificate of Occupancy (E-CO), and has already taken significant steps toward identifying and acquiring a suitable facility within Stokes County.

Current Facility Efforts and Communication with Stokes County Schools

In December 2025, the board submitted a formal written request to the Stokes County Board of Education expressing interest in leasing or purchasing the former Pine Hall Elementary School and, if available, the Meadowbrook property. The district responded promptly and explained that, under their board policies, they must first offer any unused school building to the Stokes County Commissioners before they can negotiate with outside

entities. They indicated they would keep Lovira Academy updated once the Commissioners provided direction.

As of this application, the school has not yet received a follow-up response. The board is now preparing to re-engage both the Board of Education and the County Commissioners, including scheduling a meeting with the Commissioners to discuss the school's interest and to understand the county's timeline for determining the future of these properties.

Additional Facility Options

While the former Pine Hall Elementary School remains the preferred option due to its size, location, and existing educational layout, the board has also:

- Identified several additional properties within Stokes County that could be renovated for school use
- Explored commercial buildings suitable for conversion
- Begun evaluating land parcels that could support new construction if funding becomes available

The board is actively pursuing grants, philanthropic partnerships, and donations to support either renovation or new construction if needed. This diversified approach ensures that the school is not dependent on a single property and maintains flexibility throughout the acquisition process.

Facility Acquisition Strategy

To secure a facility, the board will:

1. Continue formal communication with Stokes County Schools and the County Commissioners regarding unused school buildings.

2. Conduct due diligence on all viable properties, including structural assessments, ADA compliance, environmental reviews, and cost analyses.
3. Engage legal counsel to review lease or purchase terms and ensure compliance with state law and charter requirements.
4. Obtain renovation and safety upgrade estimates for each viable site.
5. Negotiate and finalize a lease or purchase agreement that is financially sustainable and aligned with the school's long-term growth plan.
6. Secure financing, grants, or philanthropic support for renovations or new construction if needed.

This approach ensures that the school secures a safe, affordable, and mission-aligned facility.

Educational Certificate of Occupancy (E-CO) Process

Once a facility is secured, Lovira Academy will follow all required steps to obtain an Educational Certificate of Occupancy:

- State Fire Marshal inspection
- Environmental Health inspection
- Building code compliance review
- ADA accessibility verification
- Completion of any required corrective actions
- Final walkthrough with local inspectors
- Submission of all documentation to DPI

The Operations Director will oversee the entire E-CO process to ensure timely communication and compliance.

Timeline for Facility Selection, Approval, and Occupancy

Winter–Spring 2026

- Continue communication with Stokes County Schools
- Initiate outreach to Stokes County Commissioners
- Conduct site visits and evaluate additional properties
- Begin grant applications for facility support

Summer–Fall 2026

- Receive county decision regarding unused school buildings
- Finalize lease or purchase negotiations
- Conduct architectural and code compliance reviews
- Obtain renovation cost estimates

Winter 2026–Spring 2027

- Begin renovations and safety upgrades
- Schedule State Fire Marshal and Environmental Health inspections

- Address any corrective actions

Summer 2027

- Obtain Educational Certificate of Occupancy
- Furnish classrooms and install technology
- Conduct staff training and orientation in the facility

August 2028

- Facility fully operational for the first day of school

This timeline includes reasonable buffers for negotiation, renovation, and inspection processes.

Alignment to Mission and Budget

This facility plan aligns with Lovira Academy's mission by:

- Prioritizing buildings within the communities the school is designed to serve
- Ensuring safe, accessible, and welcoming learning environments
- Maintaining affordability to protect instructional resources
- Planning for long-term sustainability and growth

The school's budget includes:

- Lease or mortgage costs
- Insurance
- Utilities
- Maintenance
- Renovation and compliance expenses
- Contingency funds

These costs are phased in responsibly to ensure financial stability.

Q235. 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.

Lovira Academy's facility needs are directly shaped by its hands-on, relationship-centered 6–12 educational model; small class sizes; advisory and SEL structures; MTSS supports; and its commitment to outdoor learning. The school will open with 100 students and approximately 10 staff members, growing by 20% annually to reach 207 students and 15–17 staff by Year 5. The facility must therefore provide flexible, safe, and developmentally appropriate spaces that support project-based learning, restorative practices, and inclusive services for all students.

Short-Term Facility Needs (Years 1–2)

In the first two years, Lovira Academy will serve 100–120 students with a staff of 10–12. Based on the school's instructional model and DPI-aligned planning benchmarks, the school requires 8,000–10,000 square feet of indoor space, supplemented by 1–2 acres of outdoor space for learning, recreation, and community gardens.

Classrooms

To support small class sizes (15–20 students) and flexible grouping, the school requires:

- 6–8 general education classrooms
- Average classroom size: 650–800 sq ft (appropriate for grades 6–12)
- 1 EC/MTSS small-group room
- 1 project-based learning lab
- 1 SEL/restorative/advisory room

These spaces allow for hands-on learning, individualized support, and advisory programming central to the school's mission.

Common Areas

- Multi-purpose room for indoor PE, assemblies, and community events
- Administrative office suite (School Leader, office manager, conference space)
- Teacher collaboration/workroom
- Health room
- Storage for instructional materials and project-based learning supplies

Outdoor Space

Outdoor learning is a core component of the school's educational program. The facility must include:

- Outdoor learning areas
- Community garden beds
- Recess/play space
- Areas for science, agriculture, and environmental projects

Because outdoor learning is integrated into the daily schedule, it reduces the need for additional indoor square footage, making 10,000 sq ft sufficient for the opening years.

Long-Term Facility Needs (Years 3–5)

As enrollment grows to 144–207 students and staffing increases to 15–17, the school will require 10,000–12,000 square feet of indoor space, supported by 2–3 acres of outdoor space.

Classrooms

- 10–12 general education classrooms
- 1 EC/MTSS room
- 1 STEM/maker lab
- 1 art/design studio
- 1 SEL/restorative suite

Common Areas

- Expanded multi-purpose room
- Family resource room
- Larger staff collaboration space
- Additional storage

Outdoor Expansion

- Larger garden areas
- Outdoor classroom pavilion
- Expanded recreation/play areas
- Space for community events and service learning

Compliance With North Carolina Law

This facility plan complies with:

- G.S. 115C-218.40 (charter school facility requirements)
- State Fire Marshal occupancy and safety standards
- Environmental Health regulations

- ADA accessibility requirements
- DPI expectations for safe, adequate instructional space

North Carolina does not mandate minimum square footage for charter schools. DPI requires that facilities be safe, appropriate for instruction, and approved through the Educational Certificate of Occupancy process. Lovira Academy’s plan meets and exceeds these expectations.

Budget Alignment

The school’s budget includes realistic assumptions for:

- Leasing or purchasing 8,000–12,000 sq ft
- Modest renovation and compliance costs
- Utilities, insurance, and maintenance
- Outdoor learning enhancements funded through grants and community donations
- Phased expansion aligned with enrollment growth

These estimates are consistent with rural North Carolina facility costs and ensure long-term financial sustainability.

Facility Requirements Summary Table

Category	Year 1–2	Year 3–5

Enrollment	100–120	144–207
Staff	10–12	15–17
Indoor Sq Ft Needed	8,000–10,000	10,000–12,000
Classrooms	6–8	10–12
Specialized Spaces	EC/MTSS room, project lab, SEL/advisory room	STEM lab, art studio, EC suite, SEL suite
Common Areas	Multi-purpose room, admin suite, teacher workroom	Expanded multi-purpose room, family resource room
Outdoor Needs	Gardens, outdoor learning, recreation	Pavilion, expanded gardens, larger play areas

Q236.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.

Lovira Academy's facility needs are intentionally designed to support its hands-on, relationship-centered 6–12 educational model while remaining financially sustainable and aligned with projected enrollment (100–207 students). The school emphasizes flexible learning environments, outdoor learning, digital media integration, and multi-use spaces rather than large, specialized rooms that are not essential to the program. The facility must support project-based learning, advisory, SEL, MTSS, and inclusive services for all students.

The following describes the specialized instructional and operational spaces required to implement the school's educational program.

Science Labs

Lovira Academy will operate a **flexible STEM/maker lab** rather than a traditional fixed science laboratory. This model supports hands-on learning while remaining cost-efficient and space-efficient.

The lab will include:

- One flexible STEM/maker lab (600–800 sq ft)
- Mobile lab stations for middle and high school science
- Safety equipment (eyewash, ventilation, secure storage)
- Outdoor science areas for environmental and agricultural studies

This approach meets NC DPI expectations for secondary science instruction.

Art Room

The school will **not** maintain a traditional art room. Instead:

- **Digital Art** will be integrated into the Computer Science pathway.
- Students will use 1:1 devices, digital design tools, and project-based learning.
- Occasional hands-on art projects will occur in regular classrooms or the project lab.

This model aligns with the school's digital innovation and CTE-aligned instructional approach.

Computer Labs

Lovira Academy will not operate a traditional computer lab. Instead:

- Students will have **1:1 Chromebooks**.
- Technology will be integrated into every classroom.
- A mobile charging cart system will support device management.

This reduces square footage needs and aligns with modern instructional practice.

Library/Media Center

The school will maintain a **compact media center** that doubles as a flexible learning space.

Features include:

- 300–500 sq ft
- Digital library access
- Small reading/research area
- Mobile shelving for flexible use

This model is appropriate for a small 6–12 school and supports digital literacy.

Performance/Dance Room

Lovira Academy will **not** maintain a dedicated performance or dance room. Instead:

- The **multi-purpose room** will serve as the space for drama, movement, student showcases, and assemblies.
- Outdoor areas may also be used for performances and exhibitions.

This multi-use approach is cost-effective and appropriate for the school's size.

Gymnasium and Athletic Facilities

The school will **not** construct a gymnasium. Instead:

- A **multi-purpose room** will support indoor PE and movement activities.
- Outdoor fields and recreation areas will support physical activity.
- The school will pursue partnerships with local parks, recreation centers, and churches for expanded athletic opportunities.

If the selected facility already includes a gym, the school will utilize it, but it is **not required**.

Auditorium

The school does **not** require a dedicated auditorium. The **multi-purpose room** will serve as the venue for:

- Performances
- Family events
- Community meetings
- Student exhibitions

This approach maximizes space efficiency.

Main Office and Satellite Offices

Lovira Academy requires a **single main office suite** that includes:

- A combined **reception/office manager** workspace

- A small office for the School Leader
- A conference room for family meetings, MTSS, EC, and advisory conferences
- A confidential space for counseling and restorative practices

No satellite offices are required.

Workroom/Copy Room

A small workroom is needed for:

- Printing and copying
- Staff workspace
- Storage for instructional materials

This may be combined with the teacher workroom to maximize efficiency.

Supplies and Storage

Storage needs include:

- Secure storage for science and digital media equipment
- General storage for classroom supplies

- Outdoor storage for garden tools and project-based learning materials

Teacher Workrooms

Teachers need:

- A shared collaboration space
- Workstations for planning
- Access to printing and materials

This can be combined with the copy/workroom.

Other Spaces

- **Health room** for student medical needs
- **Small EC/MTSS room** for testing, interventions, and small-group instruction
- **SEL/restorative room** for advisory, conflict resolution, and student support
- **Outdoor learning areas** for science, agriculture, and hands-on projects
- **Community garden** to support the school’s farm-to-table vision

Summary Table of Specialized Facility Needs

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Space Type	Description	Size/Notes
Science Lab	Flexible STEM/maker lab	600–800 sq ft
Art Room	Not required; digital art integrated into CS	N/A
Computer Lab	Not required; 1:1 devices	N/A
Library/Media Center	Compact media space	300–500 sq ft
Performance/Dance	Multi-purpose room used	Multi-use
Gym/Athletics	Outdoor fields + multi-purpose room	No gym required
Auditorium	Multi-purpose room used	Multi-use

Main Office	Combined reception/office manager + School Leader office	300–500 sq ft
Satellite Offices	Not required	N/A
Workroom/Copy Room	Combined with teacher workroom	200–300 sq ft
Storage	Science, digital media, general, outdoor	Varies
Teacher Workroom	Shared planning space	200–300 sq ft
Outdoor Learning	Gardens, pavilion, recreation	1–3 acres

Q237.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.

Lovira Academy’s facility budget is based on realistic, market-aligned cost assumptions for commercial and educational space in Stokes County, North Carolina. The school anticipates leasing 8,000–12,000 square feet of space.To ensure financial sustainability, the board conducted a review of commercial lease rates in Stokes County and surrounding areas.

Local Commercial Lease Rates in Stokes County

Recent commercial listings in Stokes County show a wide but consistent range of lease rates depending on building type, age, and condition:

- Low end: \$6.50–\$8.50 per sq ft per year (industrial/older office)
- Mid-range: \$13–\$17 per sq ft per year (standard office/retail)
- High end: \$20–\$32 per sq ft per year (newer office/retail)

Across all listings, the average commercial lease rate in Stokes County is approximately \$13 per sq ft per year.

These rates align with broader 2026 commercial leasing data, which show typical U.S. secondary-market office leases ranging from \$8–\$20 per sq ft per year, with additional operating expenses of \$2–\$6 per sq ft.

Lovira Academy’s Estimated Cost Per Square Foot

Based on the above data and the school’s preference for a modest, flexible facility (such as a former school building, renovated commercial space, or multi-use structure), Lovira Academy’s budget assumes:

Base Rent Estimate

- \$8–\$12 per sq ft per year (aligned with older office, school, or industrial-converted spaces in Stokes County)

Operating Expenses (CAM, taxes, insurance)

- \$2–\$4 per sq ft per year (consistent with regional averages for secondary markets)

Total Estimated Occupancy Cost

\$10–\$16 per sq ft per year

This range is well within the documented commercial market rates for Stokes County and is financially sustainable within the school's operating budget.

Comparison to Educational Facilities

Former school buildings in rural North Carolina typically lease at below-market commercial rates, often between \$1–\$4 per sq ft per year, because:

- Districts prioritize community use
- Buildings may require renovation
- Tenants often assume maintenance and utility costs

This means that if Lovira Academy secures a former school building (such as Pine Hall or Meadowbrook), the cost per square foot may fall significantly below the commercial averages listed above.

However, because availability is uncertain, the school's budget conservatively uses commercial market rates to ensure financial feasibility under multiple facility scenarios.

Conclusion

Lovira Academy’s projected cost per square foot—\$10–\$16 per sq ft per year—is:

- Consistent with Stokes County commercial lease rates (\$6.50–\$32 per sq ft)
- Aligned with regional averages for secondary markets
- Financially sustainable within the school’s operating budget
- Flexible enough to accommodate leasing a former school building, renovated commercial space, or a multi-use facility

This cost structure ensures that the school can secure a safe, compliant, and mission-aligned facility while maintaining long-term financial stability.

Summary Table: Cost Per Square Foot

Cost Component	Estimated Range	Source Alignment
Base Rent	\$8–\$12 per sq ft/yr	Matches Stokes County office/retail rates (\$7–\$20+)
Operating Expenses (CAM, taxes, insurance)	\$2–\$4 per sq ft/yr	Consistent with national secondary-market averages (\$2–\$6)

Total Estimated Occupancy Cost	\$10–\$16 per sq ft/yr	Within full Stokes County range (\$6.50–\$32)
Former School Building (if available)	\$1–\$4 per sq ft/yr	Typical NC district lease rates (contextual comparison)

Q238. 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.

Lovira Academy has developed a clear and realistic contingency plan to ensure that the school can open on time even if the preferred facility is not available or ready for occupancy. The board understands that securing a permanent facility requires coordination with Stokes County Schools, the County Commissioners, and potential private property owners. Because of this, the board has proactively identified multiple alternative pathways to ensure that the school has a safe, compliant, and affordable space for its first year of operation.

Primary Contingency Strategy: Alternative Lease Options in Stokes County

If the preferred former school building is not available, the board will immediately pursue one of several alternative facility options already identified in Stokes County, including:

- Vacant or underutilized commercial buildings
- Former educational or childcare facilities
- Church or community buildings with adequate classroom space

- Multi-use commercial spaces suitable for conversion

The board has already identified several properties that meet the school's minimum requirements of 8,000–10,000 square feet and 1–2 acres of outdoor space. These buildings can be adapted quickly to meet NC building code, fire safety, and health requirements for educational occupancy.

The board will prioritize properties that:

- Have open floor plans or existing classroom-like spaces
- Require minimal renovation
- Have adequate parking and safe ingress/egress
- Allow for outdoor learning and recreation
- Are located within the school's target community

This ensures that the school can secure a compliant facility even if the preferred building is delayed.

Secondary Contingency Strategy: Short-Term Lease or Modular Classrooms

If no suitable commercial or educational building is immediately available, the board will pursue a short-term lease or temporary modular classrooms placed on a leased parcel of land. Modular classrooms are commonly used by North Carolina charter schools and can be installed quickly with minimal disruption.

Modular units can provide:

- 6–8 classrooms
- A small administrative office
- A multi-purpose space
- Restrooms
- ADA-compliant access

This option ensures that the school can meet all safety and occupancy requirements while maintaining instructional quality.

Immediate Spatial Needs for Opening

To open successfully with 100 students and 10 staff, Lovira Academy requires:

- 6–8 classrooms (650–800 sq ft each)
- 1 small-group/EC/MTSS room
- 1 flexible project-based learning space
- 1 SEL/restorative/advisory room
- A small administrative office suite (School Leader + reception/office manager in one shared space)
- A multi-purpose room for indoor PE, assemblies, and family events
- Outdoor space for recess, science, agriculture, and hands-on learning

These needs can be met in a wide range of commercial or community buildings, making the contingency plan highly feasible.

Programs That Will Not Be Immediately Offered in a Temporary Facility

Lovira Academy's model is intentionally flexible, allowing the school to open without specialized rooms that are not essential to core instruction. If a temporary or alternative facility is used, the following programs or spaces may be delayed until the permanent facility is ready:

- No dedicated gymnasium (PE will occur outdoors or in a multi-purpose room)
- No dedicated auditorium (performances will occur in the multi-purpose room or outdoors)
- No traditional art room (Digital Art will be integrated into Computer Science and general classrooms)
- No dedicated dance or performance room (multi-purpose room will be used as needed)

All core academic programming—including science, math, ELA, social studies, advisory, SEL, MTSS, and digital learning—will be fully implemented regardless of the facility used.

Ensuring Compliance and Readiness

Regardless of which facility option is used, the board will ensure that the building:

- Meets all NC building code requirements
- Passes State Fire Marshal inspection
- Passes Environmental Health inspection
- Receives an Educational Certificate of Occupancy
- Provides safe ingress/egress and ADA-compliant access
- Has adequate outdoor space for student movement and learning

The School Leader and board will work closely with inspectors, contractors, and legal counsel to ensure full compliance.

Q239.Describe the board’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Lovira Academy has developed a clear and realistic contingency plan to ensure that the school can open on time even if the preferred facility is not available or ready for occupancy. The board understands that securing a permanent facility requires coordination with Stokes County Schools, the County Commissioners, and potential private property owners. Because of this, the board has proactively identified multiple alternative pathways to ensure that the school has a safe, compliant, and affordable space for its first year of operation.

Primary Contingency Strategy: Alternative Lease Options in Stokes County

If the preferred former school building is not available, the board will immediately pursue one of several alternative facility options already identified in Stokes County, including:

- Vacant or underutilized commercial buildings
- Former educational or childcare facilities
- Church or community buildings with adequate classroom space
- Multi-use commercial spaces suitable for conversion

The board has already identified several properties that meet the school's minimum requirements of 8,000–10,000 square feet and 1–2 acres of outdoor space. These buildings can be adapted quickly to meet NC building code, fire safety, and health requirements for educational occupancy.

The board will prioritize properties that:

- Have open floor plans or existing classroom-like spaces
- Require minimal renovation
- Have adequate parking and safe ingress/egress
- Allow for outdoor learning and recreation
- Are located within the school's target community

This ensures that the school can secure a compliant facility even if the preferred building is delayed.

Secondary Contingency Strategy: Short-Term Lease or Modular Classrooms

If no suitable commercial or educational building is immediately available, the board will pursue a short-term lease or temporary modular classrooms placed on a leased parcel of land. Modular classrooms are commonly used by North Carolina charter schools and can be installed quickly with minimal disruption.

Modular units can provide:

- 6–8 classrooms
- A small administrative office
- A multi-purpose space
- Restrooms
- ADA-compliant access

This option ensures that the school can meet all safety and occupancy requirements while maintaining instructional quality.

Immediate Spatial Needs for Opening

To open successfully with 100 students and 10 staff, Lovira Academy requires:

- 6–8 classrooms (650–800 sq ft each)
- 1 small-group/EC/MTSS room
- 1 flexible project-based learning space
- 1 SEL/restorative/advisory room
- A small administrative office suite (School Leader + reception/office manager in one shared space)
- A multi-purpose room for indoor PE, assemblies, and family events
- Outdoor space for recess, science, agriculture, and hands-on learning

These needs can be met in a wide range of commercial or community buildings, making the contingency plan highly feasible.

Programs That Will Not Be Immediately Offered in a Temporary Facility

Lovira Academy's model is intentionally flexible, allowing the school to open without specialized rooms that are not essential to core instruction. If a temporary or alternative facility is used, the following programs or spaces may be delayed until the permanent facility is ready:

- No dedicated gymnasium (PE will occur outdoors or in a multi-purpose room)

- No dedicated auditorium (performances will occur in the multi-purpose room or outdoors)
- No traditional art room (Digital Art will be integrated into Computer Science and general classrooms)
- No dedicated dance or performance room (multi-purpose room will be used as needed)

All core academic programming—including science, math, ELA, social studies, advisory, SEL, MTSS, and digital learning—will be fully implemented regardless of the facility used.

Ensuring Compliance and Readiness

Regardless of which facility option is used, the board will ensure that the building:

- Meets all NC building code requirements
- Passes State Fire Marshal inspection
- Passes Environmental Health inspection
- Receives an Educational Certificate of Occupancy
- Provides safe ingress/egress and ADA-compliant access
- Has adequate outdoor space for student movement and learning

The School Leader and board will work closely with inspectors, contractors, and legal counsel to ensure full compliance.

Board Capacity and Experience in Facilities Acquisition and Management

Lovira Academy's board recognizes that securing and managing a school facility is one of the most significant responsibilities of a new charter school. While the board does not include members with extensive backgrounds in commercial real estate development or large-scale construction, it has the organizational capacity, professional judgment, and strategic planning structures necessary to manage the facility acquisition process responsibly and effectively.

Practical Experience Relevant to Facility Acquisition

Although the board does not have direct experience in school construction or major commercial build-outs, members bring several strengths that directly support facility planning and oversight:

1. Strong Operational and Project Management Skills

Board members have backgrounds in:

- Nonprofit leadership
- School administration
- Program development
- Budget oversight
- Vendor management
- Compliance and regulatory navigation

These skills translate directly into the ability to manage timelines, coordinate contractors, oversee inspections, and ensure compliance with state and local requirements.

1. Experience Working With Public Agencies

The board has already demonstrated its ability to:

- Communicate formally with Stokes County Schools
- Navigate county-level processes
- Engage with local government officials
- Manage multi-step approval processes

This experience is essential for securing a facility and obtaining the Educational Certificate of Occupancy.

1. Willingness to Seek Professional Expertise

Recognizing its limits, the board has committed to engaging qualified professionals when needed, including:

- Licensed general contractors
- Commercial real estate agents
- Architects familiar with school code requirements
- Legal counsel
- Inspectors and engineers

This ensures that all technical aspects of facility acquisition and renovation are handled by experts.

Board Structure Supporting Facility Oversight

The board has established a Facilities Committee responsible for:

- Identifying and evaluating potential properties
- Coordinating site visits and due diligence
- Managing communication with property owners and public agencies
- Overseeing renovation timelines
- Ensuring compliance with building, fire, and health codes
- Monitoring budget impacts and reporting to the full board

This committee will work closely with the School Leader during the planning year and will continue to provide oversight as the school grows.

Approach to Build-Out and Renovations

If renovations or minor build-outs are required, the board will:

- Obtain multiple bids from licensed contractors
- Require clear scopes of work and written timelines
- Ensure all work complies with NC building code and ADA requirements

- Schedule inspections early to avoid delays
- Maintain contingency funds for unexpected costs

The board will not attempt to manage technical construction tasks internally; instead, it will rely on qualified professionals and maintain strong oversight.

Demonstrated Capacity Through Current Facility Work

The board has already shown its ability to manage a complex facility process by:

- Submitting a formal request to Stokes County Schools
- Understanding the county's required process for releasing unused school buildings
- Identifying multiple alternative properties
- Beginning exploration of grants and donations to support renovation or construction
- Preparing a contingency plan involving modular classrooms or short-term leases

These actions demonstrate proactive planning, persistence, and responsible governance.

Conclusion

While the board does not have extensive direct experience in school construction or commercial real estate, it has the organizational capacity, professional judgment, and governance structures necessary to manage facility acquisition and oversight effectively. By combining strong project management skills with the use of qualified external experts, the board is fully prepared to secure, renovate, and maintain a safe, compliant, and mission-aligned facility for Lovira Academy.

12.7. Certify

Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒

Yes

☐

No

Q241.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.

Q242.If applicable, attach as Appendix M: Revenue Assurances.

Assurances are needed to confirm the commitment of any additional sources of revenue.

Q243.Attach as Appendix N: Proposed Budget for Year 1 through Year 5

[Click here to access and download the Budget Template](#)

"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"



Upload Required

File Type: excel
Max File Size: 30
Total Files Count: 5

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q244.Provide the break-even point of student enrollment.

1. Enrollment Growth Assumptions

The budget is based on a 20% annual enrollment increase:

- Year 1: 100 students
- Year 2: 120 students
- Year 3: 144 students
- Year 4: 172 students
- Year 5: 207 students

These enrollment levels align with the school’s facility capacity and staffing plan.

1. Personnel Cost Assumptions (from the submitted budget)

The personnel table in the attached budget shows:

- Year 1 Total Personnel Cost: \$737,422 (“TOTAL PERSONNEL: \$737,422”)

- Year 5 Total Personnel Cost: \$1,361,546 ("TOTAL PERSONNEL: \$1,361,546")

Personnel costs include salaries and benefits for administrative, instructional, and support staff. Staffing increases gradually each year to match enrollment growth, rising from 11.25 FTE in Year 1 to 19.25 FTE in Year 5.

1. Facility Cost Assumptions

The budget assumes:

- 8,000–12,000 sq ft leased facility
- \$10–\$16 per sq ft total occupancy cost (rent + utilities + insurance + CAM)
- Outdoor learning space included in the lease or available on adjacent land

These assumptions reflect commercial rates in Stokes County and ensure affordability.

1. Operational Cost Assumptions

The budget includes:

- 1:1 student devices
- Digital curriculum and cloud-based systems

- Insurance, legal, audit, and compliance costs
- Modest annual inflation adjustments
- No transportation fleet
- No NSLP participation (school provides backup meals and partnerships)

These assumptions ensure that core operations remain financially stable.

1. Grants and Donations

The budget does not rely on grants for core operations. Any grants or donations will support:

- Outdoor learning
- Digital tools
- Gardens
- Student supports

This ensures the school remains solvent even without supplemental funding.

Break-Even Enrollment Point

The break-even point is the minimum number of students required to cover all operating expenses without deficit.

Using the actual Year 1 personnel cost from the submitted budget:

Year 1 Total Personnel Cost:

\$737,422

Using a conservative estimate of \$8,800 per pupil (consistent with Stokes County charter funding levels):

$\$8,800 \times 85 \text{ students} = \$748,000$

This exceeds the Year 1 personnel cost of \$737,422, meaning the school can fully fund staffing and core operations at approximately:

Break-Even Enrollment: 85 students

Because the school plans to open with 100 students, Lovira Academy begins operations above break-even, providing a responsible financial cushion in Year 1 and increasing stability in subsequent years.

Conclusion

Lovira Academy's 5-year budget is grounded in conservative assumptions and reflects a lean, sustainable operational model. Based on the personnel costs shown in the submitted budget and conservative per-pupil revenue estimates, the school's break-even enrollment point is approximately 85 students. With a Year 1 enrollment target of 100 students, the school will open in a financially stable position and maintain long-term fiscal health.

Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Lovira Academy has developed a conservative and responsible financial plan to ensure the school remains stable

even if anticipated revenues are delayed or lower than projected. The school's budget is intentionally designed with multiple layers of protection, including lean staffing, modest facility costs, and phased growth. If revenues do not arrive on schedule or fall below estimates, the board will implement the following contingency strategies to maintain financial health and uninterrupted operations.

1. **Maintain a Lean, Flexible Staffing Model**

The school's staffing plan is intentionally conservative, especially in the early years. If revenues are lower than expected, the school can:

- Delay hiring non-essential positions
- Reduce part-time or supplemental roles
- Reassign duties within the existing team
- Utilize contracted services temporarily instead of full-time hires

Because the school begins with only **11.25 FTE in Year 1**, staffing can be adjusted without compromising core instruction.

1. **Prioritize Essential Spending**

If revenues fall short, the school will prioritize:

- Classroom instruction

- Student safety
- Required services (EC, MTSS, counseling)
- Facility operations

Non-essential or deferrable expenses may be postponed, including:

- Furniture upgrades
- Non-critical technology purchases
- Elective program expansions
- Professional development travel
- Non-urgent facility improvements

This ensures that students' core needs are fully met.

1. **Utilize Budget Reserves and Cash Flow Planning**

The school will maintain:

- A **beginning fund balance**
- A **cash flow reserve** equal to at least one month of operating expenses
- A **contingency line** within the budget

These reserves allow the school to manage:

- Delayed state or local payments
- Enrollment fluctuations
- Unexpected expenses

The board will monitor cash flow monthly and adjust spending proactively.

1. **Adjust Facility Costs if Needed**

The school's facility plan is intentionally flexible. If revenues are lower than expected, the board may:

- Lease a smaller or lower-cost facility
- Delay expansion into additional space
- Use modular classrooms temporarily
- Negotiate rent concessions or phased occupancy

Because the school's model requires only **8,000–10,000 sq ft** in Year 1, facility costs can be scaled to match revenue.

1. **Increase Fundraising and Grant Efforts**

While the budget does not rely on grants for core operations, the school will pursue:

- Local foundation grants
- Outdoor learning and garden grants
- Technology grants
- Community donations
- Business partnerships

These funds can offset costs for materials, technology, and student supports.

1. **Enrollment Monitoring and Mid-Year Adjustments**

The school will closely monitor enrollment during:

- Spring intent-to-return
- Summer enrollment
- First 20-day count

If enrollment is lower than projected, the board will:

- Adjust staffing to match actual enrollment
- Reduce discretionary spending
- Delay program expansions
- Reallocate funds from non-essential categories

This ensures the school remains financially stable even with enrollment variance.

1. **Board Oversight and Monthly Financial Monitoring**

The board's Finance Committee will:

- Review monthly financial statements
- Compare actuals to budget
- Monitor cash flow
- Approve adjustments as needed
- Ensure compliance with state reporting requirements

This oversight ensures early identification of any financial risks.

Conclusion

Lovira Academy's financial contingency plan is grounded in conservative budgeting, lean staffing, flexible facility

planning, and strong board oversight. If anticipated revenues are delayed or lower than expected, the school will adjust staffing, prioritize essential spending, utilize reserves, scale facility costs, and pursue supplemental funding. These strategies ensure that the school remains financially stable and able to deliver high-quality instruction to students under any revenue scenario.

Q246. 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.

Lovira Academy's budget does not rely on any funding sources outside of state, county, and federal revenues. The school has intentionally designed a conservative financial plan that ensures full operational sustainability using only guaranteed public funding streams. This approach protects the school from financial instability and ensures that core operations are not dependent on grants, loans, donations, or other non-recurring revenue sources.

The board has made a deliberate decision not to include any uncommitted or speculative funds in the 5-year budget. While the school anticipates pursuing grants and accepting donations as opportunities arise, these funds are not required for the school to operate and are not included in the projected revenue used to determine financial viability.

Committed Contributions

At this time, the school does not have any committed monetary contributions or in-kind donations that must be included in the budget. Should any contributions become formally committed, the board will:

- Document them in writing
- Provide appropriate assurances
- Add them to the budget as supplemental revenue
- Allocate them toward non-essential enhancements (e.g., outdoor learning, technology, gardens, student supports)

Future Grants and Donations (Not Budget-Dependent)

The board plans to pursue grants and community partnerships after approval, but these funds will be used only to enhance programming, not to sustain core operations. Examples include:

- Outdoor learning and garden grants
- Technology grants
- Local business partnerships
- Community donations

These funds will be added to the budget only when received and will not be used to meet baseline operational needs.

Q247. Provide the student to teacher ratio that the budget is built on.

Student-to-Teacher Ratio: 14:1

This ratio remains consistent with the school's commitment to small class sizes, personalized learning, and strong relationships. As enrollment grows, the school adds instructional staff proportionally, maintaining ratios between **14:1 and 16:1** across the five-year budget period.

This ratio is financially sustainable, aligns with the personnel costs shown in the budget, and supports the school's academic model and MTSS framework.

Q248. Describe the board’s individual and collective qualifications and capacity for implementing the financial plan successfully.

Lovira Academy’s board brings a combination of professional experience, operational discipline, and governance structures that collectively ensure strong financial oversight and the successful implementation of the school’s

financial plan. While the board does not include members with formal backgrounds as CPAs or school finance officers, the team possesses the organizational capacity, analytical skills, and governance practices necessary to manage public funds responsibly and maintain long-term financial stability.

Individual Board Member Strengths Supporting Financial Oversight

1. Experience in School Leadership and Operations

Several board members have backgrounds in:

- School administration
- Exceptional Children services
- Program development
- Compliance and regulatory oversight

These experiences translate directly into the ability to understand staffing costs, state funding formulas, operational needs, and the financial implications of school-level decisions.

1. Nonprofit and Organizational Management

Board members bring experience in:

- Budget management
- Grant oversight
- Vendor coordination
- Strategic planning
- Policy development

These skills support responsible financial decision-making and long-term sustainability.

1. Analytical and Problem-Solving Skills

Members have demonstrated:

- Strong data analysis skills
- Ability to evaluate financial reports
- Capacity to assess risks and adjust plans
- Experience making decisions with limited resources

This is essential for monitoring cash flow, enrollment trends, and budget-to-actual performance.

1. Commitment to Training and Professional Support

The board has committed to:

- Engaging a **part-time Finance Officer** (0.25 FTE in the budget)
- Participating in **required charter board financial training**
- Consulting with external experts (auditors, legal counsel, accountants) as needed

This ensures that technical financial tasks are handled by qualified professionals while the board maintains strong oversight.

Collective Capacity to Implement the Financial Plan

1. Finance Committee Structure

The board has established a **Finance Committee** responsible for:

- Monthly review of financial statements
- Monitoring cash flow and fund balance
- Reviewing budget-to-actual variances
- Ensuring compliance with state reporting requirements
- Recommending adjustments to the full board

This structure ensures ongoing, proactive financial oversight.

1. **Conservative Budgeting Approach**

The board has adopted a financial plan that:

- Uses only guaranteed state, county, and federal revenues
- Does not rely on grants, loans, or donations
- Maintains a lean staffing model
- Keeps facility costs modest and scalable
- Builds reserves and contingency funds

This conservative approach reduces financial risk and supports long-term viability.

1. **Use of External Financial Expertise**

The board will rely on:

- A contracted Finance Officer
- An independent auditor
- Legal counsel
- DPI financial training

- Charter support organizations (as needed)

This ensures that all financial processes — payroll, reporting, audits, compliance — are handled accurately and professionally.

1. **Demonstrated Governance Capacity**

The board has already shown strong financial judgment by:

- Developing a realistic 5-year budget
- Aligning staffing with enrollment
- Creating a facility plan that fits within projected revenues
- Establishing contingency plans for both facilities and finances

These actions demonstrate readiness to manage public funds responsibly.

Conclusion

While the board does not include career financial professionals, its members collectively possess the operational experience, analytical skills, governance structures, and commitment to professional support necessary to implement the school's financial plan successfully. Through conservative budgeting, strong oversight, and the use of qualified external experts, the board is fully prepared to ensure Lovira Academy's financial stability and long-term sustainability.

Q249.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.

Lovira Academy is committed to serving all students, including those with significant disabilities, and the school's financial plan is intentionally designed to remain stable even if one or more high-needs students require services beyond initial projections. Because the school is small and will open with approximately 100 students, even a single high-needs student can meaningfully affect staffing, contracted services, and related costs. The budget and operational plan account for this reality through conservative assumptions, flexible staffing, and multiple contingency strategies.

How High-Needs Students May Affect the Budget

A single high-needs student may require:

- Increased minutes of specialized instruction
- Additional related services (e.g., speech, OT, PT)
- Assistive technology
- Specialized transportation
- Behavioral or mental-health supports
- Smaller instructional groups or more frequent interventions

These needs can increase costs in several areas, including:

1. Contracted Related Services

The school may need to contract additional hours of:

- Speech-language therapy
- Occupational therapy
- Physical therapy
- Psychological or behavioral services

These services are already included in the budget as contracted line items, allowing the school to scale up as needed.

1. **Additional Staffing or Paraprofessional Support**

If a student requires:

- 1:1 assistance
- Increased EC teacher time
- Additional MTSS intervention support

The school can adjust staffing using part-time or contracted personnel. The budget includes flexibility for this through conservative salary allocations and contingency funds.

1. **Assistive Technology or Specialized Materials**

Some students may require:

- Communication devices
- Adaptive tools
- Specialized software

These costs are manageable within the school's instructional materials and EC budget lines.

1. **Transportation for Students With Disabilities**

If a student's IEP requires specialized transportation, the school will provide it. The budget includes a transportation contingency line to support this requirement.

How the School Will Meet Needs Beyond Initial Projections

Lovira Academy has a clear plan to ensure that all required services are provided, even if needs exceed expectations.

1. **Contracting Rather Than Hiring Full-Time Specialists**

The school's model relies on **contracted service providers**, which allows:

- Rapid scaling of services

- Cost control
- No long-term salary commitments
- Flexibility to adjust based on actual student needs

This is the most financially responsible approach for a small school.

1. **Using Contingency Funds and Conservative Budgeting**

The budget includes:

- A general contingency line
- Conservative personnel estimates
- Modest facility costs
- No reliance on grants or donations

These safeguards ensure the school can absorb unexpected EC costs.

1. **Leveraging Federal IDEA Funds**

IDEA funds will be used to offset:

- EC teacher salary
- Related services
- Assistive technology
- Professional development

These funds reduce the impact on state and local revenue.

1. **Adjusting Staffing as Needed**

If a student requires additional support, the school may:

- Add a part-time EC teacher
- Add a part-time instructional assistant
- Increase contracted service hours
- Reallocate staff time within the MTSS framework

Because the school begins with a lean staffing model, adjustments can be made without destabilizing the budget.

1. **Collaboration With the LEA of Residence**

For highly specialized needs, the school may collaborate with the student's LEA of residence to ensure appropriate

services are provided in compliance with IDEA.

Conclusion

Lovira Academy's financial and operational plans are designed to remain stable even if one or more high-needs students require services beyond initial projections. Through contracted services, conservative budgeting, contingency funds, IDEA allocations, and flexible staffing, the school is fully prepared to meet all student needs while maintaining financial viability. The board understands its legal obligations under IDEA and has built a responsible plan to ensure that every student receives the services and supports required for success.

Q250. 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.

Lovira Academy plans to outsource several financial management functions—including payroll, accounting, benefits administration, and the annual audit—to qualified external vendors. This approach ensures accuracy, compliance with state and federal requirements, and strong internal controls while allowing the school to operate with a lean administrative team.

Vendors will be selected through a transparent and competitive process. The board will request proposals from multiple firms and evaluate them based on their experience with North Carolina charter schools, their understanding of state and federal reporting requirements, their internal control systems, cost structure, and their ability to integrate with the school's operational systems. The Finance Committee will review all proposals, conduct interviews if needed, and make a recommendation to the full board. The final selection will be approved in a public board meeting.

Once vendors are selected, the board will maintain active oversight to ensure fidelity and compliance. Vendors will provide monthly financial statements, budget-to-actual reports, payroll summaries, and reconciliation documents. These reports will be reviewed first by the Finance Committee and then presented to the full board for discussion and approval. All contracts will include clear expectations, reporting timelines, confidentiality requirements, and performance standards. The School Leader will serve as the day-to-day point of contact, ensuring that data is submitted accurately and that any discrepancies are addressed promptly.

An independent auditor, also selected through a competitive process, will conduct the school's annual audit and report findings directly to the board. This additional layer of oversight ensures that all financial practices remain compliant with state and federal regulations and that any issues are identified and corrected quickly.

Through competitive selection, clear contractual expectations, monthly monitoring, and independent auditing, the board will ensure that all outsourced financial services are accurate, compliant, and aligned with the school's financial plan.

Q251. 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.

Lovira Academy will contract certain operational and instructional support services to ensure accuracy, compliance, and cost-effectiveness, particularly during the school's early years when the administrative team is intentionally lean. The school plans to contract for payroll processing, financial software and accounting support, annual audit services, and specialized Exceptional Children (EC) services. These areas require technical expertise or licensed professionals, making outsourcing the most responsible and efficient approach.

The school does not intend to outsource custodial services. Custodial responsibilities will be handled by an in-house employee, which provides greater consistency, daily oversight, and alignment with the school's expectations for cleanliness, safety, and responsiveness.

For all contracted services, the board will use a transparent and competitive selection process. Multiple proposals will be solicited from qualified vendors, and each proposal will be evaluated for experience with North Carolina charter schools, understanding of compliance requirements, cost structure, internal controls, and the ability to integrate with the school's systems. The Finance Committee will review proposals, conduct interviews when appropriate, and make a recommendation to the full board. All contracts will be approved in a public meeting.

Once contractors are selected, the board will maintain oversight through regular reporting, ongoing communication with the School Leader, and periodic performance reviews. Contracts will include clear expectations, deliverables, reporting timelines, confidentiality requirements, and termination clauses to ensure accountability. The School Leader will manage day-to-day coordination, while the Finance Committee and full board will review financial reports, service logs, and compliance documentation to ensure that all contracted services are delivered with fidelity and in alignment with state requirements.

Through competitive procurement, clear contractual expectations, and consistent oversight, Lovira Academy will ensure that all contracted services support the school's mission, meet compliance standards, and operate within the approved budget.

Q252. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

Lovira Academy’s budget is intentionally designed to reflect and support the school’s mission, instructional model,

transportation approach, and facility needs. Every major expenditure category is aligned with the school's commitment to hands-on, relationship-centered learning and to providing a safe, stable, and student-focused environment.

The budget prioritizes personnel because the school's mission centers on strong relationships, small class sizes, and individualized support. This is reflected in the Year 1 staffing model, which includes core teachers, an EC teacher, an instructional support position, and a lean administrative team. These positions directly support the school's curricular approach, which emphasizes project-based learning, advisory, SEL, and MTSS. The budget also includes contracted EC and related services to ensure that all students with disabilities receive the specialized instruction and therapies required by their IEPs.

Curricular offerings are supported through allocations for instructional materials, digital curriculum, technology, and classroom supplies. The budget includes 1:1 devices, cloud-based systems, and digital tools that align with the school's emphasis on personalized learning and real-world application. Funds for professional development ensure that teachers are trained to deliver the school's instructional model with fidelity.

The transportation plan is reflected in the budget through a modest transportation contingency rather than a full bus fleet. Because the school does not plan to operate buses, the budget avoids the significant recurring costs associated with transportation personnel, fuel, maintenance, and vehicle acquisition. Instead, the school allocates funds to support families with transportation hardships and to meet any specialized transportation needs required by a student's IEP. This approach keeps the budget lean while ensuring equitable access.

Facility needs are also aligned with the budget. The school's model requires flexible learning spaces rather than specialized rooms, which allows the school to lease a modest 8,000–12,000 square-foot facility at a sustainable cost. The budget includes rent, utilities, insurance, custodial staffing, and maintenance at levels appropriate for a small, growing school. Because the school does not rely on a large or custom-built facility, facility costs remain predictable and manageable throughout the five-year budget period.

Overall, the budget reflects a conservative, mission-aligned approach that prioritizes people over programs, flexibility over fixed costs, and sustainability over expansion. It ensures that the school can deliver its curricular model, meet student needs, operate safely, and remain financially stable from the first year forward.

Q253.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Lovira Academy's goal is to maintain a general fund balance of at least 8–10% of annual operating expenditures. This target reflects a responsible and sustainable approach to financial management and aligns with best practices for small, growing charter schools. Maintaining this level of reserves ensures the school can manage cash-flow fluctuations, unexpected expenses, and any delays in state or local funding without disrupting core operations.

The fund balance will be developed gradually over the first several years of operation. The school's conservative budgeting approach—particularly its lean staffing model, modest facility costs, and avoidance of non-essential spending—creates the conditions for a positive year-end balance beginning in Year 1. As enrollment grows and revenues increase, the school will continue to set aside a portion of annual surpluses to build the fund balance to the targeted percentage.

The school will also strengthen the fund balance by maintaining contingency lines within the budget, monitoring spending closely, and adjusting expenditures when revenues are lower than expected. Because the school does not rely on grants, loans, or donations for core operations, any supplemental funds received in future years can be added to the fund balance or used to offset one-time costs, further protecting long-term financial stability.

Through disciplined budgeting, careful spending, and consistent board oversight, Lovira Academy will build and maintain a healthy fund balance that supports both short-term stability and long-term sustainability.

Q254.Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Lovira Academy's financing structure is designed to be conservative and sustainable, with the goal of operating primarily through state, county, and federal revenues. The school's base budget does not rely on loans or long-term financing to operate. The school plans to secure its initial facility through a standard commercial lease, which provides flexibility and avoids the financial risks associated with purchasing or constructing a building during the early years.

However, the board recognizes that some charter schools require short-term or start-up financing to bridge early cash-flow gaps, secure a suitable facility, or cover initial operational costs before state funding begins. While Lovira Academy does not intend to take on debt unless absolutely necessary, the board is prepared to consider a responsible, limited charter school loan if circumstances require it. Any decision to pursue financing would occur only after careful financial analysis, public discussion, and a vote of the full board. The school would ensure that any loan payments fit comfortably within projected revenues and do not compromise instructional quality or operational stability.

If a loan becomes necessary, the school would pursue options commonly used by North Carolina charter schools, such as short-term start-up loans, facility loans through charter-focused lenders, or financing through community development financial institutions (CDFIs). These tools would be used only to support essential start-up needs and not to fund ongoing operations.

All other assets—including technology, instructional materials, and furniture—will be purchased directly using state and federal funds. The school does not plan to finance vehicles or large equipment. Operational systems such as financial software will be contracted on a subscription basis to avoid large upfront costs and maintain predictable annual expenses.

Overall, Lovira Academy's financing structure prioritizes sustainability and flexibility. The school will operate using a modest facility lease and guaranteed revenue streams, while retaining the ability to consider responsible financing options if needed to support start-up operations or secure an appropriate facility.

Q255.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.

Lovira Academy does not currently have any secured assets from outside sources. While the board hopes to acquire certain items—such as gently used furniture, classroom materials, technology, or office equipment—from community partners, local schools, or donors, none of these items are formally committed at this time. Because there are no confirmed contributions, no external assets are included in the school’s budget or relied upon for core operations.

Any assets the school may receive in the future would be supplemental and used to enhance the learning environment or reduce start-up costs. Examples of anticipated (but not yet secured) items include classroom furniture, shelving, whiteboards, teacher desks, student seating, and potentially used computers or printers. These items would help the school stretch its resources but are not required for the school to open or operate successfully.

If any assets become formally committed, the board will document the commitment in writing, include appropriate assurances, and provide evidence in the appendices. Until such commitments exist, the school will proceed with a budget and operational plan that is fully sustainable without donated or externally sourced assets.

13.3. Financial Compliance

Q256.How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

Lovira Academy will implement strong internal controls to ensure the safeguarding of assets, accurate financial reporting, and full compliance with state and federal requirements. The school's approach is built on clear separation of duties, transparent financial processes, and consistent board oversight. These controls are designed to protect public funds and maintain the integrity of all financial operations.

The school will maintain segregation of duties by ensuring that no single individual has authority over an entire financial transaction from start to finish. The School Leader, Finance Officer, and board Finance Committee will each play distinct roles in authorizing expenditures, processing payments, and reviewing financial reports. For example, the School Leader may approve purchases, the Finance Officer will process payments and maintain accounting records, and the Finance Committee will review monthly financial statements and reconciliations before they are presented to the full board.

All financial transactions will be supported by accurate and complete documentation. The school will use a secure financial software system to maintain records, track expenditures, reconcile accounts, and generate reports. Vendor invoices, purchase orders, receipts, payroll records, and bank statements will be stored electronically and retained in accordance with state retention requirements. Access to financial systems will be limited to authorized personnel, with permissions assigned based on job responsibilities.

Safeguarding of assets will be ensured through controlled access to school property, inventory tracking, and regular monitoring. Cash handling will be minimized, and any funds collected will be deposited promptly. Technology, equipment, and instructional materials will be inventoried annually, and any discrepancies will be reported to the School Leader and Finance Committee.

The board will provide ongoing oversight through monthly financial reviews, annual independent audits, and adherence to established financial policies. The Finance Committee will monitor budget-to-actual performance, cash flow, and compliance with reporting deadlines. The independent auditor will review internal controls annually and report findings directly to the board, ensuring transparency and accountability.

Through clear separation of duties, secure financial systems, accurate record-keeping, and consistent board oversight, Lovira Academy will maintain strong internal controls that protect public funds and support responsible

financial management.

Q257.Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Lovira Academy does not currently have any known or anticipated related-party transactions. No board member, staff member, or individual associated with the school has a financial interest in any vendor, contractor, or service provider that the school plans to use. Likewise, the school has not entered into any agreements involving family members, business partners, or organizations in which board members hold a financial stake.

While it is possible that opportunities may arise in the future—for example, a board member’s business offering discounted services or a family member donating materials—the school will not engage in any related-party transaction without full disclosure, public discussion, and adherence to state ethics requirements. Any such transaction would require recusal of the involved board member, competitive pricing verification, and a determination by the board that the arrangement is in the best interest of the school.

At this time, however, **there are no related-party transactions, no proposed related-party transactions, and no financial commitments involving individuals or entities connected to the board or school leadership.**

Q258. 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.

Lovira Academy has not yet selected an audit firm approved by the North Carolina Local Government Commission (LGC). The board plans to issue a competitive Request for Proposals (RFP) during the planning year and will select a firm based on experience with North Carolina charter schools, audit quality, cost, and capacity to meet state reporting deadlines.

Although no firm has been chosen, the board has begun reviewing firms listed by the NC Department of State Treasurer as providing audit and non-audit accounting services to local government units in North Carolina. The following firms are among those the board has investigated as potential auditors:

Firms Under Consideration

1. **Anderson Smith & Wike PLLC**

Address: 115 E. Main Street, Suite A, Lincolnton, NC 28092 **Phone:** (704) 735-1421 **Fax:** (704) 735-1423

1. **Rives & Associates, LLP**

Address: 702 Oberlin Road, Suite 400, Raleigh, NC 27605 **Phone:** (919) 832-6848 **Fax:** (919) 832-7288

1. **Martin Starnes & Associates, CPAs, P.A.**

Address: 730 13th Avenue Drive SE, Hickory, NC 28602 **Phone:** (828) 327-2727 **Fax:** (828) 327-1323

1. **FORVIS**

Address: 300 N. Greene Street, Suite 400, Greensboro, NC 27401 **Phone:** (336) 889-5156 **Fax:** (336) 889-6168

1. **S. Preston Douglas & Associates, LLP**

Address: 120 E. Church Street, Laurinburg, NC 28352 **Phone:** (910) 276-7007 **Fax:** (910) 276-7011

13.4. Certify

Q259.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒

Yes

☐

No

Q260.Explanation (optional):

14. Other Forms

Q261. 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

Applicant Comments :

No service providers have been identified yet. We could not upload the rest of the documents.

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

☐

Yes



No

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 24, 2026, at 5:00 pm EDT for Fast Track and Accelerated applications, and April 24, 2026, 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.

Q265. *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, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.

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

Signature

Logo

17. Signature page

Q266.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: 5

Q267.Board chair, please digitally sign your application here.

Signature



Submitted: 5/26/2026

Status: Completed



Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Enrollment Summary Table

Academic School Year	Grade Levels
Year 1	8th-12th
Year 2	7th-12th
Year 3	6th-12th
Year 4	6th-12th
Year 5	6th-12th

e

Total Projected Student Enrollment
100
120
144
172
206

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1	0	0
Year 2	0	0
Year 3	0	0
Year 4	0	0
Year 5	0	0

Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	0	0%
Asian	0	0%
Black or African American	29	29%
Hispanic	23	23%
Native HI or Pacific Islander	0	0%
Two or More Races	4	4%
White	44	44%
Total number of students:	100	
EDS Subgroups		
Economically Disadvantaged Students	60	60%
Students with Disabilities	14	14%
English Language Learners	15	15%
Students Experiencing Homelessness	3	3%
Total number of EDS subgroup students:	92	92%



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

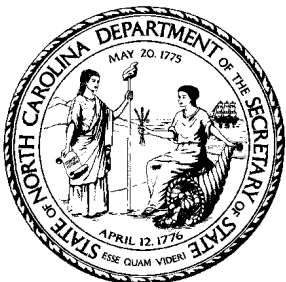
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

LOVIRA ACADEMY INC.

the original of which was filed in this office on the 19th day of November, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 19th day of November, 2025.

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: LOVIRA ACADEMY 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: Corporate Service Center, Inc. (2050352)
4. The street address and county of the initial registered agent's office of the corporation is:
Number and Street: 8801 Fast Park Dr Ste. 301
City: Raleigh State: NC Zip Code: 27690 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: 8801 Fast Park Dr Ste. 301
City: Raleigh State: NC Zip Code: 27690 County: Wake
5. The name and address of each incorporator is as follows:
Cynthia Ramirez - 1030 Hill Rd
King, NC 27021
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. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (336) 406-0663

Number and Street: 1030 Hill Rd

City: King State: NC Zip Code: 27021 County: Stokes

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Executive Officer - Cynthia Ramirez - 1030 Hill Rd
King, NC 27021

11. **(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.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 12 day of November, 2025.

Incorporator Business Entity Name

Cynthia Ramirez

Signature of Incorporator

Cynthia Ramirez 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.

Said organization is organized and operated exclusively for charitable, religious, educational and scientific purposes including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, 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 of 1986, 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.

Upon the dissolution of this 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 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 disposed of shall be disposed of by a Court of this state in which the principal office of this organization is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Organizers

Organizers

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.

Requirement to Report Beneficial Ownership Information to Federal Government

The federal Corporate Transparency Act (CTA) requires corporations, limited liability companies, and other similar entities created or registered to do business in the United States to report information to the U.S. government about who ultimately owns and controls them. The CTA is intended to help prevent and combat money laundering, terrorist financing, corruption, and tax fraud. Unless exempt, these entities must file beneficial ownership reports with the Financial Crimes Enforcement Network (FinCEN), a bureau within the U.S. Department of Treasury. Reporting deadlines vary. Check the FinCEN website <https://www.fincen.gov/boi> for the applicable exemptions and deadlines. Significant penalties may apply for failure to submit the required BOI information on time.

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For Your Information:

1. Once you submit Articles or Registration and receive a certified filed document, no other action is necessary until changes are made to the Articles or Registration or you need to file an Annual Report.
2. Certificates of Existence are ordered online from the Secretary of State's website (www.sosnc.gov) and printed from your computer. The fee for an online Certificate of Existence is \$10.00, plus a \$3.00 electronic transaction fee. They are ordered for specific reasons, for example, if you are registering in another state to do business. That state will require a Certificate of Existence from North Carolina.
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NC Secretary of State • Your Business Starts Here!



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Registering a business is a terrific beginning, but knowing what comes next can be tricky and time consuming. For example, where can you receive a loan? What taxes have to be paid? How to spread the word about your business?

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Our **Rural RISE NC** initiative connects you with **mentors, business counselors, funding sources, and more**—within your community and beyond. And even better, **many of these resources are free.**

For further information, please visit our website SOSNC.gov/RISE.

There you can search by your county and start connecting with professionals who will help increase the likelihood of your success. I am confident they can help your new business **RISE** to the next level.

Elaine J. Marshall

NC Secretary of State



NORTH CAROLINA

Department of the Secretary of State

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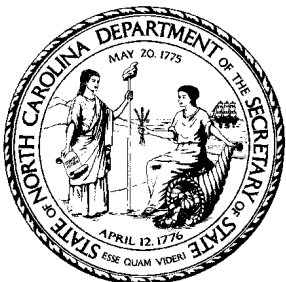
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For further information, please visit our website SOSNC.gov/RISE.

There you can search by your county and start connecting with professionals who will help increase the likelihood of your success. I am confident they can help your new business **RISE** to the next level.

Elaine J. Marshall

NC Secretary of State



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 11-20-2025

Employer Identification Number:
41-2709873

Form: SS-4

Number of this notice: CP 575 E

LOVIRA ACADEMY INC
1030 HILL RD
King, NC 27021

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 41-2709873. 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.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

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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.

LOVIRA ACADEMY INC
1030 HILL RD
King, NC 27021

BYLAWS

THE BOARD OF DIRECTORS OF LOVIRA Academy, INC.

Hill Rd King, NC 27021-7443

Date of Adoption: Adopted by the Board of Directors on the twenty-third (23) day of November, 2025 .

I. Organizational Identity

Article 1: Name and Purpose

Section 1.01 Name:

The Corporation is incorporated under the North Carolina Nonprofit Corporation Act (G.S. Chapter 55A)—the Board of Directors of Lovira Academy, Inc., and is located in Stokes County, NC.

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

Section 1.02 Purpose:

The primary purpose of this Corporation shall be to operate a public charter school, currently known as Lovira Academy, pursuant to the authorization granted by the North Carolina State Board of Education (SBE). This Corporation is organized exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code and is chartered to operate a public school under North Carolina General Statute Chapter 115C, Article 14A. The school's specific mission is to achieve the following: No challenge is too great, and no dream is beyond reach. At our school, we empower every student to lead with confidence, pursue their vision with purpose, and embrace innovation and resilience to overcome obstacles. We believe in fostering ownership of their educational journey, equipping them to shape their future with intention and impact.

II. Board of Directors (The Governing Body)

Article 2: Board Membership

Section 2.01 Number of Directors:

The Board shall consist of no fewer than five (5) and no more than nine (9) Directors. .

Section 2.02 Qualifications:

Every individual nominated or appointed to serve as a Director of this Corporation shall meet the following mandatory legal and best-practice qualifications:

1. Legal Mandates:

Compliance: Must adhere to all requirements set forth in the North Carolina General Statutes, specifically G.S. 115C, Article 14A, and the NC Nonprofit Corporation Act (Chapter 55A).

Background Check: Must submit to and pass a criminal history record check before final appointment or election to the Board.

Conflict of Interest: Must acknowledge and agree to abide by the Board's adopted Conflict of Interest and Anti-Nepotism Policy, including the duty to disclose potential conflicts and recuse themselves from discussion and voting on related matters.

Vendor Prohibition: Shall not be an employee of any for-profit company that provides substantial goods or services to the Charter School for a fee.

2. Fiduciary and Ethical Commitment:

Mission Alignment: Must demonstrate a clear understanding of and commitment to the Mission and Vision of the Charter School.

Fiduciary Duty: Must be willing and able to exercise the duties of care, loyalty, and obedience, and act in the best interests of the Corporation as a public entity.

Time Commitment: Must commit the necessary time and effort required to review materials, participate actively in all scheduled regular and special meetings, and serve on at least one standing committee (if applicable).

3. Strategic Skills:

The Board shall endeavor to maintain a collective composition that, to the greatest extent possible, provides expertise in critical oversight areas, including, but not limited to: finance, education, legal compliance, human resources, facilities management, and fundraising.

Section 2.03 Terms of Office:

Term Length: Except as specified below for the Initial Board, each elected or appointed Director shall serve a full term of three (3) years.

Initial Board Term: The Directors serving on the Board shall serve an initial term of one (1) year and six (6) months from the date of the official filing of the Articles of Incorporation. This initial term is intended to facilitate the transition from the Corporation's legal formation through the school's planning phase to the first full election cycle.

Establishment of Staggered Terms: Upon the expiration of the initial term described in subsection 2, the Board shall immediately transition to the staggered schedule required by these Bylaws. At that time, the Directors shall be re-elected, or new Directors shall be elected to initial staggered terms of one, two* or three years, as determined by the Board, to ensure that approximately one-third (1/3) of the Board seats expire annually thereafter.

Term Limits: No Director shall serve more than two (2) consecutive full three-year terms. Service during the initial one-year and six months term (subsection 2) shall not count as a full term toward the consecutive term limit.

Vacancy Appointments: A Director appointed to fill a vacancy for the unexpired term of a former Director shall serve for the remainder of that term. If the remainder of the term is less than eighteen (18) months, that service shall not count as a full term toward the consecutive term limit.

Section 2.04 Election/Appointment: Detail the process for selecting and replacing Directors

Process: Directors shall be elected or appointed by a majority vote of the Directors then serving at the Annual Meeting or a Special Meeting called for that purpose.

Vacancies: A vacancy occurring on the Board due to resignation, removal, death, or inability to serve shall be filled by the affirmative vote of a majority of the remaining Directors, even if less than a quorum remains.

Section 2.05 Removal: Grounds and procedure for removing a Director

A director may be removed with or without cause, in accordance with the following provisions and consistent with Chapter 55A of the NC General Statutes (Nonprofit Corporation Act).

Removal for a Cause

A director may be removed for cause by a vote of three-quarters (%) of the remaining directors then in office at a duly called meeting, provided that a quorum is present, for any of the following reasons.

Material Violation of Law or Charter: Violation of any term of the school's charter agreement, the corporation's Articles of Incorporation, these Bylaws, or any other applicable federal or state law, including, but not limited to, the requirements of G.S. 115C-218.15 related to Conflicts of Interest and Anti-Nepotism.

Misconduct or Neglect of Duty: Conduct by the Board to constitute gross misconduct, neglect of duty, or failure to act in the best interest of the Charter School.

Breach of Confidentiality: Unauthorized disclosure of confidential information obtained through services as a director.

Failure to Obtain Tax Exempt Status: Failure to cooperate or comply with reasonable efforts necessary for the Corporation to maintain its federal tax-exempt status as required by G.S. 115C-218.15(b).

Removal for Excessive Absence

A director may be removed for excessive absence by a vote of a simple majority of the remaining directors then in office at a duly called meeting, provided that a quorum is present if the Director:

Fails to attend three (3) consecutive regular meetings of the Board of Directors; or

Fails to attend fifty percent (50%) or more of the regular and special meetings of the Board of Directors held during any consecutive twelve-month period (12).

Procedures for Removal

Notice of Proposed Removal: Written notice of the proposed removal, including the specific grounds for the action, shall be delivered to the Director whose removal is sought and to all other Directors at least ten (10) days prior to the meeting at which the vote is to be taken.

Opportunity to be Heard: The Director whose removal is sought shall have the opportunity to submit a written statement and/or to be present and heard at the meeting of the Board of Directors before the final vote is cast.

Vote: The vote on the removal shall be by recorded roll call, and the Director whose removal is sought shall not be counted as part of the quorum for that vote and shall be excluded from casting a vote on the matter.

Effectiveness: Removal is effective immediately upon the successful passage of the motion to remove. The vacancy created by the removal shall be filled in accordance with the provisions of Section 2.03 (Vacancies) of these Bylaws.

Section 206 Resignation: Defines the procedure for a Director to formally resign

Any Director may resign at any time by delivering written notice to the Chair or to the Secretary of the Corporation. Such resignation shall take effect either at the time of the receipt of the notice or at such later time as shall be specified in the notice. Unless otherwise specified in the written notice, the acceptance of the resignation of the Directors shall not be necessary to make it effective. The Director shall, however, remain accountable for actions taken or decisions made prior to the effective date of their resignation.

III. Board Operations and Meetings

Article 3: Meetings

Section 3.01 Regular Meetings:

The Board shall hold at least monthly regular meetings and shall conduct all meetings in accordance with the North Carolina Open Meetings Law (G.S. 143-318.9 et seq.). The Board shall determine meeting dates, times, and places and publicly post them.

Section 3.02 Special Meetings:

Special meetings may be called by the Chair or by the written request of a majority of the voting Directors. Notice of the special meeting, including the purpose of the meeting, shall be provided to Directors and the public as required by the Open Meetings Law.

Section 3.03 Quorum and Voting:

A majority of the current voting Directors shall constitute a quorum for the transaction of business. If a quorum is present, the affirmative vote of a majority of the Directors present and voting shall be the act of the Board, unless a greater number is required by these Bylaws or by law. Directors who have recused themselves due to a conflict of interest shall not be counted for quorum purposes on that specific vote.

Section 3.04 Public Notice and Minutes:

The Board shall give notice of all meetings and retain meeting minutes in compliance with the NC Public Records Law (G.S. 132) and the Open Meetings Law. Closed sessions shall be conducted only under statutory exceptions, and the proceedings of the closed session must be recorded.

IV. Officers

Article 4: Officers

Section 4.01 Titles:

The Officers of the Corporation shall include a Chair, a Vice-Chair, a Secretary, and a Treasurer. The Board may elect or appoint such other officers as it deems appropriate.

Section 4.02 Duties:

Duties of the Chair:

The Chair of the board of directors shall preside over all meetings of the board. The Chair shall have general and active management of the business of the meetings and shall see that all orders and resolutions of the board are carried into effect.

Duties of the Vice-Chair:

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the Board.

Duties of the Secretary:

The secretary shall certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date. He or she shall keep at the principal office of the corporation or at such other place as the board may determine, the books of the corporation's true minutes of the proceedings of all meetings, as well as a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

The Secretary shall safely keep in his or her custody the seal of the corporation and shall have authority to affix it to all instruments where its use is required. He or she shall see that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Duties of the Treasurer:

The treasurer shall have custody of all corporate funds and securities and shall keep in the books belonging to the corporation, complete and accurate accounts of all the corporation's properties and business transactions, receipts, disbursements, assets, liabilities, gains, and losses. He or she shall deposit all moneys, securities, and other valuable effects in the name of the corporation in the depositories designated for that purpose by the Board.

The Treasurer shall disburse the funds of the corporation as may be ordered by the board, taking proper vouches for the disbursements, and shall render to the Chair and directors at the regular meetings of the board, and whenever requested by them, an account of all treasurer transactions and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports. In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the Board.

Section 4.03 Election and Term:

The Officers shall be elected annually by the Board of Directors from among the voting Directors at the first regular meeting of the fiscal year(the Annual Meeting). Officers shall serve for a term of one (1) year and may be re-elected, subject to their term limits as Directors.

V. Committees

Section 5.01 Standing Committees

The Board may establish standing committees necessary for effective governance, such as a Finance Committee and a Governance Committee. The Chair shall appoint all Committee Chairs.

Section 5.02 Committee Authority

Committees may exercise authority delegated by the Board, but no Committee shall have the authority of the Board to amend the Articles of Incorporation, approve or adopt a plan of merger, or elect or remove Directors or Officers.

VI. Financial and Compliance Requirements

Article 6: Financial Provisions

Section 6.01 Fiscal Year:

The school's fiscal year runs from July 1 to June 31 each year.

Section 6.02 Audit:

The Board shall require an annual independent financial audit of the Corporation and shall ensure the results are submitted to the NC Department of Public Instruction (DPI) by October 31st of each year, as required by law.

Section 6.03 Compensation:

Directors shall receive no compensation for their service, other than reimbursement for pre-approved expenses.

Compensation Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers, employees, contractors, and any other compensation contract or arrangement, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- A. The terms of compensation shall be approved by the board or compensation committee before the first payment of compensation.
- B. All members of the board or compensation committee who approve . compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" as defined in Section 4958 (f)(I) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the

IRS Regulations:

- 1. Is not the person who is the subject of the compensation arrangement, or a family member of such person;
 - 2. Is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement;
 - 3. Does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement;
 - 4. Has no material financial interest affected by the compensation arrangement; and
 - 5. Does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who, in turn, has approved or will approve a transaction providing benefits to the board or committee member.
- C. The board or compensation committee shall obtain and rely upon appropriate data as to comparability before approving the terms of compensation. Appropriate data may include the following:
- 1. Compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions;
 - 2. The availability of similar services in the geographic area of this organization;
 - 3. Current compensation surveys compiled by independent firms;

4. Actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement.

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

The terms of compensation and the basis for approving them shall be recorded in written minutes of the board or compensation committee that approved the compensation. Such documentation shall include:

1. The terms of the compensation arrangement and the date it was approved;
2. The members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member;
3. The comparability data obtained and relied upon, and how the data was obtained;
4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangements with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination;
5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and reasons for them shall be recorded in the minutes of the board or committee meeting;
6. Any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction, such as a notation in the records that after a finding of conflict of interest by a member, the member was asked to, and did, leave the meeting before a discussion of the compensation arrangement and a taking of the votes to approve the arrangement;
7. The minutes of the board or committee meeting at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements.
8. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, typically before or at the next board or committee meeting following final action on the arrangement by the board or committee.

Gifts:

The provision highlights the board's right to accept contributions or gifts to the corporation, subject to the caveat that they must be used toward the corporation's general or special purposes. The board might be restricted in its ability to accept contributions inconsistent with the corporation's strategic plan, such as when a donation is offered on the condition that the corporation embark on a new program that may conflict with its ability to perform its existing obligations.

When a contribution, gift, or grant is received by a nonprofit in return for admissions, merchandise, services performed, or facilities furnished, they are/can be considered gross receipts from exempt-purpose activities and is subject to the \$5,000 or 1% limitation.

VII. Mandatory Charter School Clauses

Section 7.01 Conflict of Interest:

The Board shall adopt and ensure annual compliance with a comprehensive Conflict of Interest and Anti-Nepotism Policy (as required by G.S. 115C-218.15(b)). All Directors shall annually execute a disclosure statement. (See attached)

Section 7.02 No Indebtedness Clause (MANDATORY):

Pursuant to G.S. 115C-218.105(b), the following statement shall be included in the Charter School's Bylaws and Charter Agreement: The Board of Directors of the Charter School shall not incur any indebtedness on behalf of the State. The Board of Directors shall be solely responsible for all debts it incurs. This clause shall not be construed to prevent the Board of Directors from entering into contracts for the benefit of the Charter School.

VI. IRC 501 (c) (3) TAX EXEMPTION PROVISIONS

Section 8.01: Limitations on Activities

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501 (h) of the Internal Revenue Code), and this 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 provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (3)(c) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 802: Prohibition Against Private Inurement

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors, or 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 of this corporation.

Section 803: Distribution of Assets

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501 (3)(c) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Section 804: Private Foundation Requirements and Restrictions

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Section 805: Racial Nondiscrimination Policy

Lovira Academy, Inc. (the "School") hereby affirms that it is a non-profit, tax-exempt educational institution that does not discriminate on the basis of race, color, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The School shall enroll students of any race, color, or national or ethnic origin. The School shall not discriminate on the basis of race, color, or national or ethnic origin in the selection of its governing body, employees, students, or in any of its programs or operations.

Publicized Commitment:

The School will actively publicize this policy in its publicly available documentation and outreach materials, including, but not limited to, its admissions applications, student handbooks, and primary website, to inform all members of the community of its commitment to a non-discriminatory environment. The School confirms that its charter application and governing documents contain this specific clause.

VIII. Amending and Adopting the Bylaws

Article 9: Amendment and Adoption

Section 9.01 Amendments:

These Bylaws may be amended, altered, or repealed by a two-thirds majority vote of the Directors then serving. Written notice setting forth the proposed amendment(s) must be provided to all Directors at least thirty (30) days prior to the meeting at which the vote is to take place.

Section 9.02 Adoption:

The effective date of the initial Bylaws is the twenty-third (23) day of November, 2025.

Formal Adoption: The founding Board of Directors must formally adopt the

Bylaws are adopted at an official board meeting, and the adoption must be documented in the

will sign at next meeting) Teams
N. Herbert participate via Date 11/23/25
Courtney Minley Date 11/23/25
W. Brown Date 11/23/25
April Bentley Date 11/23/2025
Samartha Berg Date 11-23-25
Cynthia Ramirez Date 11/23/25

minutes.

Conflict of Interest and Anti-Nepotism Policy

I. Purpose and Scope

Section 1.01 Purpose:

The purpose of this policy is to protect the interests of The Board of Directors of LOVIRA Academy, Inc. Lovira Academy, and the public trust by ensuring that all decisions regarding the school's operations, finances, and personnel are made in the best interest of the school and its students, free from improper influence, personal gain, or conflicting loyalties.

Section 1.02 Scope:

This policy applies to all Directors (Board Members), all Officers of the Board, the

School Leader/Chief Administrator, and any Employee with Significant Influence or Supervisory Authority over hiring, purchasing, or contract decisions (collectively, "Interested Persons").

II. Definitions

Section 2.01 Conflict of Interest:

A transaction, arrangement, or relationship in which an Interested Person or their Immediate Family has a direct or indirect financial interest, or which could interfere with the person's ability to act in the sole best interest of the Corporation.

Section 2.02 Immediate Family:

Defined as a spouse, parent, child, brother, sister, grandparent, or grandchild, including step, half, and in-law relationships, as defined by G.S. 115C-12.2.

Section 2.03 Financial Interest:

An interest that an Interested Person or their Immediate Family has in an entity or transaction, whether or not the entity is non-profit, that may result in a direct or indirect personal benefit or gain.

III. Conflict of Interest Procedures (G.S. 115C & Chapter 55A Compliance)

Section 3.01 Duty of Disclosure:

Any Interested Person who has an actual, potential, or perceived Conflict of Interest must immediately disclose all material facts to the Board of Directors, or a designated Committee, as soon as they become aware of the conflict. The burden of disclosure rests solely on the Interested Person.

Section 3.02 Meeting and Voting Procedures:

1. Presentation: The Interested Person may be permitted to present information, but must leave the meeting before the remaining Directors discuss and vote on the transaction.
2. Quorum: The Interested Person shall not be counted in determining the existence of a quorum for the vote on the matter.
3. Recusal: The Interested Person shall not vote on the transaction or arrangement giving rise to the conflict.

Section 3.03 Approval of Transaction:

1. The remaining Directors must determine, by a vote, that the transaction or arrangement is fair, reasonable, and in the best interest of the charter school.
2. The minutes of the meeting must clearly document the disclosure made, the recusal of the conflicted party, and the basis for the Board's decision to approve the transaction.

Section 3.04 Prohibition on For-Profit Vendors (G.S. 115C-218.15(b)): No voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee. IV. Anti-Nepotism Procedures (Hiring of Immediate Family)

IV. General Prohibition on Supervision:

Section 4.01 Supervision

An Interested Person shall not directly supervise any member of their Immediate Family. The organizational structure must be designed to ensure that performance reviews,

compensation setting, hiring, and disciplinary decisions are conducted by a third party with no familial relationship to the individual being reviewed, compensated, hired, or disciplined.

Section 4.02 Required Board Approval for Hiring Family:

1. The hiring or contracting of an Immediate Family member of any Director or the School Leader/Chief Administrator must be approved by the Board of Directors in an open-session meeting prior to the start of employment or contract execution.
2. The Director or School Leader must disclose the relationship and recuse themselves from the discussion and vote.

Section 4.03 Required Procedure for Chief Administrators' Family:

When considering the Immediate Family member of the School Leader/Chief Administrator for employment:

1. The Board shall evaluate the credentials of the family member, treating the application as they would any other candidate.
2. The Board must establish a specific, written structure to prevent conflicts of interest and ensure non-familial supervision (e.g., direct report to a Board Committee or the Vice Principal).
3. The Board shall notify the NC Department of Public Instruction (DPI) with evidence that this process has occurred and the conflict prevention structure is in place.

V. Implementation and Enforcement

Section 5.01 Annual Disclosure Statement:

All Interested Persons shall annually complete and sign a Disclosure Statement certifying that they have received, read, and understand this policy, and listing all known actual, potential, or perceived conflicts of interest, including existing employment of Immediate Family.

Section 5.02 Review and Amendment:

This policy shall be reviewed annually by the Governance Committee and the Board. Any material changes must be approved by the Board and shall be documented in the minutes.

Section 5.03 Consequences of Non-Compliance:

Failure to comply with the disclosure or recusal requirements of this policy may result in disciplinary action, up to and including removal from the Board, termination of employment, and rendering the conflicted transaction voidable by the Corporation.

(will sign at next meeting)
M. Herrera participate via Teams Date 11/23/25
Contra Montez Date 11/23/25
W. Brown Date 11/23/2025

April Bentley Date 11/23/2025
Sanantha Berg Date 11-23-25
Cynthia Ramirez Date 11/23/25



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 11-20-2025

Employer Identification Number:
41-2709873

Form: SS-4

Number of this notice: CP 575 E

LOVIRA ACADEMY INC
1030 HILL RD
King, NC 27021

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 41-2709873. 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.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 41-2709873. 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.

LOVIRA ACADEMY INC
1030 HILL RD
King, NC 27021

BYLAWS

THE BOARD OF DIRECTORS OF LOVIRA Academy, INC.

Hill Rd King, NC 27021-7443

Date of Adoption: Adopted by the Board of Directors on the twenty-third (23) day of November, 2025

I. Organizational Identity

Article 1: Name and Purpose

Section 1.01 Name:

The Corporation is incorporated under the North Carolina Nonprofit Corporation Act (G.S. Chapter 55A)—the Board of Directors of Lovira Academy, Inc., and is located in Stokes County, NC.

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

Section 1.02 Purpose:

The primary purpose of this Corporation shall be to operate a public charter school, currently known as Lovira Academy, pursuant to the authorization granted by the North Carolina State Board of Education (SBE). This Corporation is organized exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code and is chartered to operate a public school under North Carolina General Statute Chapter 115C, Article 14A. The school's specific mission is to achieve the following: No challenge is too great, and no dream is beyond reach. At our school, we empower every student to lead with confidence, pursue their vision with purpose, and embrace innovation and resilience to overcome obstacles. We believe in fostering ownership of their educational journey, equipping them to shape their future with intention and impact.

II. Board of Directors (The Governing Body)

Article 2: Board Membership

Section 2.01 Number of Directors:

The Board shall consist of no fewer than five (5) and no more than nine (9) Directors. .

Section 2.02 Qualifications:

Every individual nominated or appointed to serve as a Director of this Corporation shall meet the following mandatory legal and best-practice qualifications:

1. Legal Mandates:

Compliance: Must adhere to all requirements set forth in the North Carolina General Statutes, specifically G.S. 115C, Article 14A, and the NC Nonprofit Corporation Act (Chapter 55A).

Background Check: Must submit to and pass a criminal history record check before final appointment or election to the Board.

Conflict of Interest: Must acknowledge and agree to abide by the Board's adopted Conflict of Interest and Anti-Nepotism Policy, including the duty to disclose potential conflicts and recuse themselves from discussion and voting on related matters.

Vendor Prohibition: Shall not be an employee of any for-profit company that provides substantial goods or services to the Charter School for a fee.

2. Fiduciary and Ethical Commitment:

Mission Alignment: Must demonstrate a clear understanding of and commitment to the Mission and Vision of the Charter School.

Fiduciary Duty: Must be willing and able to exercise the duties of care, loyalty, and obedience, and act in the best interests of the Corporation as a public entity.

Time Commitment: Must commit the necessary time and effort required to review materials, participate actively in all scheduled regular and special meetings, and serve on at least one standing committee (if applicable).

3. Strategic Skills:

The Board shall endeavor to maintain a collective composition that, to the greatest extent possible, provides expertise in critical oversight areas, including, but not limited to: finance, education, legal compliance, human resources, facilities management, and fundraising.

Section 2.03 Terms of Office:

Term Length: Except as specified below for the Initial Board, each elected or appointed Director shall serve a full term of three (3) years.

Initial Board Term: The Directors serving on the Board shall serve an initial term of one (1) year and six (6) months from the date of the official filing of the Articles of Incorporation. This initial term is intended to facilitate the transition from the Corporation's legal formation through the school's planning phase to the first full election cycle.

Establishment of Staggered Terms: Upon the expiration of the initial term described in subsection 2, the Board shall immediately transition to the staggered schedule required by these Bylaws. At that time, the Directors shall be re-elected, or new Directors shall be elected to initial staggered terms of one, two* or three years, as determined by the Board, to ensure that approximately one-third (1/3) of the Board seats expire annually thereafter.

Term Limits: No Director shall serve more than two (2) consecutive full three-year terms. Service during the initial one-year and six months term (subsection 2) shall not count as a full term toward the consecutive term limit.

Vacancy Appointments: A Director appointed to fill a vacancy for the unexpired term of a former Director shall serve for the remainder of that term. If the remainder of the term is less than eighteen (18) months, that service shall not count as a full term toward the consecutive term limit.

Section 2.04 Election/Appointment: Detail the process for selecting and replacing Directors

Process: Directors shall be elected or appointed by a majority vote of the Directors then serving at the Annual Meeting or a Special Meeting called for that purpose.

Vacancies: A vacancy occurring on the Board due to resignation, removal, death, or inability to serve shall be filled by the affirmative vote of a majority of the remaining Directors, even if less than a quorum remains.

Section 2.05 Removal: Grounds and procedure for removing a Director

A director may be removed with or without cause, in accordance with the following provisions and consistent with Chapter 55A of the NC General Statutes (Nonprofit Corporation Act).

Removal for a Cause

A director may be removed for cause by a vote of three-quarters (%) of the remaining directors then in office at a duly called meeting, provided that a quorum is present, for any of the following reasons.

Material Violation of Law or Charter: Violation of any term of the school's charter agreement, the corporation's Articles of Incorporation, these Bylaws, or any other applicable federal or state law, including, but not limited to, the requirements of G.S. 115C-218.15 related to Conflicts of Interest and Anti-Nepotism.

Misconduct or Neglect of Duty: Conduct by the Board to constitute gross misconduct, neglect of duty, or failure to act in the best interest of the Charter School.

Breach of Confidentiality: Unauthorized disclosure of confidential information obtained through services as a director.

Failure to Obtain Tax Exempt Status: Failure to cooperate or comply with reasonable efforts necessary for the Corporation to maintain its federal tax-exempt status as required by G.S. 115C-218.15(b).

Removal for Excessive Absence

A director may be removed for excessive absence by a vote of a simple majority of the remaining directors then in office at a duly called meeting, provided that a quorum is present if the Director:

Fails to attend three (3) consecutive regular meetings of the Board of Directors; or

Fails to attend fifty percent (50%) or more of the regular and special meetings of the Board of Directors held during any consecutive twelve-month period (12).

Procedures for Removal

Notice of Proposed Removal: Written notice of the proposed removal, including the specific grounds for the action, shall be delivered to the Director whose removal is sought and to all other Directors at least ten (10) days prior to the meeting at which the vote is to be taken.

Opportunity to be. Heard: The Director whose removal is sought shall have the opportunity to submit a written statement and/or to be present and heard at the meeting of the Board of Directors before the final vote is cast.

Vote: The vote on the removal shall be by recorded roll call, and the Director whose removal is sought shall not be counted as part of the quorum for that vote and shall be excluded from casting a vote on the matter.

Effectiveness: Removal is effective immediately upon the successful passage of the motion to remove. The vacancy created by the removal shall be filled in accordance with the provisions of Section 2.03 (Vacancies) of these Bylaws.

Section 206 Resignation: Defines the procedure for a Director to formally resign

Any Director may resign at any time by delivering written notice to the Chair or to the Secretary of the Corporation. Such resignation shall take effect either at the time of the receipt of the notice or at such later time as shall be specified in the notice. Unless otherwise specified in the written notice, the acceptance of the resignation of the Directors shall not be necessary to make it effective. The Director shall, however, remain accountable for actions taken or decisions made prior to the effective date of their resignation.

III. Board Operations and Meetings

Article 3: Meetings

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The Board shall hold at least monthly regular meetings and shall conduct all meetings in accordance with the North Carolina Open Meetings Law (G.S. 143-318.9 et seq.). The Board shall determine meeting dates, times, and places and publicly post them.

Section 3.02 Special Meetings:

Special meetings may be called by the Chair or by the written request of a majority of the voting Directors. Notice of the special meeting, including the purpose of the meeting, shall be provided to Directors and the public as required by the Open Meetings Law.

Section 3.03 Quorum and Voting:

A majority of the current voting Directors shall constitute a quorum for the transaction of business. If a quorum is present, the affirmative vote of a majority of the Directors present and voting shall be the act of the Board, unless a greater number is required by these Bylaws or by law. Directors who have recused themselves due to a conflict of interest shall not be counted for quorum purposes on that specific vote.

Section 3.04 Public Notice and Minutes:

The Board shall give notice of all meetings and retain meeting minutes in compliance with the NC Public Records Law (G.S. 132) and the Open Meetings Law. Closed sessions shall be conducted only under statutory exceptions, and the proceedings of the closed session must be recorded.

IV. Officers

Article 4: Officers

Section 4.01 Titles:

The Officers of the Corporation shall include a Chair, a Vice-Chair, a Secretary, and a Treasurer. The Board may elect or appoint such other officers as it deems appropriate.

Section 4.02 Duties:

Duties of the Chair:

The Chair of the board of directors shall preside over all meetings of the board. The Chair shall have general and active management of the business of the meetings and shall see that all orders and resolutions of the board are carried into effect.

Duties of the Vice-Chair:

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the Board.

Duties of the Secretary:

The secretary shall certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date. He or she shall keep at the principal office of the corporation or at such other place as the board may determine, the books of the corporation's true minutes of the proceedings of all meetings, as well as a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

The Secretary shall safely keep in his or her custody the seal of the corporation and shall have authority to affix it to all instruments where its use is required. He or she shall see that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Duties of the Treasurer:

The treasurer shall have custody of all corporate funds and securities and shall keep in the books belonging to the corporation, complete and accurate accounts of all the corporation's properties and business transactions, receipts, disbursements, assets, liabilities, gains, and losses. He or she shall deposit all moneys, securities, and other valuable effects in the name of the corporation in the depositories designated for that purpose by the Board.

The Treasurer shall disburse the funds of the corporation as may be ordered by the board, taking proper vouches for the disbursements, and shall render to the Chair and directors at the regular meetings of the board, and whenever requested by them, an account of all treasurer transactions and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports. In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the Board.

Section 4.03 Election and Term:

The Officers shall be elected annually by the Board of Directors from among the voting Directors at the first regular meeting of the fiscal year(the Annual Meeting). Officers shall serve for a term of one (1) year and may be re-elected, subject to their term limits as Directors.

V. Committees

Section 5.01 Standing Committees

The Board may establish standing committees necessary for effective governance, such as a Finance Committee and a Governance Committee. The Chair shall appoint all Committee Chairs.

Section 5.02 Committee Authority

Committees may exercise authority delegated by the Board, but no Committee shall have the authority of the Board to amend the Articles of Incorporation, approve or adopt a plan of merger, or elect or remove Directors or Officers.

VI. Financial and Compliance Requirements

Article 6: Financial Provisions

Section 6.01 Fiscal Year:

The school's fiscal year runs from July 1 to June 31 each year.

Section 6.02 Audit:

The Board shall require an annual independent financial audit of the Corporation and shall ensure the results are submitted to the NC Department of Public Instruction (DPI) by October 31st of each year, as required by law.

Section 6.03 Compensation:

Directors shall receive no compensation for their service, other than reimbursement for pre-approved expenses.

Compensation Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers, employees, contractors, and any other compensation contract or arrangement, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- A. The terms of compensation shall be approved by the board or compensation committee before the first payment of compensation.
- B. All members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" as defined in Section 4958 (f)(I) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the

IRS Regulations:

- 1. Is not the person who is the subject of the compensation arrangement, or a family member of such person;
- 2. Is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement;
- 3. Does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement;
- 4. Has no material financial interest affected by the compensation arrangement; and
- 5. Does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who, in turn, has approved or will approve a transaction providing benefits to the board or committee member.

C. The board or compensation committee shall obtain and rely upon appropriate data as to comparability before approving the terms of compensation. Appropriate data may include the following:

- 1. Compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions;
- 2. The availability of similar services in the geographic area of this organization;
- 3. Current compensation surveys compiled by independent firms;

4. Actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement.

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

The terms of compensation and the basis for approving them shall be recorded in written minutes of the board or compensation committee that approved the compensation. Such documentation shall include:

1. The terms of the compensation arrangement and the date it was approved;
2. The members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member;
3. The comparability data obtained and relied upon, and how the data was obtained;
4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangements with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination; .
5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting;
6. Any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction, such as a notation in the records that after a finding of conflict of interest by a member, the member was asked to, and did, leave the meeting before a discussion of the compensation arrangement and a taking of the votes to approve the arrangement;
7. The minutes of the board or committee meeting at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements.
8. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, typically before or at the next board or committee meeting following final action on the arrangement by the board or committee.

Gifts:

The provision highlights the board's right to accept contributions or gifts to the corporation, subject to the caveat that they must be used toward the corporation's general or special purposes. The board might be restricted in its ability to accept contributions inconsistent with the corporation's strategic plan, such as when a donation is offered on the condition that the corporation embark on a new program that may conflict with its ability to perform its existing obligations.

When a contribution, gift, or grant is received by a nonprofit in return for admissions, merchandise, services performed, or facilities furnished, they are/can be considered gross receipts from exempt-purpose activities and is subject to the \$5,000 or 1% limitation.

VII. Mandatory Charter School Clauses

Section 7.01 Conflict of Interest:

The Board shall adopt and ensure annual compliance with a comprehensive Conflict of Interest and Anti-Nepotism Policy (as required by G.S. 115C-218.15(b)). All Directors shall annually execute a disclosure statement. (See attached)

Section 7.02 No Indebtedness Clause (MANDATORY):

Pursuant to G.S. 115C-218.105(b), the following statement shall be included in the Charter School's Bylaws and Charter Agreement: The Board of Directors of the Charter School shall not incur any indebtedness on behalf of the State. The Board of Directors shall be solely responsible for all debts it incurs. This clause shall not be construed to prevent the Board of Directors from entering into contracts for the benefit of the Charter School.

VI. IRC 501 (c) (3) TAX EXEMPTION PROVISIONS

Section 8.01: Limitations on Activities

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501 (h) of the Internal Revenue Code), and this 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 provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (3)(c) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 802: Prohibition Against Private Inurement

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors, or 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 of this corporation. .

Section 803: Distribution of Assets

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501 (3)(c) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Section 804: Private Foundation Requirements and Restrictions

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941 (d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Section 805: Racial Nondiscrimination Policy

Lovira Academy, Inc. (the "School") hereby affirms that it is a non-profit, tax-exempt educational institution that does not discriminate on the basis of race, color, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The School shall enroll students of any race, color, or national or ethnic origin. The School shall not discriminate on the basis of race, color, or national or ethnic origin in the selection of its governing body, employees, students, or in any of its programs or operations.

Publicized Commitment:

The School will actively publicize this policy in its publicly available documentation and outreach materials, including, but not limited to, its admissions applications, student handbooks, and primary website, to inform all members of the community of its commitment to a non-discriminatory environment. The School confirms that its charter application and governing documents contain this specific clause.

VIII. Amending and Adopting the Bylaws

Article 9: Amendment and Adoption

Section 9.01 Amendments:

These Bylaws may be amended, altered, or repealed by a two-thirds majority vote of the Directors then serving. Written notice setting forth the proposed amendment(s) must be provided to all Directors at least thirty (30) days prior to the meeting at which the vote is to take place.

Section 9.02 Adoption:

The effective date of the initial Bylaws is the twenty-third (23) day of November, 2025.

Formal Adoption: The founding Board of Directors must formally adopt the

Bylaws are adopted at an official board meeting, and the adoption must be documented in the minutes.

will sign at next meeting)
N. Herbert participate via Teams Date 11/23/25
Courtney Minley Date 11/23/25
W. Brown Date 11/23/2025
April Bentley Date 11/23/2025
Samantha Berg Date 11-23-25
Cynthia Ramirez Date 11/23/25

Conflict of Interest and Anti-Nepotism Policy

I. Purpose and Scope

Section 1.01 Purpose:

The purpose of this policy is to protect the interests of The Board of Directors of LOVIRA Academy, Inc. Lovira Academy, and the public trust by ensuring that all decisions regarding the school's operations, finances, and personnel are made in the best interest of the school and its students, free from improper influence, personal gain, or conflicting loyalties.

Section 1.02 Scope:

This policy applies to all Directors (Board Members), all Officers of the Board, the

School Leader/Chief Administrator, and any Employee with Significant Influence or Supervisory Authority over hiring, purchasing, or contract decisions (collectively, "Interested Persons").

II. Definitions

Section 2.01 Conflict of Interest:

A transaction, arrangement, or relationship in which an Interested Person or their Immediate Family has a direct or indirect financial interest, or which could interfere with the person's ability to act in the sole best interest of the Corporation.

Section 2.02 Immediate Family:

Defined as a spouse, parent, child, brother, sister, grandparent, or grandchild, including step, half, and in-law relationships, as defined by G.S. 115C-12.2.

Section 2.03 Financial Interest:

An interest that an Interested Person or their Immediate Family has in an entity or transaction, whether or not the entity is non-profit, that may result in a direct or indirect personal benefit or gain.

III. Conflict of Interest Procedures (G.S. 115C & Chapter 55A Compliance)

Section 3.01 Duty of Disclosure:

Any Interested Person who has an actual, potential, or perceived Conflict of Interest must immediately disclose all material facts to the Board of Directors, or a designated Committee, as soon as they become aware of the conflict. The burden of disclosure rests solely on the Interested Person.

Section 3.02 Meeting and Voting Procedures:

1. Presentation: The Interested Person may be permitted to present information, but must leave the meeting before the remaining Directors discuss and vote on the transaction.
2. Quorum: The Interested Person shall not be counted in determining the existence of a quorum for the vote on the matter.
3. Recusal: The Interested Person shall not vote on the transaction or arrangement giving rise to the conflict.

Section 3.03 Approval of Transaction:

1. The remaining Directors must determine, by a vote, that the transaction or arrangement is fair, reasonable, and in the best interest of the charter school.
2. The minutes of the meeting must clearly document the disclosure made, the recusal of the conflicted party, and the basis for the Board's decision to approve the transaction.

Section 3.04 Prohibition on For-Profit Vendors (G.S. 115C-218.15(b)): No voting member of the governing board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee. IV. Anti-Nepotism Procedures (Hiring of Immediate Family)

IV. General Prohibition on Supervision:

Section 4.01 Supervision

An Interested Person shall not directly supervise any member of their Immediate Family. The organizational structure must be designed to ensure that performance reviews,

compensation setting, hiring, and disciplinary decisions are conducted by a third party with no familial relationship to the individual being reviewed, compensated, hired, or disciplined.

Section 4.02 Required Board Approval for Hiring Family:

1. The hiring or contracting of an Immediate Family member of any Director or the School Leader/Chief Administrator must be approved by the Board of Directors in an open-session meeting prior to the start of employment or contract execution.
2. The Director or School Leader must disclose the relationship and recuse themselves from the discussion and vote.

Section 4.03 Required Procedure for Chief Administrators' Family:

When considering the Immediate Family member of the School Leader/Chief Administrator for employment:

1. The Board shall evaluate the credentials of the family member, treating the application as they would any other candidate.
2. The Board must establish a specific, written structure to prevent conflicts of interest and ensure non-familial supervision (e.g., direct report to a Board Committee or the Vice Principal).
3. The Board shall notify the NC Department of Public Instruction (DPI) with evidence that this process has occurred and the conflict prevention structure is in place.

V. Implementation and Enforcement

Section 5.01 Annual Disclosure Statement:

All Interested Persons shall annually complete and sign a Disclosure Statement certifying that they have received, read, and understand this policy, and listing all known actual, potential, or perceived conflicts of interest, including existing employment of Immediate Family.

Section 5.02 Review and Amendment:

This policy shall be reviewed annually by the Governance Committee and the Board. Any material changes must be approved by the Board and shall be documented in the minutes.

Section 5.03 Consequences of Non-Compliance:

Failure to comply with the disclosure or recusal requirements of this policy may result in disciplinary action, up to and including removal from the Board, termination of employment, and rendering the conflicted transaction voidable by the Corporation.

(will sign at next meeting)
M. Herberta participate via Teams Date 11/23/25
Courtney Monley Date 11/23/25
W. Brown Date 11/23/2025

April Bentley Date 11/23/2025
Sanantha Berg Date 11-23-25
Cynthia Ramsey Date 11/23/25

<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>
Cindi Ramirez	Secretary (nonvoting)	336-406-0663	cindiramirez@loviraacademy.org	Stokes	Instructional Faciliator in Public School	Teaching Licenses, School Principal Licenses	No
Samantha Berg	Chair	617-571-7420	Berg.Samantha.R@gmail.com	Cabarrus	EC Facilitator/Teacher	Teaching Licenses	No
Courtney Guzman	Treasurer	336-782-29228	Courtney.Guzman@pepsico.com	Forsyth	Fiance Assoc. Analyst	Data Entry/Accounting for School	No
Courtney Monty	Director	336-618-0123	montycourtney1@gmail.com	Stokes	Education Transportation	NA	No
William Boswell	Director	336-477-5137	williamboswell@loviraacademy.org	Davie	6-12 Math/Science Teacher	Teaching Licenses	No
Micheal Henthorn	Vice Chair	336-776-0404	mhentho@gmail.com	Davidson	Multi-Class Leader/High Schol English Teacher/Instructional Coach	Teaching Licenses, School Principal Licenses	No



2028–2029 ACADEMIC CALENDAR

Appendix D — Yearly Academic Calendar

Start Date: Monday, August 21, 2028

End Date: Friday, May 25, 2029

Total Student Days: 185

Total Instructional Hours: ~1,295 (Exceeds NC requirement of 1,025)

I. DAILY SCHEDULE

Monday–Thursday

- Arrival: 7:45 AM
- Instruction: **8:15 AM – 4:00 PM**
- Instructional Minutes: **465/day**

Friday

- Instruction: **10:00 AM – 2:00 PM**
- Instructional Minutes: **240/day**

II. TEACHER WORKDAYS & PD

Before School

- **Aug 12–16** — Teacher PD Week
- **Aug 19–20** — Classroom Setup & Compliance Training

During School Year

- **Oct 18–19** — Q1 Close (Teacher Workdays)
- **Dec 19–20** — Q2 Close (Teacher Workdays)
- **Jan 3** — Mid-Year PD Day (No Students)
- **Mar 8** — Q3 Close (Teacher Workday)
- **May 28–30** — Post-Planning

III. TESTING WINDOWS

- **Fall Benchmarks:** Oct 1–11
- **Mid-Year Benchmarks:** Jan 8–19
- **EOG/EOC Spring Testing:** May 7–23
- **CTE Post-Assessments:**
 - Fall: Dec 9–18
 - Spring: May 12–23

IV. HOLIDAYS & BREAKS

- **Labor Day:** Sep 4
- **Thanksgiving Break:** Nov 22–24
- **Winter Break:** Dec 23 – Jan 2
- **Spring Break:** Apr 2–6
- **Memorial Day:** May 28

V. QUARTER DATES

- **Q1:** Aug 21 – Oct 17
 - Break: **Oct 18–19**
- **Q2:** Oct 23 – Dec 18
 - Break: **Dec 19–20**
- **Q3:** Jan 4 – Mar 7
 - Break: **Mar 8**
- **Q4:** Mar 11 – May 25

VI. MONTH-BY-MONTH GRID CALENDAR

AUGUST 2028

Mon	Tue	Wed	Thu	Fri
		1	2	3
7	8	9	10	11
12 – PD	13 – PD	14 – PD	15 – PD	16 – PD
19 – Setup	20 – Setup	21 – FIRST DAY	22	23
26	27	28	29	30

SEPTEMBER 2028

Mon	Tu e	We d	Th u	Fr i
2 – Labor Day	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2028

Mo n	Tu e	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17 – Q1 Ends	18 – Workday	19 – Workday
22	23	24	25	26
29	30	31		

NOVEMBER 2028

Mon	Tue	Wed	Th u	Fri
				1
4	5	6	7	8
11 – Veterans Day	12	13	14	15
18	19	20	21	22 – Thanksgiving
25 – Break	26 – Break	27 – Break	28	29

DECEMBER 2028

Mon	Tu e	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18 – Q2 Ends	19 – Workday	20 – Workday
23 – Winter Break	24	25	26	27
30 – Winter Break	31			

JANUARY 2029

Mon	Tue	Wed	Thu	Fr i
1 – Winter Break	2 – Winter Break Ends	3 – PD Day	4 – Students Return	5
8	9	10	11	12
15 – MLK Day	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY 2029

Mo n	Tu e	We d	Th u	Fr i
1	2			
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH 2029

Mon	Tu e	We d	Thu	Fri
1				
4	5	6	7 – Q3 Ends	8 – Workday
11 – Q4 Starts	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 2029

Mon	Tu e	We d	Th u	Fr i
2 – Spring Break	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 2029

Mo n	Tu e	We d	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25 – LAST DAY	28 – Memorial Day

VII. INSTRUCTIONAL HOURS SUMMARY

Category	Hours
Mon–Thu (148 days × 7.75 hrs)	1,147 hours
Fridays (37 days × 4 hrs)	148 hours
Total Instructional Hours	1,295 hours

Lovira Academy • Grades 6–8 and 9–12

Sample Daily and Weekly Schedules for All Grade Bands Served

Lovira Academy operates a consistent instructional model across middle and high school, with:

- **Monday–Thursday:** 8:15 AM–4:00 PM
- **Friday:** 10:00 AM–2:00 PM
- **Seminar + Lab structure** for all core content
- **WIN Block** for intervention, enrichment, EC/ELL supports

- **Advisory** for SEL, organization, and college/career readiness
- **CTE/Electives** integrated into the weekly schedule

GRADE BAND: 6–8 (Middle School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- SEL, organization, executive functioning, goal-setting

8:15–9:25 — ELA Seminar

9:25–9:55 — ELA Lab

- Small-group reading, writing conferences, fluency, targeted supports

9:55–11:05 — Math Seminar

11:05–11:35 — Math Lab

- Reteach, manipulatives, digital practice, EC/ELL supports

11:35–12:05 — Lunch

12:05–12:35 — Recess / Movement

12:35–1:45 — Science Seminar + Lab

1:45–2:30 — WIN Block

- Intervention, tutoring, enrichment, EC/ELL

2:30–3:15 — Social Studies

3:15–4:00 — Elective/CTE Intro

- Digital Media, PE, Art, STEM, Leadership

Friday Schedule (6–8)

10:00–2:00

- Advisory Extension
- Digital Media Projects
- STEM Challenges
- Community Learning
- Service Learning
- Intervention/Enrichment

GRADE BAND: 9–12 (High School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- College/career readiness, credit checks, SEL, planning

8:15–9:25 — English Seminar

9:25–9:55 — English Lab

- Writing support, research, literacy intervention

9:55–11:05 — Math Seminar

11:05–11:35 — WIN Block

- Tutoring, credit recovery, EC/ELL supports

11:35–12:05 — Lunch

12:05–1:15 — Math Lab

- Application, problem-solving, tech-integrated practice

1:15–2:25 — Science Seminar

2:25–2:55 — Science Lab

2:55–4:00 — CTE/Elective Block

- Digital Media
- Business
- Health Science
- PE
- Art
- Career Exploration

Friday Schedule (9–12)

10:00–2:00

- Work-Based Learning
- College & Career Seminars
- Digital Media Production
- Service Learning
- Project Showcases
- Intervention/Enrichment

 Summary Table (6–12)

Grade Band	Mon–Thu Schedule	Friday Schedule	Key Features
6–8	8:15–4:00	10–2	Seminar + Lab, WIN, Electives, Movement
9–12	8:15–4:00	10–2	Seminar + Lab, WIN, CTE, College/Career Prep

Overview of the Instructional Program

The proposed charter school will implement a rigorous, student-centered instructional program designed to ensure that all students—particularly those historically underserved in Stokes, Forsyth, Surry, and Yadkin counties—graduate prepared for postsecondary education, the workforce, and civic life. The program integrates evidence-based instructional methods, competency-based learning, embedded intervention, and authentic assessment to meet the diverse academic, social-emotional, and developmental needs of students in grades 8–12.

The instructional model is grounded in three core pillars:

1. High-Quality, Standards-Aligned Instruction
2. Personalized Learning and Competency Mastery
3. Whole-Child Development and Strong Relationships

This approach ensures that students—many of whom may enter below grade level, require EC services, or face opportunity gaps—receive the targeted support and challenge necessary to thrive.

Major Instructional Methods

1. Standards-Aligned, Evidence-Based Core Instruction

Teachers will deliver instruction aligned to the NC Standard Course of Study, using research-based practices such as:

- Explicit instruction for new concepts
- Gradual Release of Responsibility (I Do → We Do → You Do)
- Structured literacy practices across content areas
- Inquiry-based learning in science and social studies
- Discourse-rich mathematics instruction emphasizing conceptual understanding and problem-solving
- Close reading and text-dependent questioning in ELA and humanities

This ensures consistency, clarity, and rigor across classrooms.

2. Personalized and Competency-Based Learning

Because the school will serve students with varied academic histories—including a high percentage of EC students and students from rural and under-resourced communities—the instructional program emphasizes personalization:

- Individual Learning Plans (ILPs) for every student
- Flexible grouping based on real-time data
- Competency-based progression, allowing students to advance upon mastery
- Choice-based assignments that honor student interests and cultural backgrounds
- Blended learning rotations (teacher-led, collaborative, and digital stations)

This structure ensures that students who are behind receive targeted acceleration, while advanced learners are not held back.

3. Multi-Tiered System of Support (MTSS)

The school will implement a robust MTSS framework:

- Tier 1: High-quality core instruction for all
- Tier 2: Small-group interventions during the daily Flex/Intervention block
- Tier 3: Intensive, individualized support coordinated with EC and student services

Interventions include structured literacy, math recovery, executive-function coaching, and behavior-support plans.

4. Project-Based and Real-World Learning

To build relevance and engagement—especially for students who may not see themselves reflected in traditional schooling—the program includes:

- Quarterly interdisciplinary projects
- Career-connected learning aligned with regional workforce needs
- CTE pathways for grades 9–12
- Community-based projects and service learning

This approach strengthens critical thinking, collaboration, and communication skills.

5. Advisory and Social-Emotional Learning

Every student participates in a daily or weekly Advisory, which provides:

- SEL lessons aligned to CASEL competencies
- Academic check-ins and goal-setting
- College and career readiness activities
- Relationship-building with a trusted adult

This is especially important for students navigating trauma, instability, or limited access to mentorship.

Assessment Strategies

1. Formative Assessment (Daily/Weekly)

Teachers use ongoing formative assessments to adjust instruction:

- Exit tickets
- Quick checks for understanding
- Student conferences
- Digital platform data
- Observation protocols

These tools allow teachers to respond immediately to student needs.

2. Benchmark and Interim Assessments

The school will administer:

- NWEA MAP (or similar) three times per year
- Common interim assessments aligned to standards
- Progress monitoring for MTSS and EC students

This ensures consistent measurement of growth and identifies students needing additional support.

3. Performance-Based Assessments

Students demonstrate mastery through:

- Projects
- Presentations
- Portfolios
- Lab investigations
- Writing tasks

These assessments measure deeper learning and real-world application.

4. State-Required Assessments

The school will administer all required NC assessments, including:

- EOG (Grade 8)
- EOC (Math I, Biology, English II)
- CTE post-assessments
- ACT (Grade 11)
- Graduation requirements

Data from these assessments will inform schoolwide improvement planning.

How the Program Meets the Needs of the Targeted Student Population

Your targeted population includes students from four counties, many of whom may:

- Enter below grade level
- Require EC services
- Face rural access barriers
- Need transportation and wraparound supports
- Benefit from strong relationships and personalized attention

The instructional program is intentionally designed to meet these needs:

1. Personalized learning ensures students start where they are and grow rapidly.

ILPs, flexible grouping, and competency-based progression prevent students from falling further behind and accelerate learning for those ready to advance.

2. MTSS and embedded intervention support high percentages of EC and at-risk students.

Daily intervention blocks ensure students receive targeted support without missing core instruction.

3. Project-based and career-connected learning increases engagement for students who may feel disconnected from traditional schooling.

This is especially important in rural communities where exposure to diverse career pathways may be limited.

4. Advisory and SEL address the social-emotional needs of adolescents.

Students build relationships with caring adults, increasing belonging, attendance, and persistence.

5. High-quality, consistent instruction reduces variability and ensures equity.

Students across all four counties receive the same rigorous, supportive learning experience.

6. Transportation and multi-county access remove barriers to participation.

The instructional program is designed with predictable schedules and intervention blocks that align with transportation realities.

The proposed charter school will implement a rigorous, student-centered instructional program designed to ensure that all students—particularly those historically underserved across Stokes, Forsyth, Surry, and Yadkin counties—graduate fully prepared for postsecondary education, the workforce, and civic life. The program integrates high-quality, standards-aligned instruction with personalized learning,

competency-based progression, and a strong Multi-Tiered System of Support (MTSS). This approach ensures that students with varied academic histories, including those entering below grade level or requiring EC services, receive the targeted support and challenge necessary to thrive.

Instructional Model

The school's instructional program is grounded in three core pillars:

1. High-Quality, Standards-Aligned Instruction

All teachers will deliver instruction aligned to the NC Standard Course of Study using evidence-based practices, including explicit instruction, the Gradual Release of Responsibility model, structured literacy, discourse-rich mathematics, and inquiry-based learning in science and social studies. Instruction emphasizes clarity, rigor, and consistency across classrooms to ensure equitable access to grade-level content.

2. Personalized and Competency-Based Learning

Because the school will serve students with diverse academic starting points, the instructional model prioritizes personalization. Each student will have an Individual Learning Plan (ILP) that guides flexible grouping, targeted acceleration, and competency-based progression. Blended learning rotations and choice-based assignments allow students to engage with content in ways that reflect their interests, learning needs, and cultural backgrounds. Advanced learners are able to move ahead, while students who need additional support receive it without being removed from core instruction.

3. Whole-Child Development and Advisory

Every student will participate in a structured Advisory program that provides social-emotional learning, academic check-ins, goal-setting, and college-and-career readiness activities. This ensures that each student is known well by at least one adult and has consistent support in developing the habits, mindsets, and executive-function skills necessary for long-term success.

Multi-Tiered System of Support (MTSS)

The school will implement a robust MTSS framework to meet the needs of students who may enter below grade level or require additional academic or behavioral support.

- Tier 1: High-quality core instruction for all students
- Tier 2: Targeted small-group interventions during a daily Flex/Intervention block
- Tier 3: Intensive, individualized support coordinated with EC and student services

Interventions include structured literacy, math recovery, executive-function coaching, and behavior-support plans. This system ensures that students receive timely, data-driven support without missing essential instruction.

Project-Based and Career-Connected Learning

To increase relevance and engagement—especially for students who may feel disconnected from traditional schooling—the school will implement quarterly interdisciplinary projects and career-connected learning experiences aligned with regional workforce needs. Students in grades 9–12 will have access to CTE pathways, community-based projects, and opportunities to apply learning in authentic contexts.

Assessment Strategy

The school will use a balanced assessment system to monitor progress, inform instruction, and measure mastery.

- Formative assessments (exit tickets, conferences, digital data) used daily to adjust instruction
- Benchmark assessments (e.g., NWEA MAP) administered three times per year to measure growth
- Common interim assessments aligned to standards and competencies
- Performance-based assessments such as projects, presentations, and portfolios
- All required NC state assessments, including EOG/EOC, ACT, and CTE post-assessments

Assessment data will drive instructional decisions, guide interventions, and inform schoolwide improvement planning.

Meeting the Needs of the Targeted Student Population

The school's instructional program is intentionally designed to meet the needs of students across four counties, many of whom may face academic gaps, limited access to advanced coursework, transportation barriers, or inconsistent educational experiences.

- Personalized learning ensures students begin at their current level and accelerate rapidly.
- Competency-based progression prevents students from being held back or pushed forward without mastery.
- MTSS and embedded intervention provide timely, targeted support for EC students and those at risk.
- Project-based and career-connected learning increases engagement and exposes students to pathways often unavailable in rural communities.
- Advisory and SEL strengthen relationships, belonging, and persistence.
- Consistent, high-quality instruction reduces variability and ensures equitable access to rigorous learning.

Together, these components create a coherent, research-based instructional program that meets students where they are, accelerates their growth, and prepares them for a wide range of postsecondary opportunities.

CURRICULUM OUTLINE PER GRADE SPAN

Lovira Academy (Grades 6–12)

Future-Ready • Hands-On • Career-Connected

GRADE SPAN 6–8: MIDDLE SCHOOL CURRICULUM OUTLINE

Core Subjects

English Language Arts (ELA)

- Reading comprehension (fiction, nonfiction, informational text)
- Writing: narrative, argumentative, explanatory
- Vocabulary development
- Speaking & listening
- Research & media literacy

Mathematics

- Ratios & proportional reasoning
- Expressions & equations
- Geometry
- Statistics & probability
- Pre-Algebra foundations

Science

- Earth & environmental systems
- Forces & motion
- Energy & waves
- Cells & heredity
- Ecosystems

Social Studies

- World regions & cultures
- Civics & government foundations
- Economics & geography
- Early American history

Electives

- Digital Literacy
- Study Skills
- PE/Health

- Intro to Digital Media
- Leadership & SEL

Intervention & Support

- WIN Block (daily)
- EC push-in/pull-out
- Advisory (AM & PM)

GRADE SPAN 9–12: HIGH SCHOOL CURRICULUM OUTLINE

Core Subjects

English

- English I–IV
- Foundations of English
- Research & media literacy

Mathematics

- NC Math 1
- NC Math 2
- NC Math 3
- Math 4 / NC Math Plus
- Foundations of Math

Science

- Physical Science
- Biology
- Earth/Environmental Science

Social Studies

- Civic Literacy
- Economics & Personal Finance
- American History
- World History

CTE Pathway: Entrepreneurship & Digital Innovation (BFIT)

- Entrepreneurship I
- Entrepreneurship II
- Small Business Management
- Principles of Business & Finance
- Digital Media I (*Arts Credit*)

- Digital Media II
- Social Media & Digital Marketing
- Computer Applications I & II
- Microsoft Word/PowerPoint
- Microsoft Excel
- Intro to Programming (IT/BFIT)

Electives

- Digital Media I (Arts)
- Digital Media II
- PE/Health
- Study Skills
- Leadership & Service

Intervention & Support

- WIN Block (daily)
- EC push-in/pull-out
- Advisory (AM & PM)
- Friday Community Learning

SAMPLE CURRICULUM OUTLINES

GRADE 6 ELA

- └— Unit 1: Fiction & Story Elements
- └— Unit 2: Informational Text & Text Structures
- └— Unit 3: Argument Writing Foundations
- └— Unit 4: Poetry & Figurative Language
- └— Unit 5: Research & Media Literacy

GRADE 7 ELA

- └— Unit 1: Character Analysis & Theme
- └— Unit 2: Informational Text: Bias & Credibility
- └— Unit 3: Argument Writing: Claims & Evidence

└— Unit 4: Drama & Script Analysis

└— Unit 5: Research Project & Presentation

GRADE 8 ELA

└— Unit 1: Literary Analysis: Author's Craft

└— Unit 2: Informational Text: Rhetoric & Structure

└— Unit 3: Argument Writing: Counterclaims

└— Unit 4: Cross-Genre Study (Poetry, Drama, Short Fiction)

└— Unit 5: High School Readiness Research Project

ENGLISH I

└— Unit 1: Foundations of Literary Analysis

└— Unit 2: Informational Text & Rhetoric

└— Unit 3: Narrative Writing

└— Unit 4: Argument Writing

└— Unit 5: Research & Media Literacy

ENGLISH II

└— Unit 1: World Literature

└— Unit 2: Informational Text: Global Issues

└— Unit 3: Argument Writing: Claims & Counterclaims

└— Unit 4: Literary Analysis Essay

└— Unit 5: Research Project

ENGLISH III

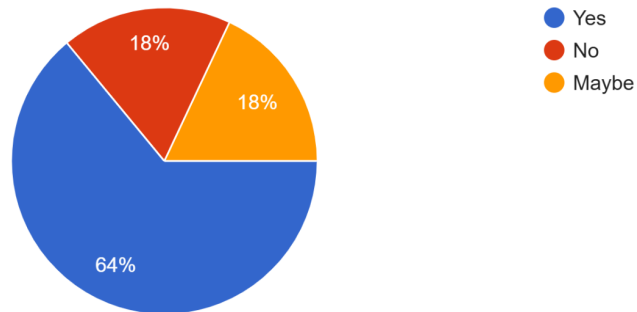
- |— Unit 1: American Literature
- |— Unit 2: Rhetorical Analysis
- |— Unit 3: Argument Writing: Synthesis
- |— Unit 4: Multimodal Composition
- └— Unit 5: College & Career Writing

ENGLISH IV

- |— Unit 1: British & World Literature
- |— Unit 2: Advanced Rhetoric & Analysis
- |— Unit 3: Senior Research Paper
- |— Unit 4: Professional Writing
- └— Unit 5: Postsecondary Readiness Portfolio

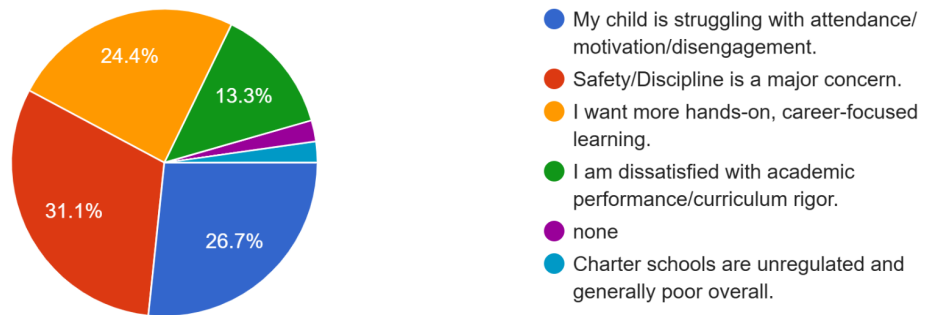
I am interested in a new charter school.

50 responses



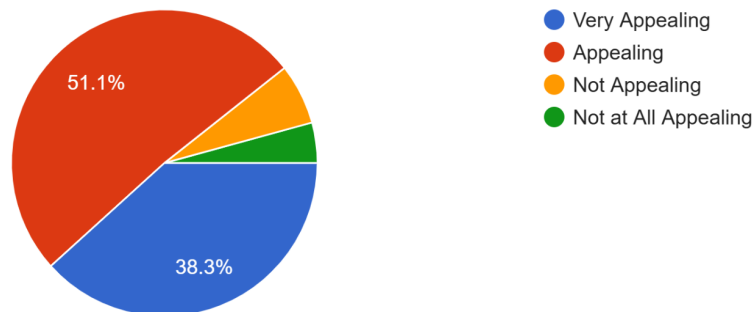
Which of the following best describes your primary reason for considering a new school option?

45 responses

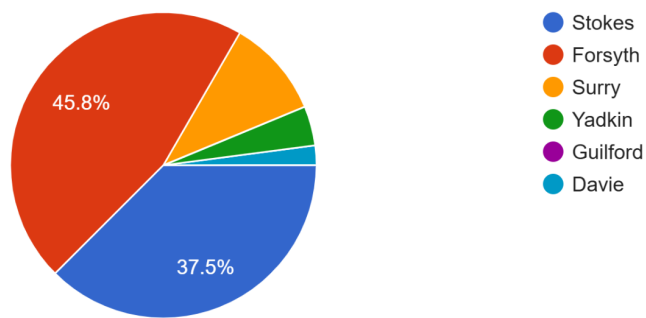


How appealing is a curriculum focused heavily on hands-on, problem-based projects, and real-life, career-connected learning experiences?

47 responses



48 responses





2028–2029 ACADEMIC CALENDAR

Appendix D — Yearly Academic Calendar

Start Date: Monday, August 21, 2028

End Date: Friday, May 25, 2029

Total Student Days: 185

Total Instructional Hours: ~1,295 (Exceeds NC requirement of 1,025)

I. DAILY SCHEDULE

Monday–Thursday

- Arrival: 7:45 AM
- Instruction: **8:15 AM – 4:00 PM**
- Instructional Minutes: **465/day**

Friday

- Instruction: **10:00 AM – 2:00 PM**
- Instructional Minutes: **240/day**

II. TEACHER WORKDAYS & PD

Before School

- **Aug 12–16** — Teacher PD Week
- **Aug 19–20** — Classroom Setup & Compliance Training

During School Year

- **Oct 18–19** — Q1 Close (Teacher Workdays)
- **Dec 19–20** — Q2 Close (Teacher Workdays)
- **Jan 3** — Mid-Year PD Day (No Students)
- **Mar 8** — Q3 Close (Teacher Workday)
- **May 28–30** — Post-Planning

III. TESTING WINDOWS

- **Fall Benchmarks:** Oct 1–11
- **Mid-Year Benchmarks:** Jan 8–19
- **EOG/EOC Spring Testing:** May 7–23
- **CTE Post-Assessments:**
 - Fall: Dec 9–18
 - Spring: May 12–23

IV. HOLIDAYS & BREAKS

- **Labor Day:** Sep 4
- **Thanksgiving Break:** Nov 22–24
- **Winter Break:** Dec 23 – Jan 2
- **Spring Break:** Apr 2–6
- **Memorial Day:** May 28

V. QUARTER DATES

- **Q1:** Aug 21 – Oct 17
 - Break: **Oct 18–19**
- **Q2:** Oct 23 – Dec 18
 - Break: **Dec 19–20**
- **Q3:** Jan 4 – Mar 7
 - Break: **Mar 8**
- **Q4:** Mar 11 – May 25

VI. MONTH-BY-MONTH GRID CALENDAR

AUGUST 2028

Mon	Tue	Wed	Thu	Fri
		1	2	3
7	8	9	10	11
12 – PD	13 – PD	14 – PD	15 – PD	16 – PD
19 – Setup	20 – Setup	21 – FIRST DAY	22	23
26	27	28	29	30

SEPTEMBER 2028

Mon	Tu e	We d	Th u	Fr i
2 – Labor Day	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2028

Mo n	Tu e	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17 – Q1 Ends	18 – Workday	19 – Workday
22	23	24	25	26
29	30	31		

NOVEMBER 2028

Mon	Tue	Wed	Th u	Fri
				1
4	5	6	7	8
11 – Veterans Day	12	13	14	15
18	19	20	21	22 – Thanksgiving
25 – Break	26 – Break	27 – Break	28	29

DECEMBER 2028

Mon	Tu e	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18 – Q2 Ends	19 – Workday	20 – Workday
23 – Winter Break	24	25	26	27
30 – Winter Break	31			

JANUARY 2029

Mon	Tue	Wed	Thu	Fr i
1 – Winter Break	2 – Winter Break Ends	3 – PD Day	4 – Students Return	5
8	9	10	11	12
15 – MLK Day	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY 2029

Mo n	Tu e	We d	Th u	Fr i
1	2			
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH 2029

Mon	Tu e	We d	Thu	Fri
1				
4	5	6	7 – Q3 Ends	8 – Workday
11 – Q4 Starts	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL 2029

Mon	Tu e	We d	Th u	Fr i
2 – Spring Break	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 2029

Mo n	Tu e	We d	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25 – LAST DAY	28 – Memorial Day

VII. INSTRUCTIONAL HOURS SUMMARY

Category	Hours
Mon–Thu (148 days × 7.75 hrs)	1,147 hours
Fridays (37 days × 4 hrs)	148 hours
Total Instructional Hours	1,295 hours

Lovira Academy • Grades 6–8 and 9–12

Sample Daily and Weekly Schedules for All Grade Bands Served

Lovira Academy operates a consistent instructional model across middle and high school, with:

- **Monday–Thursday:** 8:15 AM–4:00 PM
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- **Seminar + Lab structure** for all core content
- **WIN Block** for intervention, enrichment, EC/ELL supports

- **Advisory** for SEL, organization, and college/career readiness
- **CTE/Electives** integrated into the weekly schedule

GRADE BAND: 6–8 (Middle School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- SEL, organization, executive functioning, goal-setting

8:15–9:25 — ELA Seminar

9:25–9:55 — ELA Lab

- Small-group reading, writing conferences, fluency, targeted supports

9:55–11:05 — Math Seminar

11:05–11:35 — Math Lab

- Reteach, manipulatives, digital practice, EC/ELL supports

11:35–12:05 — Lunch

12:05–12:35 — Recess / Movement

12:35–1:45 — Science Seminar + Lab

1:45–2:30 — WIN Block

- Intervention, tutoring, enrichment, EC/ELL

2:30–3:15 — Social Studies

3:15–4:00 — Elective/CTE Intro

- Digital Media, PE, Art, STEM, Leadership

Friday Schedule (6–8)

10:00–2:00

- Advisory Extension
- Digital Media Projects
- STEM Challenges
- Community Learning
- Service Learning
- Intervention/Enrichment

GRADE BAND: 9–12 (High School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- College/career readiness, credit checks, SEL, planning

8:15–9:25 — English Seminar

9:25–9:55 — English Lab

- Writing support, research, literacy intervention

9:55–11:05 — Math Seminar

11:05–11:35 — WIN Block

- Tutoring, credit recovery, EC/ELL supports

11:35–12:05 — Lunch

12:05–1:15 — Math Lab

- Application, problem-solving, tech-integrated practice

1:15–2:25 — Science Seminar

2:25–2:55 — Science Lab

2:55–4:00 — CTE/Elective Block

- Digital Media
- Business
- Health Science
- PE
- Art
- Career Exploration

Friday Schedule (9–12)

10:00–2:00

- Work-Based Learning
- College & Career Seminars
- Digital Media Production
- Service Learning
- Project Showcases
- Intervention/Enrichment

 Summary Table (6–12)

Grade Band	Mon–Thu Schedule	Friday Schedule	Key Features
6–8	8:15–4:00	10–2	Seminar + Lab, WIN, Electives, Movement
9–12	8:15–4:00	10–2	Seminar + Lab, WIN, CTE, College/Career Prep



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1	2			
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

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1				
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Mo n	Tu e	We d	Thu	Fri
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- Advisory Extension
- Digital Media Projects
- STEM Challenges
- Community Learning
- Service Learning
- Intervention/Enrichment

GRADE BAND: 9–12 (High School)

Sample Daily Schedule (Monday–Thursday)

7:45–8:15 — Arrival & Advisory

- College/career readiness, credit checks, SEL, planning

8:15–9:25 — English Seminar

9:25–9:55 — English Lab

- Writing support, research, literacy intervention

9:55–11:05 — Math Seminar

11:05–11:35 — WIN Block

- Tutoring, credit recovery, EC/ELL supports

11:35–12:05 — Lunch

12:05–1:15 — Math Lab

- Application, problem-solving, tech-integrated practice

1:15–2:25 — Science Seminar

2:25–2:55 — Science Lab

2:55–4:00 — CTE/Elective Block

- Digital Media
- Business
- Health Science
- PE
- Art
- Career Exploration

Friday Schedule (9–12)

10:00–2:00

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- College & Career Seminars
- Digital Media Production
- Service Learning
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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	
	Lovira Academy

Board Member's Information

Board Members	
	Full name: William Boswell Home Address: 288 Dogwood Lane Mocksville, NC 27028 Business Name & Address: Winston Salem/Forsyth County Schools 475 Corporate Square Blvd Winston Salem, NC 27105

Telephone No.:336-477-5137

E-mail williamboswell@lovitacademy.org

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

I earned my Master of Science in Education Media Design and Technology from Full Sail University in March 2011, where I focused my action research on how course-management systems can strengthen distance-learning programs. Before that, I completed my Bachelor of Science in Meteorology at North Carolina State University in 1993. During my time at NC State, I was an NROTC Scholar, and upon graduation I was commissioned into the U.S. Navy on May 8, 1993.

Employment History

Over the course of my career, I've spent twenty-six years teaching science and mathematics to students in grades 7–12, earning multiple North Carolina teaching licenses that allowed me to work across disciplines—from Algebra, Geometry, and Advanced Functions & Modeling to Earth/Environmental Science, Biology, Oceanography, and Anatomy. My work in the classroom has always been grounded in adaptability, especially as technology and instructional tools have evolved. Before entering education, I served as a U.S. Naval Officer in the Meteorology and Oceanography community, where I managed daily operations and training for teams of 8–12 personnel, developed forecast products for operational use, and briefed commanding officers on weather impacts to mission readiness. My assignments took me from Pearl Harbor to Norfolk to Dam Neck, each role strengthening my leadership, communication, and technical expertise. Alongside my teaching and military experience, I've also coached soccer and volleyball, earning regional and state coaching credentials and continuing to expand my skills through a wide range of professional development opportunities.

How were you recruited to join this Board of Directors?

I was recruited by the Board because of my background in secondary math and science education and my experience as a Navy Officer, where clear decision making and accountability were essential. The founder approached me directly, explained the school's mission, and asked if I would consider bringing a data-driven and systems focused perspective to the team. After,

	reviewing the school's goals and operational plan, I agreed to join because I believed my skill set aligned with the board's needs and the school's long-term vision.
Why do you wish to serve on the board of the proposed charter school?	I want to serve on the board because I believe the school's mission is both necessary and achievable. After years in the Navy and in public education, I've seen how structure, clear expectations, and consistent support can change outcomes for young people. This school is designed to provide that level of stability and accountability for students who often don't receive it in traditional settings. I also believe I can contribute in a meaningful way. My background in math, science, and data-driven instruction allows me to evaluate academic performance objectively, and my military experience taught me the importance of disciplined decision-making and long-term planning. Serving on the board gives me an opportunity to apply those skills to help build a school that operates with integrity, uses data effectively, and stays focused on student results. In short, I'm joining the board because I believe in the mission, I understand the need, and I know I can help the school stay aligned with its goals.
What is your understanding of the appropriate role of a public charter school board member?	The appropriate role of a charter school board member is to provide governance, oversight, and accountability—not to manage daily operations. Board members set policy, approve the budget, monitor academic and financial performance, and ensure the school leader is carrying out the mission effectively. The board evaluates data, reviews compliance, and makes decisions based on evidence and long-term stability. A board member's responsibility is to protect the mission, maintain transparency, and ensure that the school operates legally, ethically, and efficiently. The school leader and staff handle instruction, discipline, and daily management. The board focuses on strategy, results, and sustainability.

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.	I have not previously served on a board, but I believe my background prepares me to be an effective board member. My experience as a Navy officer taught me how to make decisions based on facts, follow established procedures, and stay focused on mission objectives. In public education, I spent many years teaching 6–12 math and science, which required analyzing data, identifying gaps, and adjusting instruction to improve student outcomes. Both roles demanded discipline, accountability, and clear communication—skills that translate directly to board governance. I understand how to evaluate information objectively, ask the right questions, and hold systems to high standards. Even without prior board service, I am confident that my analytical approach, operational mindset, and commitment to students will allow me to contribute effectively to the board's work.
Describe the specific knowledge and experience that you would bring to the board.	I bring strong experience in instructional practice and leadership. As a long-time math and science teacher, I'm skilled at analyzing data, identifying gaps, and evaluating whether instructional strategies are producing results. I also have experience leading teams, setting clear expectations, and maintaining consistent systems. These strengths allow me to approach board work with a focus on evidence, accountability, and long-term stability.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	My understanding is that the school's mission is to provide a structured, supportive environment where students can build resilience, develop strong academic skills, and prepare for life after graduation. The guiding beliefs focus on meeting students where they are, using data to drive instruction, and maintaining a culture built on consistency, accountability, and respect. The goal is to ensure that every student—especially those who have struggled in traditional settings—has a clear path toward success.
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What is your understanding of the school's proposed educational program?	The school's educational program combines project-based learning, blended instruction, and small class sizes to create a more personalized and efficient learning environment. The model uses data from tools like formative and summative assessments to identify gaps and adjust instruction quickly. Daily advisory, trauma-informed practices, and restorative approaches are built into the structure to support students academically and behaviorally. The program is designed to keep students engaged, reduce learning loss, and ensure steady academic growth.
What do you believe to be the characteristics of a successful school?	A successful school has three core elements: strong instruction, a safe and orderly environment, and consistent systems. Students should show measurable academic growth, attend regularly, and demonstrate positive behavior. Teachers should have the support, training, and resources they need to do their jobs well. Families should understand what the school expects and see clear evidence that students are progressing. When these components are in place, the school can operate efficiently and produce reliable results.
How will you know that the school is succeeding (or not) in its mission?	I will look at measurable indicators: academic growth, attendance, discipline data, and student engagement. If students are improving on assessments, attending consistently, and staying in class due to effective restorative practices, the mission is being met. I will also look at staff retention and family satisfaction. If any of these areas show negative trends, it would indicate that adjustments are needed.

Governance

Describe the role that the board will play in the school's operation.	The board's role is governance, not management. We set policy, approve the budget, monitor academic and financial performance, and hold the school leader accountable. We review data, ensure compliance with state requirements, and make decisions that protect the long-term stability of the school. The board provides oversight and direction, while the school leader handles daily operations.
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How will you know if the school is successful at the end of the first year of operation?	At the end of year one, I will look for stable enrollment, strong attendance, and measurable academic growth on 3end of year assessments. I will also review monthly financial reports to confirm the school stayed within budget, maintained accurate records, and met all financial obligations. A clean audit, responsible spending, and positive staff retention would indicate a strong first year.
How will you know at the end of five years if the school is successful?	After five years, success should be visible in several areas: • Student Achievement: High proficiency rates, strong growth data, and a graduation rate that reflects consistent student progress. • Financial Stability: Balanced budgets, clean audits, healthy reserves, and responsible management of grants and operational funds. • Staffing: Competitive pay and benefits, strong retention, and a stable workforce. • Enrollment: Reaching full capacity with steady demand and a waitlist. If these indicators are in place, the school is functioning effectively and fulfilling its mission.
What specific steps will the charter school board need to take to ensure that the school is successful?	The board must: 1. Establish clear policies and expectations. 2. Monitor academic data, financial reports, and school culture indicators. 3. Ensure the school leader has the resources and support needed to execute the plan. 4. Maintain strict financial oversight, including reviewing budgets, grants, and monthly actuals. 5. Hold the school accountable to measurable goals and adjust strategy when data indicates a problem. Consistent oversight and adherence to policy are essential for long-term success.

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?

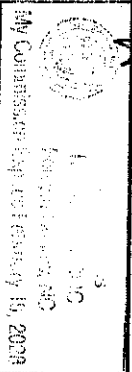
If I believed a board member was acting unethically or against the best interests of the school, I would address it through a clear, structured process. My first step would be to document the concern factually—what happened, when it happened, and which policy or ethical standard it may violate. From there, I would bring the issue to the Board Chair for review.

If the concern involved the Chair, or if the issue required broader attention, I would request that it be addressed in a closed session according to our bylaws. The goal would be to evaluate the situation objectively, follow established procedures, and ensure that decisions are based on evidence rather than assumptions or personal conflict.

If necessary, I would support involving legal counsel or the charter authorizer to ensure compliance with state law and board policy. My priority would be maintaining integrity, protecting the school's mission, and ensuring that the board operates with the level of professionalism and accountability expected of a public institution.

Certification

I, Christina Allen Miller Rose, 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 Lovisa Academy Charter School is true and correct in every respect.



Board Member's Signature

Signature

Date

17 Mar 2026

*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	
	Lovira Academy

Board Member's Information

Board Members	
	Full name: April Bentley
	Home Address: 5084 Baux Mountain Rd Winston Salem, NC 27105
	Business Name & Address: April Bentley Photography (Owner) 5084 Baux Mountain Rd Winston Salem, NC 27105
	Telephone No.: 336-749-2033

	E-mail address: <u>aprilbentleyphoto@gmail.com</u>
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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: ☒ Yes: ☐
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Educational History	Associate degree in Applied Science Major: Entrepreneurship Forsyth Technical Community College 2022-2025 Photography DSLR 1, 2, 3 Forsyth Technical Community College 2013-2014 -Entrepreneurship- Small Business Management Forsyth Technical Community College 2024-2025
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Employment History	I bring over twenty years of experience in project coordination, client management, and technical operations across nonprofit service, small-business ownership, and computer systems support. Through my work with Capturing Hopes Photography, I coordinate monthly NICU family events, manage logistics with hospital partners, and lead support staff to ensure meaningful, compassionate experiences for families. As the owner of April Bentley Photography, I have successfully managed a long-standing photography business, coordinating more than 100 sessions and multiple weddings each year. I handle scheduling, contracts, finances, and client communication while delivering
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	high-quality edited work. This role has strengthened my organization, customer service, and operational management skills. Earlier in my career, I worked as a Computer Operator for E.G. Forrest Co., where I maintained and repaired computer systems, processed invoices, managed AS400 operations, and collaborated with logistics to ensure accurate and timely order fulfillment. Across all of my roles, I have demonstrated reliability, attention to detail, strong communication, and the ability to manage complex tasks—skills that translate well to supporting a charter school through thoughtful, organized board service.
How were you recruited to join this Board of Directors?	I was recruited to the board by a close colleague who was familiar with my professional background and believed my experience would be an asset to the school. Through my work managing a long-standing photography business and coordinating complex projects and events, I have developed strong organizational, communication, and operational skills. My colleague recognized that these strengths—along with my reliability, attention to detail, and commitment to serving families—would contribute positively to the governance and oversight responsibilities of a charter school board. After learning more about the mission and vision of the school, I was honored to accept the opportunity to serve.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board because I believe in the mission of providing students with a supportive, personalized, and empowering learning environment. Throughout my career, I've worked closely with families, managed complex projects, and built strong community relationships. I know how important it is for young people to feel seen, supported, and given opportunities to grow. My experience running a small business and coordinating large-scale events has taught me the value of organization, communication, and follow-through—skills that translate directly into effective board service. I want to use those strengths to support a school that is committed to helping students overcome challenges, discover their potential, and build confidence in their future.

	Serving on the board is an opportunity for me to give back to my community and help ensure that students have access to a school that truly believes in their ability to succeed.
What is your understanding of the appropriate role of a public charter school board member?	My understanding is that a charter school board member focuses on governance—setting policy, ensuring accountability, and protecting the mission—while leaving daily operations to the school leader. I don't have a lot of prior board experience, but through my own research and our board meetings, I've learned how important it is to review data, maintain transparency, and make decisions that are always in the best interest of students. My role is to provide oversight, support the school leader, and help ensure the school remains financially stable, mission-aligned, and compliant with all requirements.
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.	I have not previously served on a governing board, but I believe my professional and volunteer experiences have prepared me to be an effective charter school board member. Through my work with Capturing Hopes Photography, I have coordinated monthly NICU events, managed volunteers, and worked closely with families and hospital staff. This experience strengthened my organization, communication, and ability to manage sensitive, high-stakes situations with care. As the owner of a long-standing photography business, I have managed scheduling, contracts, finances, and client relationships for more than a hundred clients each year. Running my own business has taught me how to stay organized, follow regulations, solve problems quickly, and maintain a high level of professionalism—all skills that translate well to board governance. Even without prior board service, I am confident in my ability to contribute meaningfully. I am committed to learning, asking thoughtful questions, and making decisions that support the school's mission and long-term success.

Describe the specific knowledge and experience that you would bring to the board.	I bring strong organizational and people-focused experience to the board through my volunteer work with Capturing Hopes Photography and my years as a small-business owner. I've coordinated events, managed volunteers, handled scheduling and finances, and supported families in sensitive situations. I also care deeply about my community and want to help ensure that all students receive an equitable and supportive educational experience. These strengths allow me to contribute thoughtfully and reliably to the board's work.
School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	My understanding is that the school's mission is to empower students to believe in themselves, overcome challenges, and take ownership of their learning. The guiding beliefs emphasize resilience, confidence, innovation, and purpose—helping students see that no dream is too distant when they have the right support. I understand that the school is committed to creating a safe, inclusive, and equitable environment where every student can grow academically, socially, and emotionally. To me, the mission is about helping students become strong, capable leaders who are prepared for an ever-changing world.
What is your understanding of the school's proposed educational program?	My understanding is that the school's educational program is designed to give students a more personalized and supportive learning experience than they might receive in a traditional setting. The model focuses on project-based learning, strong relationships through daily advisory, and a trauma-informed approach that helps students build resilience and confidence. I also understand that the program uses data to guide instruction, offers hands-on learning opportunities, and provides extra support for students who need it through the Resilience Program. Overall, the goal is to help every student grow academically, socially, and emotionally while discovering their strengths and purpose.

What do you believe to be the characteristics of a successful school?	I believe a successful school is one where students feel safe, supported, and motivated to learn. Strong relationships, clear expectations, and a positive school culture make a big difference in how students show up every day. A successful school also uses data to understand student needs, provide the right supports, and celebrate growth. Families feel welcomed and informed, teachers feel supported, and students have access to an equitable education that helps them build confidence and see their own potential. When students are growing academically, socially, and emotionally, the school is doing its job well.
How will you know that the school is succeeding (or not) in its mission?	I will know the school is succeeding when students feel safe, supported, and confident in their learning. If students are showing growth, staying engaged, and participating fully in the school's programs, that tells me the mission is working. I would also look at data like attendance, academic progress, and behavior trends to see whether students are gaining resilience and taking ownership of their learning. Strong family relationships, a positive school culture, and teachers who feel supported are also signs of success. If these areas begin to decline or students are not growing academically or socially, that would signal the school is not fully meeting its mission and needs to make adjustments.

Governance

Describe the role that the board will play in the school's operation.	My understanding is that the board's role is to provide governance and oversight, not to run the day-to-day operations of the school. The board sets policy, ensures financial and legal compliance, monitors academic results, and supports the school leader by holding them accountable for the school's performance. Through my research and participation in our board meetings, I've learned how important it is for the board to stay focused on the mission, review data, and make decisions that are in the best interest of students. Our job is to guide the school at a high level while allowing the school leader and staff to manage daily operations effectively.
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How will you know if the school is successful at the end of the first year of operation?	I will know the school is successful at the end of the first year if students are showing growth, staying engaged, and feeling supported in their learning. Strong attendance, positive school culture, and clear academic progress will tell me the mission is taking root. I would also look for signs that students are building confidence, forming strong relationships with staff, and participating fully in advisory, project-based learning, and the Resilience Program. If families feel connected, teachers feel supported, and students are demonstrating growth both academically and socially, then the school is on the right track. If these indicators are not present, it would signal the need for adjustments moving into year two.
How will you know at the end of five years if the school is successful?	I will know the school is successful after five years if students are consistently growing academically and meeting or exceeding the school's goals for achievement. Strong attendance, positive school culture, and steady academic progress will show that the mission is working. I would also expect to see a solid graduation rate and clear evidence that students are leaving the school prepared for their next steps—whether that's college, career training, or entering the workforce. When students are confident, resilient, and achieving their post-secondary goals, and when families and teachers feel supported, the school is truly living its mission.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure the school is successful, the board must stay focused on strong governance and the mission. That includes setting clear policies, monitoring academic and financial data, and holding the school leader accountable for results. Through my research and our board meetings, I've learned how important it is for the board to regularly review student achievement, attendance, culture data, and budget reports so we can make informed decisions. The board also has to pay attention to the barriers that impact whether students can fully access the school—especially transportation challenges and other obstacles that affect attendance and engagement. Making sure the school has reliable transportation plans and support systems in place is essential to student success. Another key responsibility is ensuring the school is visible and trusted in the community. That means supporting strong marketing and outreach efforts so families understand the school's mission, programs, and

	opportunities. Clear communication and community presence help build enrollment stability and long-term sustainability. By staying mission-focused, data-driven, and attentive to both access barriers and community engagement—while still allowing the school leader to manage daily operations—the board helps create the conditions for lasting success.
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 believed a board member was acting unethically or not in the best interest of the school, I would address it through the proper governance process. My first step would be to bring the concern to the Board Chair privately and share the facts as clearly as possible. If the concern involved the Chair or wasn't resolved, I would request that the issue be reviewed by the full board in a closed session, following our policies and code of ethics. Through my research and participation in our board meetings, I've learned how important it is to rely on documented procedures, maintain confidentiality, and keep the focus on the school's mission—not personal opinions. If needed, I would support involving legal counsel or the authorizer to ensure the situation is handled appropriately. My priority would always be protecting students, maintaining public trust, and ensuring the board operates ethically and responsibly.

I, Meredith Dallas Beatty, 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 Louisa Academy Charter School is true and correct in every respect.



Lincoln Oaks
NOTARY PUBLIC

Board Member's Signature

Signature <u>Meredith Dallas Beatty</u>	Date <u>03-15-26</u>
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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.*

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	
Lovira Academy	

Board Member's Information

Board Members	
Full name: Cindi Ramirez	
Home Address: 1030 Hill Rd King, NC 27021	
Business Name & Address: WSFCS 475 Corporate Square Blvd Winston Salem, NC 27105	
Telephone No.: 336-406-0663	

E-mail address: cdramirez@loviraacademy.org

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

I hold a Master of School Administration (M.S.A.) in Educational Leadership from Gardner-Webb University, which strengthened my skills in school leadership, organizational management, and instructional oversight. I also earned a Master of Arts in Education with a minor in Culturally Responsive Education from Ashford University, grounding my work in equity-centered practice and responsive instructional design. In addition, I completed 18 post-graduate credit hours in Special Education at the University of Phoenix, which deepened my understanding of exceptional learners and specialized instructional needs. My foundational degree is a Bachelor of Arts in Psychology from Ashford University, which supports my strong understanding of human behavior, mental health, and student development. Together, my academic background reflects a blend of leadership preparation, culturally responsive practice, special education expertise, and psychological insight that directly informs my work as an educational leader.

Employment History

I have over 25 years of experience across education, mental health, residential services, and community support, with a consistent focus on strengthening systems, supporting vulnerable populations, and improving outcomes for students and families. Most recently, I have served as an Instructional Facilitator, Testing Coordinator, SIT Chair, and Title I Contact with Winston-Salem/Forsyth County Schools, where I lead professional development, ensure full testing and Title I compliance, guide MTSS implementation, and support schoolwide instructional improvement. Prior to this role, I served as an Assistant Principal and Instructional Facilitator for the district's Pathway Promise Program, where I helped design and launch an alternative graduation

	pathway for off-track seniors and oversaw daily operations, enrollment, and academic compliance. My earlier experience includes serving as an MTSS Interventionist, Special Education Teacher, and Administrative Intern across K-12 settings, where I managed diverse caseloads, authored IEPs, led intervention systems, supervised staff, and ensured compliance with IDEA and district policies. Before transitioning fully into education, I spent many years in mental health and residential services. I opened and operated a licensed six-bed group home, authored all operational documents, coordinated inspections and staffing, and ensured full state compliance. I also ran community-based programs for adults with mental illness and substance use disorders, supervised staff, and helped secure and maintain grants that sustained the program for four years and supported its growth. Across all of my roles—educational leadership, residential program development, mental health services, and community advocacy—I have consistently built systems, strengthened teams, and supported individuals with complex needs. These experiences have shaped me into a strategic, compassionate, and operationally strong leader committed to equity, stability, and meaningful outcomes.
How were you recruited to join this Board of Directors?	I wasn't "recruited" in the traditional sense—I built this board with intention. As the founder, I reached out to people whose values, expertise, and integrity aligned with the mission of Lovira Academy. I knew that opening a school requires a board that is both mission-driven and disciplined, so I sought individuals who could bring diverse strengths to the table: instructional expertise, operational experience, financial oversight, and a deep commitment to students and families. My role was to identify people who not only understood the vision but were willing to help build the systems, structures, and accountability needed to make it real. In that sense, I joined the board by creating it—shaping a team that reflects the heart of the school and the community we serve.

Why do you wish to serve on the board of the proposed charter school?	I want to serve on the board because this school is the work of my heart and my life's calling. I have spent years in public education—teaching, leading, coaching, and advocating—and I have seen firsthand how many students need a school that is structured differently, one that understands their lived experiences and responds with both high expectations and deep support. Lovira Academy was created to meet that need. Serving on the board allows me to protect the integrity of the mission, ensure that our decisions remain student-centered, and build the systems that will sustain the school long after the doors open. I believe in transparent governance, responsible stewardship, and a culture where every child is known, supported, and challenged. I am committed to this work because I know what is possible when a school is built with intention, equity, and community at its core. Serving on the board is my way of ensuring that Lovira Academy stays aligned with its purpose and delivers on the promise we are making to families.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member's role is to provide strong governance, not day-to-day management. Board members are responsible for protecting the mission, ensuring financial stability, and holding the school leader accountable for results. Their work is strategic and oversight-driven: setting policy, approving the budget, monitoring academic and operational data, and ensuring the school remains compliant, ethical, and aligned with its purpose. Board members help create the conditions for the school to thrive by asking thoughtful questions, reviewing evidence, and making decisions that put students first. They support the school leader without overstepping into operations, and they maintain transparency and integrity in every action. Ultimately, their role is to safeguard the long-term health of the school so that students, families, and staff can succeed.
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.	I currently serve on the Board of Directors for Bright Beginnings, a nonprofit organization focused on supporting families and advancing equity in education. In that role, I help guide program development, review policies, and ensure the organization remains aligned with its

	mission. This experience has strengthened my understanding of governance, accountability, and the importance of transparent decision-making. Beyond my board service, my career in public education has prepared me well for charter school governance. I have served as a teacher, instructional facilitator, testing coordinator, MTSS lead, and school administrator. These roles required me to understand compliance, budgeting, data analysis, and the operational systems that keep a school running effectively. I have led teams, supported staff, and built structures that improve instruction and student outcomes. Together, these experiences—nonprofit board leadership and deep school-level experience—give me a strong foundation for serving as a responsible, mission-driven charter school board member. I understand both the governance perspective and the realities of school operations, which allows me to make informed, student-centered decisions.
Describe the specific knowledge and experience that you would bring to the board.	I bring a broad and deeply practical set of experiences that strengthen my ability to serve on the board. In addition to my work in public education, I have opened and operated a licensed group home, managed a community-based program for adults with mental illness and substance use disorders, and helped secure the grants that sustained the program for four years and supported its growth to twice its original size. These roles required strong operational leadership, compliance oversight, budgeting, staff supervision, and the ability to build systems that protect vulnerable populations. Within schools, my experience spans classroom teaching, special education, instructional coaching, testing coordination, MTSS leadership, and school administration, giving me a comprehensive understanding of how academic, behavioral, and operational systems work together. My service on the Bright Beginnings board has further strengthened my governance skills and understanding of nonprofit stewardship. Together, these experiences allow me to contribute strategic insight, operational knowledge, and a strong commitment to equity and community-centered decision-making.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

My understanding of our mission is deeply personal because I helped shape it. Lovira Academy exists to provide a safe, structured, and relationship-centered learning environment where students can rebuild confidence, close academic gaps, and experience consistent, meaningful growth. Our mission is grounded in the belief that every child deserves a school that sees their potential clearly and builds the systems to help them reach it.

Our guiding beliefs center on equity, belonging, and purposeful instruction. We believe students thrive when expectations are high, support is intentional, and adults operate with both consistency and compassion. We believe in data-informed decision-making, restorative practices, and learning environments that honor students' lived experiences. Most importantly, we believe that when a school is built with clarity, care, and community at its core, students who have struggled elsewhere can finally experience success.

What is your understanding of the school's proposed educational program?

My understanding of our educational program is rooted in the belief that students learn best when instruction is purposeful, relationships are strong, and systems are consistent. The program is designed to meet students where they are academically and emotionally, then move them forward through structured support, high expectations, and responsive teaching.

Our model uses small class sizes, data-driven instruction, and targeted interventions to close gaps efficiently. Assessment tools, formative assessments, and progress monitoring help us identify needs early and adjust instruction quickly. We integrate trauma-informed practices, restorative approaches, and daily advisory to ensure students feel safe, connected, and supported.

The program is intentionally designed to be both rigorous and accessible. It blends direct instruction, hands-on learning, and opportunities for students to apply skills in meaningful ways. Every component—academic, behavioral, and relational—works together to create a school environment where students can rebuild confidence,

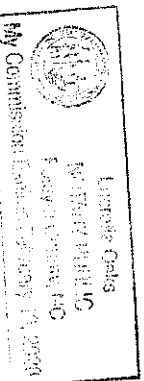
	experience success, and develop the habits that lead to long-term growth.
What do you believe to be the characteristics of a successful school?	A successful school is one where students feel safe, seen, and supported—and where adults operate with clarity, consistency, and purpose. At its core, a strong school has a culture built on relationships, high expectations, and a shared belief that every student can grow. Academically, a successful school uses data well. Teachers understand where students are, what they need, and how to adjust instruction to close gaps. Systems for intervention, progress monitoring, and feedback are clear and consistently applied. Operationally, a successful school runs smoothly because structures are predictable, communication is transparent, and decisions are grounded in the mission. Families feel welcomed and informed, and staff feel supported and equipped to do their best work. Most importantly, a successful school creates an environment where students experience meaningful progress—academically, socially, and emotionally—and where the entire community works together to ensure that growth continues year after year.
How will you know that the school is succeeding (or not) in its mission?	I will know the school is succeeding when students are showing meaningful academic growth, attending consistently, and demonstrating stronger confidence and engagement in their learning. Our mission is centered on closing gaps, rebuilding belief, and creating a safe, structured environment where students can thrive, so our indicators must reflect that. Success will be evident through steady academic progress measured by classroom performance and ongoing progress-monitoring, improved attendance patterns, positive behavior trends, and strong relationships reflected in feedback from students, families, and staff. We will also see success when our systems are implemented consistently and functioning as designed. If these indicators are not moving in the right direction—if growth is stagnant, attendance is unstable, or our structures are not being followed—then we are not fulfilling our mission, and the board must ensure the school leader has both the support and accountability needed to make timely adjustments.

Governance

Describe the role that the board will play in the school's operation.	My understanding is that the board's role is to provide governance, oversight, and strategic direction—not to manage the day-to-day operations of the school. The board sets the vision, approves policy, monitors academic and operational performance, ensures financial stability, and holds the school leader accountable for results. In turn, the school leader is responsible for implementing the mission, managing staff, running the daily operations, and executing the strategic plan. A healthy board–leader relationship is built on trust, clarity, and open communication. The board supports the leader, asks the right questions, and ensures the school remains mission-aligned, while the leader has the autonomy and authority to run the school effectively. When both roles are respected and clearly defined, the school can operate with stability, integrity, and long-term success. I will be the school leader and I will work to support my school's board.
How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, I will know the school is successful if students are showing steady academic progress, if our attendance patterns are strong, and if our school culture reflects safety, consistency, and belonging. A successful first year means our systems are functioning the way they were designed—classroom routines are predictable, interventions are happening consistently, communication with families is strong, and staff feel supported and equipped. I will also look for evidence that students are more confident, more engaged, and more connected to school than when they arrived. If families trust us, if teachers feel proud of the work they are doing, and if students are growing academically and socially, then we will have laid a strong foundation for long-term success.

How will you know at the end of five years if the school is successful?	At the five-year mark, I will know the school is successful if we have a strong, stable culture where students are consistently growing, families trust us, and staff choose to stay because they feel supported and valued. A successful five-year outcome means our academic program is producing sustained growth for students who entered with gaps, and our systems—academic, behavioral, operational, and relational—are functioning with clarity and consistency. We should also be meeting our enrollment targets each year and maintaining a healthy waitlist, which shows that families believe in the work we are doing. For our older students, success includes a high graduation rate and clear evidence that they are prepared for their next steps—whether that is college, career training, or entering the workforce. When students leave Lovira Academy confident, capable, and ready to begin achieving their post-secondary goals, and when the school is financially healthy, compliant, and well-managed, then we will know the mission is truly being fulfilled.
What specific steps will the charter school board need to take to ensure that the school is successful?	Prior to opening, the board must establish strong governance systems, ensure financial stability, and create the conditions for a smooth and successful launch. This includes approving clear policies, adopting a transparent budget, and ensuring that all compliance requirements with the state, authorizer, and federal programs are fully met. The board must also secure a viable facility, oversee the completion of all renovations or safety requirements, and ensure that the school leader has the resources and support needed to hire high-quality staff. Enrollment is another critical priority; the board must monitor recruitment efforts closely to ensure the school meets its enrollment targets and enters year one on solid financial footing. Additionally, the board must adopt academic, operational, and financial performance metrics so that expectations are clear before students arrive. Finally, the board must build strong communication systems with families, establish a culture of transparency and trust, and ensure that all foundational structures—policies, procedures, staffing, training, and community engagement—are firmly in place so the school can open with stability, clarity, and confidence.
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 believed that one or more board members were acting unethically or not in the best interests of the school, I would address the situation through the proper governance channels with clarity, professionalism, and a focus on protecting the mission. My first step would be to document the specific concerns and bring them privately to the Board Chair, sharing the facts without assumptions or emotion. If the concern involved the Chair or was not resolved appropriately, I would request that the issue be addressed in a

closed session of the full board, following our bylaws, conflict-of-interest policies, and code of ethics. Throughout the process, I would maintain confidentiality and ensure that the focus remains on students, compliance, and the long-term health of the school—not personalities or politics. If necessary, I would support involving legal counsel or the authorizer to ensure the matter is handled correctly and transparently. Ultimately, my responsibility is to uphold the mission, protect public trust, and ensure that the board operates with integrity, accountability, and a clear commitment to the best interests of students and families.



Certification

I, Leanne Davisland, K.M. #2, 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 Levine Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature

Leanne Davisland

Date

3-14-20

**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	
	Lovira Academy

Board Member's Information

Board Members	
	Full name: Courtney Monty
	Home Address: 211 Mountain View Ct. King NC 27021
	Business Name & Address: EverDriven 5680 Greenwood Plaza Blvd Suite 550S, Greenwood Village, CO 80111
	Telephone No.: 336-618-0123

E-mail address: montycourtney1@gmail.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

HS Diploma

Employment History

I have over 15 years of experience working in child care, where I supported young children and built strong relationships with families. I also spent five years managing a local convenience store, which helped me develop strong skills in customer service, communication, and daily operations. For the past two years, I have worked in school transportation through an independent contractor, giving me firsthand experience supporting students with special needs and at-risk youth. I have also volunteered as a mentor, which strengthened my commitment to helping young people feel supported and understood. In addition to my work experience, I have raised a child with severe disabilities and helped him become an independent member of society, which has given me a deep understanding of the challenges families face and the importance of strong support systems.

How were you recruited to join this Board of Directors?	I was first introduced to the idea of joining the board through a close friend who was working to start the charter school. At the beginning, I was simply offering support because I believed in what she was trying to do. But the more I learned about the mission and the vision for the school, the more I felt connected to it. I've spent years working with special education students and at-risk youth, and I've seen how much they need a school that truly understands them. Over time, I realized I didn't just want to help from the sidelines—I wanted to be part of building something that could change students' lives. That's what led me to join the Board of Directors.
Why do you wish to serve on the board of the proposed charter school?	I want to serve on the board because I care deeply about the students in this community, especially those who often feel overlooked. Through my work with special education and at-risk youth, I've seen how much they need a school that understands their challenges and supports them fully. Once I learned more about the mission of this charter school, I knew I wanted to be part of it. I want to help create a place where students feel safe, supported, and able to succeed.
What is your understanding of the appropriate role of a public charter school board member?	My understanding is that a public charter school board member is responsible for providing oversight and guidance. From my experience working with students and families, I also know how important it is for board members to stay focused on the mission and make decisions that truly support students. A board member should look at data, ask questions, and make sure the school is removing barriers—like transportation or access to support services—that can keep students from learning. Overall, the role is to protect the mission, support the school leader, and make sure the school is doing what it promised to do for students and families.
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.	I have not previously served on a school board, but my experience working closely with special education students and at risk youth has given me a strong understanding of what many students truly need to be successful. Through my work as a driver and mentor, I've supported students who face significant challenges, built trusting relationships with families, and learned how important consistency, compassion, and structure are for young people.

	I also have deep ties to the community and a strong desire to change the way students experience education. I've seen firsthand the barriers that keep students from thriving, and I want to be part of a school that removes those barriers and gives every child a fair chance. Even without formal board experience, I bring commitment, lived experience, and a clear understanding of the students we aim to serve—qualities that I believe will make me an effective and thoughtful board member.
Describe the specific knowledge and experience that you would bring to the board.	I bring firsthand experience working with special education students and at-risk youth, which has given me a clear understanding of the challenges many families face both inside and outside of school. Through my work as a driver and mentor, I've supported students who struggle with behavior, attendance, transportation, and stability. I've learned how important patience, consistency, and strong relationships are for helping students feel safe and capable. I also bring strong community connections and a deep commitment to making sure students have access to an educational experience that truly meets their needs. I've seen how transportation barriers, lack of support, and limited opportunities can hold students back, and I want to help create a school that removes those obstacles. My experience gives me a grounded, real-world perspective on what our students and families need, and I believe that insight will help me contribute meaningfully to the board's work.

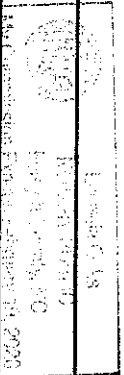
What is your understanding of the school's mission and guiding beliefs?	My understanding is that the school's mission is to create a safe, supportive, and empowering place for students who haven't always felt seen or successful in traditional settings. The guiding beliefs focus on meeting students where they are, building strong relationships, and helping them grow academically, socially, and emotionally. Because I've worked closely with special education students and at-risk youth, I connect deeply with the idea that every student deserves patience, structure, and adults who believe in them. I understand that the school is committed to equity, resilience, and giving students the tools they need to build confidence and see a future for themselves.
What is your understanding of the school's proposed educational program?	My understanding is that the school's educational program is designed to support students who need a more personalized and hands-on approach. The program includes project-based learning, strong advisory relationships, and a trauma-informed model that helps students feel safe and supported. I also understand that the school uses data to guide instruction and provides extra help for students who need it, especially through the Resilience Program. Because I've worked with students who struggle with behavior, attendance, and learning challenges, I appreciate that this program focuses on building trust, confidence, and real-world skills—not just test scores.
What do you believe to be the characteristics of a successful school?	I believe a successful school is one where students feel safe, respected, and supported every day. Strong relationships between staff and students are essential, especially for young people who have faced challenges. A successful school also pays attention to attendance, academic growth, and student well-being, and it makes sure families feel welcomed and included. To me, success means students are showing progress, building confidence, and believing in their own potential. When a school creates an environment where every student feels like they belong and can succeed, that's when it's truly doing its job.
How will you know that the school is succeeding (or not) in its mission?	I will know the school is succeeding when students who used to struggle start showing up, staying engaged, and making progress. I would look at attendance, academic growth, and behavior data, but I would also pay attention to how students talk about school and how they carry themselves. If students feel supported, if families feel connected, and if teachers feel like they have what they need, that tells me the mission is working. If we start to see students falling through the cracks, or if attendance and engagement drop, that would be a sign that we need to make adjustments.

GOVERNANCE

Describe the role that the board will play in the school's operation.	My understanding is that the board provides oversight and guidance—not day-to-day management. The board sets policies, monitors academic and financial data, and holds the school leader accountable for results. Because I've worked with students who face real barriers, I know how important it is for the board to pay attention to things like transportation, attendance, and access to support services. The board's job is to make sure the school stays focused on its mission, follows all laws and policies, and creates an environment where students can succeed.
How will you know if the school is successful at the end of the first year of operation?	At the end of the first year, I will know the school is successful if students are showing growth—academically, socially, and emotionally. I would expect to see improved attendance, stronger relationships between students and staff, and clear progress in the school's academic goals. I would also look for signs that students feel safe and supported, especially those who came in with challenges. If families trust the school, teachers feel supported, and students are more confident than when they started, then the first year has been a success.
How will you know at the end of five years if the school is successful?	After five years, I will know the school is successful if students are consistently meeting academic expectations, graduating on time, and leaving with clear post-secondary plans—whether that's college, career training, or entering the workforce. I would expect to see strong attendance, a positive school culture, and steady academic growth across all student groups. I also believe success means the school has built a strong reputation in the community as a place where students feel supported and families feel welcomed. If students are confident, prepared, and achieving their goals, then the school is truly living its mission.
What specific steps will the charter school board need to take to ensure that the school is successful?	To make sure the school is successful, I believe the board has to stay focused on the mission and make decisions that put students first. Even though I haven't served on a board before, my work with special education students and at-risk youth has shown me how important it is for leaders to pay attention to the real barriers students face every day. For the board, that means reviewing academic data, attendance, behavior

	trends, and financial reports so we understand what's working and what needs to improve. The board also needs to make sure the school is removing barriers that keep students from learning—especially transportation challenges, access to support services, and anything that affects a student's ability to show up and feel safe. I've seen how much these issues matter, and I believe the board has to keep them at the center of its conversations. Another important step is helping the school stay connected to the community. The board should support strong communication, outreach, and marketing so families understand the school's mission and feel welcomed. Building trust in the community helps with enrollment, stability, and long-term success. By staying mission-driven, reviewing data regularly, addressing access barriers, and supporting the school leader without getting involved in daily operations, the board creates the conditions for students to thrive.
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 believed a board member was acting unethically, I would follow the proper process. I would bring the concern to the Board Chair privately and share the facts clearly. If the issue involved the Chair or wasn't resolved, I would request that the full board review the matter in a closed session, following our policies and code of ethics. My priority would always be protecting students, maintaining trust in the school, and making sure the board operates responsibly. I would stay focused on the mission and rely on documented procedures to handle the situation the right way.

I, Loretta Davis Courtney Monty, 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 Louisa Academy Charter School is true and correct in every respect.



Board Member's Signature

Signature

Courtney Monty

Date

3/10/20

*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.

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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	
Lovira Academy	

Board Member's Information

Board Members	
Full name: Courtney Guzman	
Home Address: 3124 Tesh Road, Germanton NC 27019	
Business Name & Address: PEPSICO 4411 Cherry St, Winston Salem, NC 27105	
Telephone No.: 336-782-2928	

E-mail address: Ceuzman314@gmail.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

I earned my Bachelor of Arts in Accounting from the University of Arizona Global Campus in July 2022. My degree provided me with a strong foundation in financial management, auditing, budgeting, and organizational accounting practices. This education, combined with my professional experience, has equipped me with the technical knowledge and analytical skills needed to support strong financial oversight and responsible governance on the charter school board.

Employment History

I have over 15 years of experience in finance, accounting, and customer account management across corporate, hospitality, and educational settings. Most recently, I have served as a Finance Associate Analyst at PepsiCo, where I conduct monthly and weekly audits, manage write-offs, process credits and debits, support SAP users, and ensure accuracy in customer accounts and financial data. Prior to this role, I worked as a Finance Assistant Analyst at PepsiCo, supporting the company's transition to SAP, resolving escalations, rebuilding incorrectly written-off invoices, and creating new financial processes and tracking systems that improved efficiency and accuracy.

Before moving into analyst roles, I served as a Finance Customer Management Coordinator at PepsiCo, where I managed major accounts, resolved pricing discrepancies, monitored aging reports, and strengthened internal processes for account accuracy. My earlier

	experience includes working as an Accounting Clerk at the Marriott in Winston-Salem, where I handled accounts payable, reconciliations, deposits, and month-end balancing. I also worked in data entry and accounting for Chester Adult Education, where I processed payroll, prepared journal entries, managed vendor payments, supported grant reporting, and even served as a substitute teacher. Across all of these roles, I have developed strong skills in auditing, financial accuracy, process improvement, customer account management, and cross-department collaboration—experience that directly supports strong financial oversight and responsible governance on a charter school board.
How were you recruited to join this Board of Directors?	I was first connected to the board when I was asked to assist with the school's tax-exemption paperwork. During that process, I had the opportunity to meet with the board members and learn more about the mission, vision, and purpose behind the school. The more I learned, the more I felt aligned with the work and the impact the school aims to have on students and the community. After those conversations, I knew I wanted to be part of it, and I asked to join the Board of Directors so I could contribute my financial experience and support the school's long-term success.
Why do you wish to serve on the board of the proposed charter school?	I want to serve on the board because I have seen firsthand how many children go unseen in traditional school settings. As a parent, I had to homeschool my own children after they struggled in environments where testing seemed to matter more than connection, support, or understanding. That experience opened my eyes to how many students are overlooked simply because they learn differently or need something beyond what a typical classroom provides. When I learned about Lovira Academy's mission, it immediately resonated with me. This school is committed to doing something different—creating a place where every child is seen, heard, and supported, not just measured by test scores. I believe deeply in a model that values relationships, individualized learning, and a sense of belonging. Serving on the board allows me to use my financial

	background to support a school that aligns with what I wish my own children had: a learning environment where they feel connected, valued, and capable of success. I want to help build a school that truly puts students first, and that is why I am committed to serving on this board.
What is your understanding of the appropriate role of a public charter school board member?	I see the role of a charter school board member as providing steady guidance and responsible oversight while allowing the school's leadership to manage daily operations. My job is to help set the direction of the school through clear policies, thoughtful decision-making, and careful monitoring of both academic and financial performance. I believe it's important to stay grounded in the mission, review information with care, and make choices that support students and families. To me, serving on the board also means leading with honesty, respect, and transparency. It requires trusting the school leader to do their work, offering support when needed, and stepping back when something falls outside the board's responsibilities. Ultimately, the board's purpose is to protect the school's long-term health and ensure it remains a place where every student feels valued and has the opportunity to grow.
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.	I have not previously served on a board, but I believe my background and strengths will allow me to be an effective and dependable board member. Throughout my career in finance and accounting, I've learned how important accuracy, transparency, and responsible decision-making are to the health of any organization. I bring years of experience reviewing financial data, improving processes, and supporting teams through complex transitions, and I know how to approach problems with patience, clarity, and professionalism. I also care deeply about the mission of this school. As a parent who has had to advocate for my own children, I understand how much it matters for a school to truly see and support every student. That personal experience, combined with my financial skill set, motivates me to contribute in a meaningful way.

	Even without prior board service, I am committed to learning, asking thoughtful questions, and doing the work needed to help the school stay strong, stable, and focused on what is best for students and families.
Describe the specific knowledge and experience that you would bring to the board.	I bring a strong background in finance, accounting, and auditing that I believe will be valuable to the board. In my roles at PepsiCo, I have managed complex financial processes, performed detailed audits, handled credits and debits, supported large-scale system transitions, and created new procedures to improve accuracy and efficiency. I work with SAP, Oracle, QuickBooks, and other financial systems daily, and I am comfortable reviewing data, identifying discrepancies, and ensuring that financial information is reliable and well-documented. Earlier in my career, I also worked in school finance at Chester Adult Education, where I processed payroll, prepared journal entries, managed vendor payments, supported grant reporting, and maintained accurate financial records for multiple accounts. That experience gave me a clear understanding of how important transparency and accountability are in an educational setting. Across all of my roles, I've learned how to approach financial oversight with care, consistency, and integrity. I am detail-oriented, patient, and committed to doing things the right way. I believe these strengths—combined with my experience in both corporate finance and school-based accounting—will help me contribute meaningfully to the board's responsibility to ensure the school remains financially healthy, compliant, and focused on serving students well.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	My understanding is that Lovira Academy's mission is to make sure every student is truly seen, supported, and prepared for life—not just measured by test scores. The school believes that all students, especially those who have struggled in traditional settings, deserve a learning environment that builds resilience, confidence, and a sense of purpose. Our guiding beliefs center on meeting students where they are, using
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	trauma-informed practices, restorative approaches, and personalized learning so every child has a real chance to grow. I understand that Lovira Academy is committed to creating a place where students feel connected to their learning, supported by strong relationships, and encouraged to take ownership of their goals. The school's focus on deeper learning, project-based instruction, and social-emotional development shows a belief that education should prepare students for the real world—not just the classroom. To me, the mission is about helping students rise from challenges, discover their strengths, and leave with the skills and confidence to succeed in whatever path they choose.
What is your understanding of the school's proposed educational program?	My understanding is that Lovira Academy's educational program is designed to give students a more personalized, supportive, and hands-on learning experience than what they typically receive in traditional schools. The program blends project-based learning, blended learning, and small-group instruction so students can work at their own pace, build real-world skills, and stay engaged in meaningful work. With small class sizes and flexible learning spaces, teachers are able to truly meet students where they are and help them grow academically and personally. I also understand that the school places a strong emphasis on relationships and social-emotional support. Every student has a daily advisory check-in, and the school uses trauma-informed and restorative practices to help students stay connected to learning, even when they face challenges. The Resilience Program ensures that students who need more intensive support can continue making academic progress instead of being pushed out or left behind. Overall, I see the educational program as one that values the whole child—focusing on resilience, confidence, and purpose just as much as academics. It is built to help students who may have struggled elsewhere feel seen, supported, and capable of success, both in school and in their future paths.

What do you believe to be the characteristics of a successful school?	I believe a successful school is one where students feel safe, supported, and genuinely connected to the people around them. When students know they are seen and valued, they are more willing to engage, take risks, and grow. A successful school also builds strong relationships with families and creates an environment where communication is open, respectful, and consistent. Academically, I think success shows up when students are making steady progress, not just on tests, but in their confidence, resilience, and ability to manage challenges. A strong school uses data to understand what students need, but it never loses sight of the whole child. Teachers feel supported, the school culture is positive, and students show up because they feel like they belong. To me, a truly successful school is one where every student—especially those who may have struggled elsewhere—can see a path forward and believe in their own potential.
How will you know that the school is succeeding (or not) in its mission?	I will know the school is succeeding when students feel safe, supported, and connected to their learning. If students are showing up, building relationships with their teachers, and making steady academic progress, that tells me the mission is working. I would also look closely at data like attendance, growth on assessments, and how well our restorative practices are helping students stay in class instead of being pushed out. Another sign of success is how our teachers and families feel. If teachers are staying, feeling supported, and able to do their best work, that's a strong indicator of a healthy school. And when families trust the school and feel included in their child's progress, it shows we are living out our values. On the other hand, if students are not growing, if attendance drops, or if we see discipline issues rising instead of improving, that would signal that something in our mission is not being carried out the way it should be. For me, success is when every student—especially those who have struggled elsewhere—feels seen, valued, and capable of reaching their goals.

Governance

Describe the role that the board will play in the school's operation.

My understanding is that the board's role is to provide guidance, oversight, and accountability—not to run the daily operations of the school. As a board member, my responsibility is to help set the policies, approve the budget, and make sure the school is staying true to its mission and serving students well. I believe the board should focus on the big picture: monitoring academic progress, reviewing financial reports, and ensuring that the school leader has the support and resources needed to do their job effectively.

At the same time, it's important for the board to respect boundaries. The school leader and staff are the ones who manage the day-to-day work with students, and the board's job is to trust their expertise while holding them accountable through clear expectations and regular updates. To me, a strong board creates stability, transparency, and consistency so the school can grow in a healthy way.

Overall, I see the board as the steady foundation of the school—protecting its mission, ensuring responsible financial practices, and making thoughtful decisions that keep students at the center of everything we do.

How will you know if the school is successful at the end of the first year of operation?

At the end of the first year, I will know the school is successful if students are showing up, engaging in their learning, and making steady academic progress.

I would also look closely at how our teachers are doing. A positive school culture, strong communication, and high staff retention are all signs that the environment is healthy and that adults feel supported in the work.

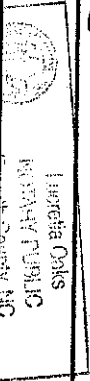
From a financial perspective, I will know we are successful if the school is operating within its budget, maintaining transparency, and staying financially stable throughout the year. Monthly financial reports should show that spending aligns with the approved budget, that we are meeting our obligations on time, and that we have the reserves needed to stay

	secure. Clean audits, accurate reporting, and responsible use of funds are essential indicators that the school is being managed well. Overall, if students are growing, teachers are supported, families feel connected, and our finances are strong and transparent, then I will feel confident that the school is living up to its mission in its very first year.
How will you know at the end of five years if the school is successful?	Five years from now, I will know the school is successful if students are thriving—academically, socially, and emotionally—and if the school is financially strong and stable. For me, success starts with students. By year five, I would expect to see strong academic growth across all grade levels, high proficiency rates, and a graduation rate that shows our students are not only staying with us but finishing well. I would also look for clear evidence that students are leaving prepared for their next steps, whether that's college, a trade program, or entering the workforce with confidence and purpose. Another major indicator of success is enrollment and retention. If we have reached our target of 500 students with a healthy waitlist, that tells me families trust us and believe in the work we are doing. Strong attendance, positive school culture, and low suspension rates—especially with our restorative model—would also show that students feel connected and supported. From a financial standpoint, I will know we are successful if the school is operating on a stable, balanced budget with clean audits and transparent reporting. By year five, we should have a solid financial foundation that includes responsible spending, healthy reserves, and consistent monitoring of actuals versus budget. I would also expect us to have secured ongoing grant funding and built strong community partnerships that help sustain our programs. A successful school also takes care of its staff. By year five, I would want to see competitive pay and benefits, strong staff retention, and a culture where teachers feel supported and valued. When teachers stay, it creates stability for students and strengthens the entire school community.

	Overall, I will know the school is successful if students are growing, graduating, and finding their path; if families trust us; if our finances are strong and responsibly managed; and if our staff feel proud to be part of the work. That combination tells me we are living out our mission and making a real difference in the community.
What specific steps will the charter school board need to take to ensure that the school is successful?	To me, the board's responsibility is to create the conditions for the school to thrive. That means staying focused on strong governance, not day-to-day management. There are several key steps we must take to make sure the school is successful. First, we need to set clear policies and expectations that keep the school aligned with its mission. This includes approving the budget, establishing academic and operational goals, and making sure the school leader has the support and guidance needed to carry out the work. We also need to review academic data regularly—attendance, growth, proficiency, and graduation trends—to ensure students are making meaningful progress. Second, the board must maintain strong financial oversight. That means reviewing monthly financial reports, monitoring actual spending against the approved budget, and ensuring the school remains financially stable. We must also make sure the school is responsibly managing grants, maintaining reserves, and offering competitive pay and benefits so we can attract and retain strong staff. Transparent financial practices and clean audits are essential for long-term trust and sustainability. Third, we need to protect the school's culture by monitoring staff retention, discipline trends, and family engagement. A successful school is one where students feel safe and supported, and where teachers feel valued and want to stay. The board's role is to pay attention to these indicators and make sure the school leader has the resources needed to maintain a healthy environment. Finally, we must communicate openly with the community and hold ourselves accountable. A strong board asks thoughtful questions, stays mission-focused, and makes decisions that put students first.

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?	By staying committed to these steps—clear governance, strong financial oversight, consistent monitoring of academic and cultural health, and transparent communication—we can ensure the school remains stable, mission-driven, and successful for years to come. If I ever believed that a board member was acting unethically or not in the best interest of the school, I would address it carefully, respectfully, and through the proper governance process. My first step would be to bring my concerns to the Board Chair privately and share the facts as clearly as I can. I believe these situations should be handled with discretion, honesty, and a focus on what is best for students and the school. If the concern involved the Chair, or if the issue was not resolved, I would request that the matter be reviewed by the full board in a closed session, following our bylaws, code of ethics, and any legal requirements. Throughout the process, I would rely on documentation, maintain confidentiality, and make sure that decisions are based on evidence—not personal feelings. If needed, I would support involving outside counsel or guidance from the authorizer to ensure the situation is handled appropriately. My priority would always be protecting the mission of the school, maintaining public trust, and ensuring that the board operates with integrity and transparency.
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I, Maretha Oaks, Coastal Guzman, 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 Levia Academy Charter School is true and correct in every respect.



Board Member's Signature

Signature

[Handwritten Signature]

Date

3/14/2020

*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	
	Lovira Academy

Board Member's Information

Board Members	
	Full name: Samantha Berg
	Home Address: 713 DARTY ST, KANNAPOLIS, NC 28081
	Business Name & Address: Rowan-Salisbury School System 500 N Main St. Salisbury, NC 28144
	Telephone No.: 617-571-7420

E-mail address: bergsamanthar@gmail.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

I am licensed in Mathematics (6-9), Elementary Education (K-6), Exceptional Children: General Curriculum (K-12), and School Counseling. I will complete my Doctorate in Exceptional Children Administration and School Administration in May, further strengthening my ability to lead, advocate, and support inclusive, student-centered systems.

I earned my Master of Education in School Counseling from *Salem College* in May 2023, where I deepened my understanding of student mental health, family engagement, and the social-emotional needs that shape learning. Before that, I completed my Bachelor of Arts in Special Education at *High Point University* in May 2019. During my time there, I was actively involved in organizations that shaped my commitment to service, leadership, and advocacy, including:

- Kappa Delta Pi
- Alpha Chi Omega Fraternity
- Student Council for Exceptional Children
- Big Brother, Big Sister
- To Write Love on Her Arms
- Teachers of Tomorrow
- Title IX Committee

Across all of my educational experiences, I've focused on building the knowledge, skills, and perspective needed to support diverse learners and empower families. I believe deeply that when schools, families, and

	communities work together, every child can experience a bright beginning and a successful future.
Employment History	I am an educator, advocate, and nonprofit founder dedicated to ensuring that students with disabilities receive the support, access, and opportunities they deserve. Throughout my career, I've taught at the elementary, middle, and high school levels, served as a counselor intern, and supported students in both inclusion and resource settings across English, math, science, and social studies. Whether I'm writing IEPs, collaborating with teachers, leading small-group instruction, or coaching families through complex processes, my work is rooted in compassion, clarity, and a belief in every child's potential. As an Exceptional Children's Teacher, I've written IEPs, facilitated parent meetings, implemented co-teaching models, and taught Math 1, Math 2, and a wide range of inclusion and resource classes. I differentiate instruction to meet each student's unique needs and help them recognize their own ability to overcome challenges. My earlier experiences—from student teaching placements to counseling internships—strengthened my skills in lesson planning, behavior support, relationship-building, and guiding students through academic and social-emotional growth. I am also the Founder of Bright Beginnings Advocacy & Consulting, a nonprofit I created to empower families navigating IEPs, 504 plans, and special education systems. Inspired by my experience as a sibling to a brother with severe dyslexia, I provide families with IEP and 504 plan reviews, measurable goal development, meeting preparation, advocacy during meetings, compliance monitoring, and guidance on reevaluations and eligibility. My goal is to ensure families feel informed, supported, and confident as they advocate for their children.
How were you recruited to join this Board of Directors?	I was recruited to join the Board because of my extensive background in special education, my experience supporting families through complex IEP and 504 processes, and my leadership in nonprofit advocacy work. The founder reached out to me early in the development of the school to

	share the vision and mission behind it. As soon as I learned what the school aimed to accomplish, I felt an immediate connection to the work. With my experience as an Exceptional Children's teacher, my training in school counseling, and my role as the founder of a nonprofit that supports families of students with disabilities, I knew I could contribute meaningfully to building a school grounded in equity, access, and strong family partnerships. What began as a conversation quickly became an opportunity I was excited to embrace. I joined the Board because I believe deeply in the mission and because I want to help create a school where every student—especially those with unique learning needs—can thrive.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board because I believe deeply in creating a school where every child—especially those with disabilities or unique learning needs—has the opportunity to thrive. Throughout my career, I've seen how powerful it is when students are supported by educators who understand their strengths, honor their challenges, and work collaboratively with families. When I learned about the vision for this charter school, it aligned perfectly with the work I've dedicated my life to: equitable access, strong family partnerships, and high-quality instruction for all learners. My background as an Exceptional Children's teacher, school counseling professional, and nonprofit founder has given me a comprehensive understanding of what students and families need to feel seen, supported, and successful. I've spent years helping families navigate IEPs, 504 plans, and special education systems, and I know how transformative it can be when a school is built on transparency, compassion, and high expectations. Serving on this board allows me to bring my expertise in special education, advocacy, and student support to a mission I truly believe in. I want to help build a school that not only meets compliance standards, but also creates a culture where students feel valued and empowered. I am committed to contributing my knowledge, my lived experience, and my passion for inclusive education to ensure this school becomes a place where every child has the chance to succeed.

What is your understanding of the appropriate role of a public charter school board member?	My understanding is that a public charter school board member is responsible for governance, oversight, and long-term strategic leadership—not day-to-day management of the school. The board's role is to set the mission and vision, ensure the school remains in compliance with state and federal laws, and hold the school leader accountable for academic, financial, and operational performance. As a board member, I believe it is essential to monitor student outcomes, review data thoughtfully, and make decisions that prioritize equity, access, and the overall well-being of students. This includes safeguarding public funds, approving budgets, ensuring transparency, and upholding ethical standards in every aspect of the school's operations. I also understand that board members must respect the boundaries between governance and management. Our responsibility is to create policy, support the school leader, and provide clear expectations—not to interfere with daily instructional or operational decisions. Strong governance means asking the right questions, maintaining accountability, and ensuring the school fulfills the commitments outlined in its charter. Ultimately, the appropriate role of a charter school board member is to provide strategic direction, protect the mission, and ensure that the school delivers high-quality education to all students. I take that responsibility seriously, and I am committed to serving in a way that supports students, families, staff, and the long-term success of the school.
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.	Although I have not previously served on a public charter school board, I bring extensive experience that directly prepares me to be an effective and responsible board member. As the Founder and Board Member of Bright Beginnings Advocacy & Consulting, I have gained meaningful governance experience through leading a nonprofit organization focused on supporting families of students with disabilities. In this role, I oversee program development, ensure compliance with nonprofit standards, manage community partnerships, and guide the organization's mission and long-term direction. This work has

	strengthened my understanding of accountability, ethical decision-making, and the importance of transparent, mission-driven leadership. My professional background as an Exceptional Children's teacher, school counseling professional, and special education advocate also gives me a deep understanding of the students and families this charter school aims to serve. I have written and implemented IEPs, collaborated with multidisciplinary teams, supported families through complex processes, and ensured compliance with state and federal regulations. Through Bright Beginnings, I regularly review IEPs and 504 plans, help families prepare for meetings, advocate alongside them, and monitor school compliance—experiences that translate directly to strong oversight and informed governance. I believe these combined experiences—nonprofit leadership, special education expertise, and years of working directly with students and families—equip me to contribute meaningfully to the board. I am committed to thoughtful governance, data-informed decision-making, and ensuring the school remains aligned with its mission to provide equitable, high-quality education for all students.
Describe the specific knowledge and experience that you would bring to the board.	I bring deep expertise in special education, student support, and family advocacy. As an Exceptional Children's teacher across multiple grade levels, I have extensive experience writing and implementing IEPs, collaborating with multidisciplinary teams, and ensuring compliance with state and federal regulations. As the Founder and Board Member of Bright Beginnings Advocacy & Consulting, I also bring nonprofit leadership experience, including program development, policy interpretation, and supporting families through IEPs, 504 plans, reevaluations, and eligibility processes. My background in school counseling further strengthens my understanding of student mental health and family engagement. Together, these experiences allow me to analyze data, interpret policy, ask thoughtful questions, and make decisions that prioritize equity and

	student success. I bring a mission-driven mindset and a comprehensive understanding of what students and families need to thrive.
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School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

My understanding is that the school's mission is centered on empowering students to believe in themselves, overcome challenges, and take ownership of their learning. The guiding beliefs emphasize resilience, innovation, and purpose—helping students recognize that no challenge is too great and no dream is out of reach when they are supported with high expectations and meaningful relationships.

I see the mission as a commitment to developing confident, capable community leaders who understand their strengths and use them to move intentionally toward their goals. The school's vision of preparing students for an ever-changing world reflects a belief in opportunity, access, and the importance of equipping students with both academic skills and the mindset needed to thrive.

To me, the mission and guiding beliefs affirm that every decision we make should keep students at the center, honor their identities, and create an environment where they feel seen, supported, and empowered to succeed.

What is your understanding of the school's proposed educational program?

My understanding is that the school's proposed educational program is built on a highly personalized, relationship-centered model that blends rigorous academics with meaningful, hands-on learning experiences. The program emphasizes project-based learning, allowing students to explore real-world problems, collaborate with peers, and apply their knowledge in authentic and engaging ways. This approach not only deepens understanding but also helps students build confidence, creativity, and critical-thinking skills.

	I also understand that the school is committed to strong community engagement. Students will have opportunities to connect with local partners, participate in community-based projects, and see how their learning directly impacts the world around them. This connection to the community reinforces relevance, builds purpose, and helps students develop a sense of belonging and responsibility. The educational program is further grounded in trauma-informed practices, flexible learning structures, and targeted academic support. Through small-group instruction, blended learning, and individualized interventions, students receive the support they need to grow at an appropriate pace. The Resilience Program ensures that students remain engaged in learning even during behavioral or emotional challenges, using restorative approaches rather than exclusionary discipline. Overall, I see the proposed educational program as a dynamic, student-centered model that combines project-based learning, hands-on experiences, and deep community partnerships to help students thrive academically, socially, and emotionally.
What do you believe to be the characteristics of a successful school?	A successful school is one where students feel safe, supported, and challenged. It builds strong relationships, maintains high expectations, and uses data to guide instruction. In a successful school, teaching is engaging and relevant, families are valued partners, and students grow academically, socially, and emotionally.
How will you know that the school is succeeding (or not) in its mission?	I will know the school is succeeding when students feel safe, supported, and confident in their learning. If students are showing growth, staying engaged, and participating fully in the school's programs, that tells me the mission is working. I would also look at data like attendance, academic progress, and behavior trends to see whether students are gaining resilience and taking ownership of their learning. Strong family relationships, a positive school culture, and teachers who feel supported are also signs of success. If these areas begin to decline or students are not growing academically or socially, that would signal the school is not fully meeting its mission and needs to make adjustments.

Governance

Describe the role that the board will play in the school's operation.	My understanding is that the board's role is to provide governance, oversight, and long-term strategic direction—not to manage the day-to-day operations of the school. As a board member, I am responsible for setting policy, safeguarding the mission, ensuring financial and legal compliance, and holding the school leader accountable for academic, operational, and organizational performance. I believe the board must stay focused on big-picture decisions: approving budgets, monitoring student outcomes, reviewing data, and ensuring that the school remains aligned with its mission and guiding beliefs. At the same time, it is essential that the board respects the boundaries between governance and management by empowering the school leader and staff to run daily operations. Ultimately, the board's role is to provide high-level leadership, ask thoughtful questions, and ensure that every decision supports students, families, and the long-term success of the school.
How will you know if the school is successful at the end of the first year of operation?	I will know the school is successful after the first year if students are showing growth, attending regularly, and staying engaged in learning. A positive school culture, strong family partnerships, and teachers who feel supported are also key indicators. If students feel safe, connected, and are making academic and social-emotional progress, the school is on the right track. We will also meet our enrollment goals and have a waitlist.
How will you know at the end of five years if the school is successful?	I will know the school is successful after five years if students are consistently growing academically, graduating on time, and meeting their post-secondary goals—whether that's college, career training, or entering the workforce. Strong enrollment numbers, a healthy waitlist, and steady retention of both students and staff will also show that families trust the school. If students are thriving, graduating at high rates, and leaving prepared for their next steps, the school is fulfilling its mission.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure the school is successful, the board must establish strong governance systems from the very beginning. This includes setting clear policies, adopting a transparent budget, and creating measurable

academic and operational goals aligned with the school's mission. The board must regularly review data—student growth, attendance, culture indicators, financial reports, and compliance metrics—to understand whether the school is on track and where adjustments are needed.

Another essential step is maintaining a strong, supportive, and accountable relationship with the school leader. The board must provide clear expectations, conduct regular evaluations, and ensure the leader has the resources and guidance needed to run the school effectively, while also respecting the boundary between governance and daily management.

The board must also prioritize community engagement and communication. This means building trust with families, ensuring transparency in decision-making, and monitoring whether the school is meeting the needs of the students it was designed to serve. Ensuring financial stability, maintaining compliance with state and federal laws, and planning for long-term sustainability are equally critical.

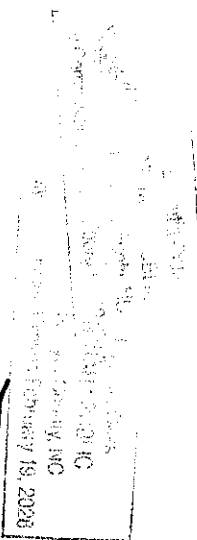
By staying mission-focused, data-driven, and committed to strong oversight—not micromanagement—the board creates the conditions for a thriving school that can grow, adapt, and serve students well for years to come.

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 believed a board member was acting unethically or not in the best interest of the school, my responsibility as Board Chair would be to address the concern promptly, professionally, and through the proper governance process. My first step would be to gather the facts, review our board policies and code of ethics, and ensure I fully understand the situation without making assumptions.

I would then meet privately with the board member to discuss the concern, provide an opportunity for clarification, and remind them of our ethical expectations and legal obligations. If the issue could not be resolved through that conversation, I would bring the matter to the Governance Committee or the full board, depending on policy, and ensure it is handled in a confidential, fair, and documented manner.

If the behavior posed a significant risk to the school—financially, legally, or reputationally—I would support involving legal counsel or the authorizer to ensure the board responds appropriately. Throughout the process, my priority would be protecting students, maintaining public trust, and upholding the integrity of the board. As Chair, it is essential that I model ethical leadership, follow established procedures, and ensure that every decision aligns with the school's mission and the best interests of the community we serve.



Certification

I, L. Mirestan Davis Samuels, 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 Lovna Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature

L. Mirestan Davis Samuels

Date 3/14/20

**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	
Lovira Academy	

Board Member's Information

Board Members				
<table border="1"> <tr> <td>Full name: Micheal Henhorn</td> </tr> <tr> <td>Home Address: 655 WIdaustin Dr, Winston-Salem, NC 27127</td> </tr> <tr> <td>Business Name & Address: Winston Salem/Forsyth County Schools 475 Corporate Square Drive, Winston-Salem, NC 27105</td> </tr> <tr> <td>Telephone No.: 3367760404</td> </tr> </table>	Full name: Micheal Henhorn	Home Address: 655 WIdaustin Dr, Winston-Salem, NC 27127	Business Name & Address: Winston Salem/Forsyth County Schools 475 Corporate Square Drive, Winston-Salem, NC 27105	Telephone No.: 3367760404
Full name: Micheal Henhorn				
Home Address: 655 WIdaustin Dr, Winston-Salem, NC 27127				
Business Name & Address: Winston Salem/Forsyth County Schools 475 Corporate Square Drive, Winston-Salem, NC 27105				
Telephone No.: 3367760404				

E-mail address: mhenthho@gmail.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

M.Ed.—Divergent Learning, Columbia College, SC, 2001 (Summa cum Laude)

BA—English and Social Sciences, West Liberty University, WV, 1998 (Magna cum Laude)

Graduate Certificate in Multicultural and Transnational Literature, East Carolina University, NC
2008

Principal Certification—Lamar University, Lamar, TX, 2013

Employment History

In my current role as an English Multi-Classroom Leader, I support teachers through coaching cycles, co-teaching, modeling lessons, leading small-group instruction, and facilitating data-driven PLT conversations. I've always been committed to strengthening instructional practice, and my previous work as an Instructional Coach at Oak Grove Middle and High Schools allowed me to lead professional development, guide PLCs, coach National Board candidates, and manage school improvement processes such as NCSTAR. I also served as Acting Administrator when needed, and participated in the ISTE Coaching Cohort to deepen my expertise in technology-enhanced learning.

My leadership experience extends beyond the school year. I've coordinated multiple Summer Bridge and Career Accelerator programs, where I hired staff, ensured instructional fidelity, managed

	transportation, and reinforced consistent expectations for students. Nationally, I spent nearly a decade as a Scoring Supervisor and Trainer for the National Board for Professional Teaching Standards, where I trained scoring teams, analyzed data trends, and collaborated with NBPTS and Pearson leaders to maintain scoring accuracy and quality. Earlier in my career, I completed an administrative internship at South Pointe High School, chaired curriculum committees, facilitated district-wide trainings, and contributed to grading policy development. As an English Department Chair, I led assessment initiatives, mentored teachers, and helped implement a digital writing portfolio system to strengthen student mastery. Across more than twenty years in education, I've taught a wide range of English, AP, honors, dual-enrollment, virtual, and humanities courses. I've also served as an assessor for Pearson, ETS, and NBPTS, coached teachers through the Winthrop Writing Project, presented at numerous conferences, and earned multiple Teacher of the Year awards and grants. My career reflects a deep commitment to instructional excellence, teacher development, and student success.
How were you recruited to join this Board of Directors?	I was recruited by Ms. Ramirez, who served as my assistant principal at Pathway to Promise. We've worked together in various instructional coach trainings, where she's seen my work with students who often need alternative approaches to be successful. She invited me to serve on the board because of my passion for supporting students who don't always fit
Why do you wish to serve on the board of the proposed charter school?	I care deeply about giving every student a real chance to succeed. I've seen how programs like Pathway to Promise opened doors for students who needed a more personal, relationship-driven approach to learning, and I was disappointed to see that kind of opportunity cut short. Helping to start this school is a way to keep that spirit alive and make sure those students still have a place that fits their needs. Serving on the board lets me help build a safe, student-centered school grounded in strong teaching, meaningful connections, and a commitment to lasting change.
What is your understanding of the appropriate role of a public charter school board member?	A public charter school board member provides governance, not management. The board sets the mission, approves policy, ensures financial and legal compliance, and holds the school leader accountable for academic and operational performance. Board members safeguard public funds,

	monitor student outcomes, and make decisions that support the long-term health of the school. They maintain ethical, transparent practices, follow proper grievance procedures, and avoid involvement in day-to-day operations. Ultimately, the role is to provide strategic oversight and stewardship while empowering school leadership to run the school effectively.
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.	While I have not previously served on a governing board, I bring a strong set of skills and experiences that prepare me to be an effective and responsible charter school board member. Throughout my career, I have worked in collaborative, mission-driven environments where clear communication, accountability, and strategic decision-making were essential. I understand the importance of governance structures, following established policies, and maintaining transparency in all actions. I am committed to the core responsibilities of a charter board—setting the mission and vision, ensuring legal and financial compliance, monitoring academic outcomes, and supporting the school leader through effective oversight rather than day-to-day management. My professional background has strengthened my ability to analyze information, ask thoughtful questions, and make decisions that prioritize students and long-term organizational health. I also bring a deep commitment to equity, community engagement, and ethical leadership. I am prepared to learn quickly, participate in required board trainings, and collaborate with fellow board members to ensure the school fulfills its charter and serves families with excellence. Even without prior board service, my dedication, professionalism, and willingness to engage in continuous learning position me to contribute meaningfully to the board's work.
Describe the specific knowledge and experience that you would bring to the board.	I bring strong instructional knowledge, data literacy, and practical experience working within school systems. I understand how to analyze academic results, support effective teaching, and evaluate progress toward goals. My background has prepared me to think strategically, collaborate with diverse

	teams, and follow established policies and procedures. I'm comfortable reviewing information, asking informed questions, and making decisions that prioritize students and long-term school success. I also bring a commitment to ethical leadership, transparency, and community engagement. These experiences position me to contribute meaningfully to the board's governance work.
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School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	I understand Lovira Academy's mission as a commitment to helping students see possibility in themselves and in their future. "No challenge is too great, no dream too distant" reflects a belief that every student is capable of growth, leadership, and meaningful contribution when they are supported with high expectations and intentional guidance. Our mission emphasizes empowering students to take ownership of their journey, use innovation, and develop the resilience needed to pursue their goals. The school's vision—where all students aspire to succeed, embrace opportunities, and prepare for an ever-changing world—reinforces the idea that learning must be purposeful, student-centered, and connected to real life. I understand that Lovira Academy is designed to cultivate leaders who think critically, act responsibly, and engage with their community. At its core, the mission and guiding beliefs tell me that Lovira Academy is not just preparing students academically; it is preparing them to navigate challenges, pursue their dreams, and contribute to a better world with confidence and agency. My role as a board member is to help ensure that every decision we make supports this vision and keeps students at the center of our work.
What is your understanding of the school's proposed educational program?	I understand that Lovira Academy's educational program is designed to replace traditional, impersonal instruction with a high-touch, deeply

	personalized model that meets students exactly where they are—academically, socially, and emotionally. The school’s structure, including a low student-to-teacher ratio and flexible learning spaces, is intentionally built to support Project-Based Learning, restorative practices, and strong relationships through daily advisory. The instructional design is anchored in the Deeper Learning Framework, delivered through Project-Based Learning, blended learning, and data-driven differentiation. Students learn through real-world projects, receive just-in-time remediation, and progress at a pace that reflects their mastery. The “Ember-to-Crown” model ensures that even during behavioral or emotional crises, students remain connected to learning through the Lovira Academy Resilience Program, which uses Trauma-Informed Care and Restorative Practices instead of exclusionary discipline. Overall, Lovira Academy’s educational program is a comprehensive, evidence-based model that blends rigorous academics, relational support, and restorative culture to help students build resilience, confidence, innovation, and purpose.
What do you believe to be the characteristics of a successful school?	A successful school is one where students feel safe, supported, and challenged. Strong relationships, high expectations, and consistent support create the foundation for learning. Instruction is engaging, relevant, and personalized so students see purpose in their work and can grow at their own pace. Successful schools use data to guide decisions, close gaps, and celebrate progress. They also build a positive, restorative culture where students learn to manage conflict, develop resilience, and stay connected to learning. Finally, a successful school partners with families and the community to prepare students academically, socially, and emotionally for a changing world.
How will you know that the school is succeeding (or not) in its mission?	I will know Lovira Academy is succeeding when the school’s daily practices and student outcomes reflect its mission of resilience, confidence, innovation, and purpose. Success means students are staying engaged, completing meaningful project-based work, and demonstrating growth through data such as NC check-ins, course projects, course mastery, and credit accumulation. It also means we see strong

relationships through consistent Advisory participation and positive climate survey results.

A successful school will show reduced discipline issues, especially through the effectiveness of Restorative Practices and the Lovira Academy Resilience Program. If students remain in class, reintegrate successfully after challenges, and maintain academic continuity, the mission is working.

I will also look for evidence that students are building real-world skills—public exhibitions, digital portfolios, Community Enrichment Friday participation, and post-secondary readiness indicators. When families feel connected, teachers feel supported, and students demonstrate resilience and ownership of their learning, the school is fulfilling its purpose.

If these indicators decline—academic growth stalls, discipline exclusions rise, or students disengage—that would signal the school is not meeting its mission and requires immediate strategic adjustment.

Governance

Describe the role that the board will play in the school's operation.

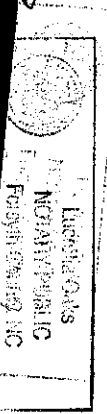
The board's role is to provide governance, oversight, and long-term strategic direction, not to manage the day-to-day operations of the school. As a board member, I understand that our responsibility is to set policy, safeguard the mission, ensure financial and legal compliance, and hold the school leader accountable for academic, operational, and organizational performance.

The board ensures that the school's educational program—such as Lovira Academy's personalized learning model, restorative culture, and resilience-focused supports—is implemented with fidelity by monitoring outcomes, reviewing data, and asking strategic questions. We approve

	budgets, oversee audits, evaluate the school leader, and ensure that public funds are used responsibly. We also play a key role in maintaining transparency, ethical conduct, and community trust. This includes following proper grievance procedures, ensuring equitable access, and making decisions that align with the school's mission and long-term sustainability. Ultimately, the board provides high-level leadership and accountability, while empowering the school's administrative team to run daily operations effectively.
How will you know if the school is successful at the end of the first year of operation?	I will know Lovira Academy is successful at the end of the first year if students are demonstrating growth and we have met our enrollment projections, staying engaged in learning, and showing evidence of the mission in their daily actions. Key indicators include academic progress on measures like check-ins and EOG/EOC, credit accumulation, and successful completion of project-based learning products. Strong participation in Advisory, positive climate survey results, and consistent relationships between students and staff will also signal success. Operationally, I would expect to see low exclusionary discipline rates, effective use of Restorative Practices, and successful reintegration through the Lovira Academy Resilience Program. If students remain in class, maintain academic continuity, and show improved self-regulation, the model is working. Finally, I will look for signs that students are building confidence and purpose—public exhibitions, digital portfolios, Community Enrichment Friday participation, and early post-secondary planning. If families feel connected, teachers feel supported, and students are demonstrating resilience, innovation, and ownership of their learning, then the school is on track in its mission.

	If these indicators are not present—if growth stalls, enrollment or engagement drops, or discipline exclusions rise—that would signal the need for immediate adjustments.
How will you know at the end of five years if the school is successful?	I will know the school is successful after five years if students are consistently demonstrating the mission—resilience, confidence, innovation, and purpose—through strong academic growth, meaningful project-based work, and positive school culture data. Success means we have maintained low exclusionary discipline rates, strong Advisory relationships, and effective use of Restorative Practices and the Resilience Program. We will have strong community connections and engagement. Operationally, the school should be meeting its enrollment and growth projections, sustaining a healthy waitlist, and retaining students and staff at high rates. Academically, I expect to see steady improvement in and high graduation rates. Long-term success also includes strong post-secondary outcomes—college enrollment, career pathway completion, certifications, or meaningful employment. If, after five years, students are thriving, families are engaged, the school is financially stable, and enrollment targets are consistently met, then Lovira Academy is fulfilling its mission.
What specific steps will the charter school board need to take to ensure that the school is successful?	To ensure the school is successful, the board must stay focused on strong governance and mission-aligned oversight. This includes setting clear policies, monitoring academic and operational data, and holding the school leader accountable for results. We must ensure the educational program—personalized learning, PBL, restorative practices, and the Ember-to-Crown model—is implemented with fidelity by reviewing outcomes and asking strategic questions. Financially, the board must approve responsible budgets, monitor spending, and ensure the school remains stable and compliant. We also

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?	need to track enrollment and retention closely, making sure the school meets its growth projections and maintains a healthy waitlist. The board must maintain transparency, follow proper grievance procedures, and uphold ethical standards. We should participate in ongoing board training, evaluate the school leader annually, and ensure that all decisions support long-term sustainability. By staying focused on governance—not management—we create the conditions for the school leader and staff to run a high-quality, mission-driven school.
	If I believed a board member was acting unethically or not in the best interests of the school, I would address the situation through the proper governance channels. My first step would be to raise the concern privately with the Board Chair, providing clear, factual information and asking for the issue to be reviewed according to our board's code of ethics and conflict-of-interest policies. If the concern involved the Chair or was not resolved, I would request that the matter be brought to the full board in a closed session, following all legal and procedural requirements. Throughout the process, I would rely on documented policies, maintain confidentiality, and ensure that decisions are made based on evidence—not personal opinion. If necessary, I would support involving external counsel, the school's authorizer, or an ethics review process to protect the integrity of the school. My priority would always be safeguarding students, maintaining alignment with its mission.



Certification

I, Shereeta Wallis Michael Hampton,
North Carolina State Board of Education as a prospective board member for every respect.

, certify to the best of my knowledge and ability that the information I am providing to the
Levite Academy Charter School is true and correct in

Signature

Shereeta Wallis Michael Hampton

Board Member's Signature

Date

3/18/20

*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.

Education/Certification

M.Ed.—Divergent Learning, Columbia College, SC, 2001 (Summa cum Laude)

BA—English and Social Sciences, West Liberty University, WV, 1998 (Magna cum Laude)

Graduate Certificate in Multicultural and Transnational Literature, East Carolina University, NC 2008

Principal Certification—Lamar University, Lamar, TX, 2013

NC License #1196969

English and Social Studies 9-12

School Administrator: Principal

Administrative and Leadership Experience

English-Multi-Classroom Leader 1, August 2024-Present

- Support teachers through coaching cycles, co-teaching, modeling lessons, leading small group instruction, facilitating PLT meetings, engaging in data conversations, and mentoring.

Instructional Coach for Oak Grove Middle and High Schools, January 2022-June 2024

- Led both formal and informal professional development sessions, including facilitating PLCs and coaching NB candidates to successful certification results.
- Ensured colleagues meet NC licensure renewal requirements.
- Serve as chair of the OGMS School Improvement Council as well as the OGMS NCSTAR Process manager.
- Currently participating in the 2023-2024 ISTE Coaching Cohort, sponsored by NCDPI.
- Attended an EVAAS 101 workshop and practiced data disaggregation techniques.
- Serves as OGMS Acting Administrator (Substitute) as needed with Board approval.

Site Coordinator for the Ledford Middle Summer Bridge and Summer Career Accelerator Program, Davidson County Schools, June-July, 2023 & Site Coordinator for Oak Grove Middle/High School Summer Career Accelerator Program, Davidson County Schools, July 2022

- Hired qualified staff and ensured fidelity to instructional goals.
- Ensured timely bus transportation in order to maximize time on task.
- Managed student behavior by reinforcing daily expectations..

Scoring Supervisor & Trainer, National Board for Professional Teaching Standards, Charlotte, NC 2012-2021

- Trained a team of NBPTS teachers to accurately score Renewal portfolios and Assessment Center exercises.
- Analyzed data trends to determine scoring anomalies and designed whole group and individual corrective interventions.
- Worked with national NBPTS leaders and Pearson Scoring Specialists to ensure quality benchmarks for Maintenance Of Certification and Renewal portfolios.
- Served on the Maintenance Of Certification pilot committee and offered targeted feedback to help facilitate a smooth project transition.

Administrative Leadership Internship, South Pointe High School, 2012-2013

- Chaired the AP Humanities Curriculum Committee and developed cross curricular activities to improve AP Lang and APUSH scores.
- Served as Site-Based Administrator of the TEA Program of Winthrop University, organizing placements and successful experiences for foreign exchange teachers.
- Trained for and facilitated district-wide training sessions as part of the RHSD ELA Common Core Roll-Out Committee.

- Led New Teacher Institute district-level workshops to ensure fidelity to district expectations and non-negotiables.
- Served on the district Grading Policy Committee, and my student representatives and I presented various positive experiences from my lab classroom to the RHSD Board of Education.
- Disaggregated teacher data in order to design effective scheduling and implementation of lunch and after school tutoring programs.
- Partnered with businesses to provide monetary support of supplemental tutoring.

English Department Chairman, South Pointe High School, Rock Hill, SC, 2005-2012

- Represented faculty on the School Improvement Committee and helped advocate for funding equity.
- Served on the District Grading Taskforce, trained faculty on assessment Best Practices, and monitored implementation and success of the Grading Policy Initiative among ELA colleagues.
- Facilitated the development of the Stallion Portfolio Policy, an initiative that requires all ELA faculty to submit student writing work in a comprehensive digital portfolio to help improve student growth and teacher appraisal of student mastery.
- Served as ADEPT evaluator for second year and transfer teachers, and as a mentor for the New Teacher Institute, for Winthrop University, IREX's TEA Program, and for many NBPTS candidates.

School Improvement Council Member, Buford High School, Buford, SC 2000-2002

- Met with the administrative team and community members, and students to develop solid communication to ensure smooth school operation, especially during times of transition.
- Disaggregated and analyzed data and implemented plans to improve student outcomes, such as encouraging Silent Self-Sustained Reading, establishing reading and math strategies courses utilizing PLATO software, and implementing ISS.
- Helped manage inter-departmental budget requests, prioritizing expenditures based on the greatest needs.

Teaching Experience

English Teacher and Social Studies Teacher 9-12—East Davidson High School, Thomasville, NC & Oak Grove High School, Winston-Salem, NC & DCS Virtual Academy Instructor, Spring 2016-2022

- Taught World History honors courses and crafted lessons that increased depth of knowledge while improving EVAAS outcomes.
- Improved rigor in the 9th and 12th grade research process as a result of collaboration with English PLC partners.
- Co-advised the EDHS PASS Tutoring after school program utilizing peer techniques designed to increase metacognitive monitoring and regulation for struggling students.
- Incorporated problem-based learning in the classroom through CDLP Cohort 2.
- Spearheaded the CCRG program for seniors and disaggregated data for targeted remediation.
- Currently teaching APUSH and AP Language and Composition through the DCS Virtual Academy 2018-present)
- Actively engaged in PLC meetings in order to improve student engagement.

English Teacher 9-12 & Virtual High School Instructor—South Pointe High School, Rock Hill, SC, 2008-2015

- Taught English I, English III Honors, English IV Honors, English III, English IV, AP Language, Composition 101 (dual enrollment), and SAT Preparation.
- Offered professional and personal insight as part of the district-level Achievement Gap/Diversity System Design Team.

- Co-advised PROGENY, a student service organization dedicated to ensuring an appreciation of diversity, and helped students design effective monthly cultural celebrations.
- Helped design the Colts' Program, and worked with colleagues on the HSTW Transitions Committee to construct The Summer Bridge Program for rising 9th graders.

English/Humanities Teacher 9-12—Chapin High School, Chapin, SC, 2004-2005

- Served on the English Language Arts Leadership Team and helped design the summer reading seminar evaluation rubric.
- Advised National Honor Society students and arranged and participated in community service projects.

English Teacher 9-12—Buford High School, Buford, SC, 1999-2004

- Developed and implemented English and drama curriculum material for college preparatory and technical students in the ninth through twelfth grades using a variety of instructional formats.
- Served on the Student Assistant Team, a committee of teachers that helps students and their parents set manageable goals for attendance and behavior management.
- Volunteered as an ADEPT peer evaluator for the Lancaster School District.
- Co-taught a district-wide faculty development course entitled *Teaching the Divergent Learner*.

Teacher/Facilitator—Communities In Schools, Buford, SC, 1999-2003

- Provided at-risk middle school children an opportunity to learn with enrichment classes such as *Journey Through Jurassic Park* and *Who Wants to be a Writer?*

Related Experience

Assessor—Pearson Educational Consulting, Part-time 2007-2016

- Employed as a writing prompt assessor for the Minnesota Exit Exam, Virginia Writing SOL, and as a reading assessor for TN and 8th grade PARCC.

Assessor—NBPTS/Pearson, Summers 2004-2012 and 2016.

- Assessed National Board candidates in ELA/AYA writing assessments and portfolio renewal.

Writing Coach—Winthrop University Writing Project, Rock Hill, SC, 2009-2011

- Helped teachers improve writing as part of the National Writing Project.

Assessor—Educational Testing Service, Part-time, 2011-2021

- Remotely observed and scored educators as part of The Gates' Foundation's *Measures of Effective Teaching Project* using the Danielson Framework for Teaching (FFT) rubric.
- Assessed student writing for the English Language Proficiency Assessments for California.

Professional Development

IREX Symposium, Washington, DC, 2014; HSTW Conference, New Orleans, 2012; SAT Workshop, 2008, Dallas, TX; Student Engagement Conferences, 2008-2013, NCCAT *The Write to Read*, 2018 Ocracoke, NC and NCCAT Writing In The Secondary Classroom, 2021 Cullowee, NC

Presentations

- Henthorn, M. (2008, October). *Words in Mirror Are Closer Than They Appear*. Presentation at the WOW! Conference, sponsored by The Rock Hill School District, Rock Hill, SC.
- Henthorn, M. (2008, October). *Words in Mirror Are Closer Than They Appear*. Presentation at the Teachers Teaching Teachers Workshop, sponsored by The Winthrop Writing Project, Rock Hill, SC.

- Henthorn, M. (2009, October). *Declaration of Independence from Parents*. WOW! Conference, sponsored by the Rock Hill School District, Rock Hill, SC.
- Henthorn, M. (2010, October). “Visual Literacy—The Power of Persuasion” WOW! Conference, sponsored by The Rock Hill School District, SC, 2010 and Dinner for the Winthrop Writing Project, September, 2011.
- Henthorn, M. (2011, October). “Tower of Power.” Chester County Teacher Development Day, Chester, SC.
- Henthorn, M. (2012, October). “Salem Witch Trials Project.” Student Engagement Conference, sponsored by The Rock Hill School District, Rock Hill, SC.
- Henthorn, M. and Charles, N. (2017, April). “Diction Mapping.” ELA Strategy Share Session, sponsored by the Davidson County School District, Lexington, NC.
- Henthorn, M. and Kotris, T (2020, August). “Using Flipgrids for Booktalks.” Summer Virtual Learning Conference, sponsored by The Davidson County School District, Lexington, NC.
- Henthorn, M. and Kotris, T (2022 August). “Using Reading and Listening Paths to Improve Reading Comprehension.” *Bridging the Gap* Summer Symposium, sponsored by The Davidson County School District, Lexington, NC.
- Henthorn, M. (2022 August). “Tiering Up: CCRG English.” *Bridging the Gap* Summer Symposium, sponsored by The Davidson County School District, Lexington, NC.
- Henthorn, M. and Daugherty, James. (2023 August) “ SchoolNet Technology Enhanced Items Training.” DCS Summer Symposium, sponsored by The Davidson County School District, Lexington, NC.

Professional Honors

2001 Buford High School *Teacher of the Year*, 2008 South Pointe High School *Teacher of the Year*, 2011 Rock Hill School District *Climber-Assessment*, Family Trust 2012 grant winner, SPHS Academic Booster Club 2013 and 2014 grant winner; Teachers for Global Classrooms Teacher Ambassador, 2013-2014; Vice President of The Power of PROGENY Assoc., 2021-2022

Associations and Affiliations

NCAE, St. Paul’s Episcopal Church Choir, Winston-Salem

References:

Mr. Scott Dalton

Principal, South Brunswick Middle School

100 Cougar Drive, BSL

Southport, NC 28461

910-756-6870

336-847-1879 (cell)

swdalton1971@gmail.com (personal)

Dr. Al Leonard (Retired)

Principal, South Pointe High School

801 Neely Road

Rock Hill, SC 29730

leonardal75@gmail.com

Scoring Director, Mrs. Karen Young-Burleson

NBPTS/Pearson-Charlotte

karen.young2@pearson.com

704-758-0618



Samantha Berg

SPECIAL EDUCATION TEACHER

SCHOOL COUNSELOR

617.571.7420



Berg.samantha.r@gmail.com



Education

M.ED School Counseling

Salem College
Winston Salem, NC
May 2023

B.A., Special Education

High Point University
High Point, NC
May 2019

Certifications

SRA Corrective Reading

Connecting Math Concepts

American Reading Company

ReadingHorizons Workshop

Three Attendance
Certifications from the CEC
Convention and Expo

First Aid/CPRSED

Involvement

Kappa Delta Pi

Alpha Chi Omega Fraternity

Student Council for
Exceptional Children

Big Brother, Big Sister

To Write Love on Her Arms

Teachers of Tomorrow

Title IX Committee

Stop It Now! Organization

Hillel

Professional Profile

Recognized for unique ability to form strong and genuine relationships with others while making them feel heard, understood, and supported

Proficient in implementing a classroom routine using therapeutic techniques to work with students who have difficulties in the general education classroom setting

Effective at managing classroom dynamics and student behavior

Experience

Exceptional Children's Teacher

A.L. Brown High School, Sept 2022-Present

Motivated students to realize they have the power to overcome obstacles
Wrote IEPs, planned parent meetings, and helped teachers adhere to the goals for student success.

Taught Math 1 and Math 2 in a inclusion setting.

Camp Counselor

Camp Robindel, Summer 2017 – Present

Organize and lead a variety of small and large group activities each week
Identify and respond to camper behavior issues
Knowledgeable, enforce and follow all safety guidelines associated with the camp and all program areas. This includes but is not limited to being responsible for campers' safety and whereabouts at all times.

Exceptional Children's Teacher

Kernersville Middle School, Sept 2020-May 2022

Differentiate activities and goals to meet each student's individual abilities and skill level

Implement a variety of co-teaching methods
Create Mathematics lesson plans in accordance with state curriculum, school wide standards as well as students' needs

Teach students in a various stages of cognitive, linguistic, social and emotional development

Student Teacher, Long Term Sub

The Kingswood School, Winston Salem, Step 2019-May 2020

Taught in inclusion English, Math, Science, and Social Studies classes
Worked alongside cooperating teachers to develop appropriate and engaging lesson plans

Worked with students on behavior and IEP goals

Student Teacher

Jamestown Middle School, Jamestown, Feb 2019-March 2019

T. Wingate Andrews High School, High Point, Sept 2018-Feb 2019

Taught in a resource English I-IV class, two English II inclusion classes, 8th grade resource math class, 8th-grade resource English class, 8th grade English inclusion class and 8th grade Math inclusion class

Worked alongside cooperating teacher to develop appropriate and engaging lesson plans

Attend student IEP meetings and parent conferences

Worked individually with students and lead small group lessons

Student Counselor, Student Intern

The Piedmont School, High Point, Jan-May 2018

Assisted students every day in group counseling sessions
Introduced a career exploration group showcasing many colleges and vocational training institutes

Student Teacher

Northwood Elementary School, Sept 2017 – Dec 2017

Conduct small group and individual classroom activities
Create lesson plans to support my time in the classroom
Educate 2-6 students at a time grades K-3

Student Teacher in Social Work

HPU Australia May Education Program, May 2016 – May 2016

Worked directly with 7+ elementary students to connect, listen and provided tools to overcome personal stresses

Extensive exposure to: social work, art and music therapy, and building

APRIL BENTLEY

Small Business Owner & Administrator

336-749-2033 | aprilbentleyphoto@gmail.com | Winston-Salem, NC | www.aprilbentleyphoto@gmail.com

PROFILE

I am a passionate entrepreneur with experience in launching and managing a successful business, overseeing operations, marketing, and financial planning. I am skilled in problem-solving, team leadership and customer engagement. Eager to bring an initiative-taking and adaptable approach to a forward-thinking company.

Education

Associate degree in Applied Science

Major: Entrepreneurship

Forsyth Technical
Community College | 2022-2025

Certificates

-Photography DSLR 1, 2, 3
Forsyth Technical
Community College | 2013-2014
-Entrepreneurship-
Small Business Management
Forsyth Technical
Community College | 2024-2025

Diploma

South Stokes High School | 1995

Skills

- Microsoft Office & Google Suite
- Adobe Creative Suite (Photoshop)
- Digital Photography
- Business Development
- Digital Marketing & Social media
- Budgeting & Financial Management
- Project Management
- Customer Relations Management
- Vendor Negotiations
- Client Communication
- Team Collaboration
- Contracts & Invoicing
- Square Point of Sale System
- Computer Savvy
- Graphic Design (Flyers, Business Cards)
- Small Business Tax Prep (Turbo Tax)
- Phone Etiquette
- Office/Clerical

WORK EXPERIENCE

-Capturing Hopes Photography-

Program Manager/Volunteer Photographer | October 2015-Present

- Coordinated monthly engaging photo events for NICU families, enhancing community ties and family experiences.
 - Provided heartfelt photography sessions for NICU families monthly, capturing precious moments and emotional connections.
 - Coordinated logistics for a team of 2+ photo assistants, streamlining scheduling and compliance with hospital protocols.
-

-April Bentley Photography-

Owner/Photographer | February 2012-Present

- Managed a successful photography business, growing client base annually, maintained compliance with tax and license regulations and earned recognition for creativity and customer service excellence.
 - Coordinated 100+ photo sessions and 10+ weddings annually, enhancing client experiences and ensuring flawless events.
 - Streamlined appointment scheduling, contract management and financial operations for over one hundred clients annually, boosting efficiency.
 - Orchestrated timelines and schedules for 10+ weddings annually, enhancing client satisfaction and ensuring seamless event execution.
 - Successfully edited 100+ photo sessions annually, enhancing client satisfaction by delivering high-quality, beautiful images.
-

-E.G. Forrest Co Food Distributer-

Computer Operator | December 2000-May 2008

- Managed and repaired over fifty computers annually, improving operational efficiency.
- Streamlined processing monthly invoices, enhancing accuracy and reducing data entry time.
- Managed AS400 system, optimizing order processing efficiency and administrative duties for customers and employees.
- Collaborated with logistics to deliver orders on time, enhancing customer satisfaction.

CYNTHIA RAMIREZ

King, NC • (336) 406-0663 cdramirez@wsfcs.k12.nc.us

PROFESSIONAL SUMMARY

Strategic Educational Leader and Compassion-Driven Administrator with 15+ years of success advancing academic outcomes, launching innovative programs, and strengthening school and community systems. Adept at MTSS implementation, staff development, cross-agency collaboration, and equity-centered advocacy. Published author and thought partner committed to transforming educational ecosystems through data-driven strategy, culturally responsive practice, and human-centered leadership.

Winston Salem/Forsyth County Schools — Winston-Salem, NC (2021-present)

Instructional Facilitator • Testing Coordinator • SIT Chair • Title I Contact

Assistant Principal, Pathway Promise (P2) Program & Instructional Facilitator

MTSS Interventionist • Title I Contact • Instructional Facilitator

Special Education Teacher & Administrative Intern (K–12)

People Helping People — Winston-Salem, NC

ACTT/CBS/Community Support/CAP/DT Worker (April 2003 – July 2010)

ADVOCACY & COMMUNITY ENGAGEMENT

Community Liaison — Bright Beginnings (Nonprofit for Equity in Education)

PUBLICATIONS

You Can't Make This Sh*t Up (2026)

- Author of a reflective, unfiltered, and insight-driven exploration of modern school leadership, educator wellness, and the emotional realities of working in today's educational systems.

EDUCATION

Master of School Administration (M.S.A.) — Educational Leadership, Gardner-Webb University (2022)

Master of Arts (M.A.) — Education, Minor in Culturally Responsive Education, Ashford University (2006–2011)

Post-Graduate Studies — Special Education (18 Credit Hours), University of Phoenix (2011–2012)

Bachelor of Arts (B.A.) — Psychology, Ashford University (2006–2011)

CERTIFICATIONS & LICENSES

- NC Professional Educator's Continuing License (Expires 06/30/2028)
- School Administrator: Principal (HQ Masters)
- Exceptional Children: General Curriculum (K–12), 15 Years Experience

Courtney Monty

Be Not Afraid Growing Slowly, Be Instead Afraid of Standing Still

211 Mountain View Ct
King, NC 27021
(336) 618-0123
montycourtney1@gmail.com

EXPERIENCE

EverDriven, Winston Salem, NC — Transportation Specialist

August 2024 - PRESENT

Provide transportation services and mentorship to at-risk students with disabilities

Hop In, King, NC — Manager

November 2021 - August 2024

Provided leadership and guidance to a staff of 5, while maintaining the financial, orders, safety, and other needs of a fast paced environment

In Home Child Care, King, NC — Caregiver

September 2005- November 2021

Provided care, safety, and tutoring to children between the ages of 0-12 years old on a daily basis

EDUCATION

Brittian Academy, High Point, NC — Diploma

William Boswell

288 Dogwood Lane
Mocksville, NC

Telephone: 336.477.5137
email: wlboswell@yahoo.com

CAREER OVERVIEW

Twenty-six years in secondary education with science and mathematics certifications combined with seven years of management and leadership experience in military service supervising personnel training and customizing products and reports for senior staff. Strengths in adapting technologies in a changing work environment.

EDUCATION

Master of Science, Education Media Design and Technology, Mar 2011

Full Sail University, Winter Park, FL

Action Research Project: Application of Course Management Systems for Distance Learning Programs

Bachelor of Science, Meteorology, May 1993

North Carolina State University, Raleigh, NC

NROTC Scholar: Commissioned USN May 8, 1993

EXPERIENCE

Teacher: Science/Mathematics (grades 7-12)

NC Teaching License: General Science, Environmental Science, Secondary Mathematics, Middle School Science/Mathematics

Mathematics taught: Intro. To Algebra, Algebra 1-2, Geometry, Math 1-4, Technical Math 1-2, Advanced Functions & Modeling, Essentials of College Math

Sciences taught: Earth/Environmental Sci., Life Sci., Biology (incl. honors), Oceanography, Physical Sci., Anatomy

U.S. Naval Officer – Meteorology & Oceanography

Liaison to Commander, Undersea Surveillance, Dam Neck, VA, Jun 1998 - Jun 2000

Division Office Afloat (OA Div), USS NASSAU (LHA-4), Norfolk, VA, May 1996 – Jun 1998

Command Duty Officer, Forecast Duty Officer, Division Officer at Naval Pacific Meteorology & Oceanography Center, Pearl Harbor, HI, Aug 1993 – Apr 1996

- managed daily duties and training for 8-12 personnel
- developed forecast products for operational use for local area and eastern Pacific basin
- maintained communications between facility and technical support personnel
- provided daily briefs on weather impact on operations to Commanding Officer and command personnel

Coach: Soccer & Volleyball

Regional Diploma: National Soccer Coaches Association of America (NCSAA)

Class E License: North Carolina Youth Soccer Association (NCYSA)

Additional Training: Integrated Math 1 (2007), Integrated Math 2 (2013), Alice (object-based programming – 2008), Teaching Online Courses (2010), Quest Atlantis (Immersion Education – 2010), Personalized Learning Initial Cohort, WSFCS (2017), Code.org Computer Science Educator training (2023), Sustainable Forestry Teacher Experience (2023)

CYNTHIA RAMIREZ

King, NC • (336) 406-0663

cdramirez7710@gmail.com

PROFESSIONAL SUMMARY

Strategic Educational Leader and Compassion-Driven Administrator with 15+ years of success advancing academic outcomes, launching innovative programs, and strengthening school and community systems. Holds dual Master's degrees in Educational Leadership and Culturally Responsive Education. Recognized for designing and scaling high-impact initiatives—including the launch of an alternative high school program, the development of a licensed residential group home, and the founding of a purpose-driven charter school. Adept at MTSS implementation, staff development, cross-agency collaboration, and equity-centered advocacy. Published author and thought partner committed to transforming educational ecosystems through data-driven strategy, culturally responsive practice, and human-centered leadership.

CORE LEADERSHIP COMPETENCIES

Academic Leadership: Program Design & Launch, Professional Development, MTSS/SIT Leadership, Data-Driven Instruction, Instructional Strategy, Title I & Testing Compliance

Mental Health & Social Services Leadership: Residential Program Direction, Facility Licensing & Compliance, Operational Readiness, Homeless Program Oversight, Staff Training & Mentorship

Advocacy & Community Engagement: Compassion-Driven Advocacy, Cross-Sector Collaboration, Community Liaison Work, Nonprofit Strategy, Family & Community Empowerment

PROFESSIONAL EXPERIENCE

Lovira Academy, Inc. — King, NC

Founder & Board Member (November 2025 – Present)

- Founded a mission-driven charter school centered on sustainability, student-centered learning, and community partnership, with plans to open in August 2027.
- Serve on the Board of Directors, providing governance leadership, strategic oversight, and long-range planning for school development and organizational growth.
- Lead policy creation, program design, and community engagement efforts to ensure alignment with the school's purpose-driven educational model.

Main Street Academy (WSFCS) — Winston-Salem, NC

Instructional Facilitator • Testing Coordinator • SIT Chair • Title I Contact (July 2025 – Present)

- Designed and delivered schoolwide professional development grounded in research-based instructional practices and data-driven decision-making.

- Ensured 100% compliance with federal, state, and district testing requirements while managing equitable Title I fund allocation aligned to school improvement goals.
- Chaired the School Improvement Team, leading comprehensive data reviews and guiding MTSS implementation to strengthen academic and behavioral outcomes.

Winston-Salem/Forsyth County Schools — Winston-Salem, NC

Assistant Principal, Pathway Promise (P2) Program & Instructional Facilitator (January 2024 – June 2025)

- Co-designed and launched the Pathway Promise Program, creating an alternative graduation pathway for off-track seniors and advancing a core district strategic initiative.
- Directed strategic enrollment processes, including transcript audits, scheduling, and credit-recovery planning to ensure academic compliance and student success.
- Built collaboration systems with traditional high schools to streamline transitions, coordinate resources, and support testing operations.
- Oversaw daily school operations, ensuring a safe, supportive, and instructionally focused environment for students and staff.

Kingswood — Winston-Salem/Forsyth County Schools

MTSS Interventionist • Title I Contact • Instructional Facilitator (August 2023 – July 2025)

- Led Tier II/III intervention systems across academics, behavior, and SEL, resulting in measurable student growth.
- Chaired the SIT team, coordinating cross-functional analysis of performance data and ensuring fidelity to MTSS implementation.

Special Education Teacher & Administrative Intern (K–12)

(August 2010 – June 2025)

- Managed diverse caseloads across elementary, middle, and high school settings, specializing in behavioral needs, inclusion, and resource environments.
- Authored and implemented IEPs, collaborated on MTSS/CARES teams, and ensured compliance with IDEA and district policies.
- As Administrative Intern, supervised facilities, monitored student conduct and safety, and evaluated support staff performance.

People Helping People — Winston-Salem, NC

ACTT/CBS/Community Support/CAP/DT Worker (April 2003 – July 2010)

- Served as Apartment Cluster Assistant Program Coordinator, securing and stabilizing housing for chronically homeless clients (MI/DD/SA).
- Supervised and mentored direct-support staff, ensuring fidelity to Person-Centered Plans and habilitation goals.
- Facilitated independent living classes and advocated for clients navigating complex social service systems.

Residential Administrator — Group Home Development

- Spearheaded the full development and launch of a licensed 6-bed residential group home, achieving complete state compliance.
- Authored all operational documents, including policies, procedures, job descriptions, and training protocols.
- Coordinated zoning, inspections, and staffing to ensure operational readiness and high-quality service delivery.

Lutheran Family Services — Winston-Salem, NC

Habilitation Technician II (February 1998 – February 2003)

- Supervised a team of five habilitation staff, ensuring continuity of care and program fidelity.
- Designed and implemented individualized habilitation plans focused on social, communication, vocational, and ADL skill development.
- Provided direct support to clients in residential and community settings, promoting independence and quality of life.

EARLY CAREER EXPERIENCE

Substitute Teacher — WSFC Schools (1997–1998)

Sales/Service — Computer & Software Outlet (1996)

Assistant Manager — Sonic Drive-In (1993–1996)

ADVOCACY & COMMUNITY ENGAGEMENT

Community Liaison — Bright Beginnings (Nonprofit for Equity in Education)

- Serves as a strategic representative, building partnerships to advance educational equity.
- Translates community needs into actionable consulting initiatives for schools and organizations.
- Facilitates workshops and outreach that empower families, educators, and community members.

Volunteer Work: Habitat for Humanity (Builder), GridIron Gang (School Athletics Fundraising)

PUBLICATIONS

You Can't Make This Sh*t Up (2026)

- Author of a reflective, unfiltered, and insight-driven exploration of modern school leadership, educator wellness, and the emotional realities of working in today's educational systems.

EDUCATION

Master of School Administration (M.S.A.) — Educational Leadership, Gardner-Webb University (2022)

Master of Arts (M.A.) — Education, Minor in Culturally Responsive Education, Ashford University (2006–2011)

Post-Graduate Studies — Special Education (18 Credit Hours), University of Phoenix (2011–2012)

Bachelor of Arts (B.A.) — Psychology, Ashford University (2006–2011)

CERTIFICATIONS & LICENSES

- NC Professional Educator's Continuing License (Expires 06/30/2028)
- School Administrator: Principal (HQ Masters)
- Exceptional Children: General Curriculum (K–12), 15 Years Experience

COURTNEY GUZMAN

3124 Tesh Road, Germanton NC 27019 · 336-782-2928

Cguzman314@gmail.com · www.linkedin.com/in/courtney-guzman-5232b55

SKILLS

- Advanced knowledge of Microsoft Office
- SAP, Oracle, QuickBooks, Deltek, Citrix, Webfreight, and M3 accounting software
- Communication in person, email, and virtual
- Excellent motivator
- Project Management
- Skilled Trainer
- Management Skills
- QRG Creation

EDUCATION

JULY 2022

B.A. IN ACCOUNTING, UNIVERSITY OF ARIZONA G.C., CHANDLER, AZ

EXPERIENCE

11/2023 – PRESENT

FINANCE ASSOC. ANALYST., PEPSICO

- Perform monthly audits of IBM's accounts
- Perform weekly audits of the dunning process to ensure customers are being moved to the Risk Team and also ensuring the terms are updated.
- Process the reason code updates for write off purposes
- Process credits/debits for account owners, including the TOMRAs and driver payments for credit invoices.
- Use the Store Utility to move orphaned invoices for IBM to retain details.
- Review IBM DTPs for accuracy
- Perform period-end write offs for leadership
- Assisting teams with SAP and system questions so they can work stronger and faster.

10/2022 – 11/2023

FINANCE ASST. ANALYST., PEPSICO

- Currently working on the PGT Taskforce Team to provide support during the PGT transition to SAP.
- Worked closely with all the division leaders and management to rebill 8MM in invoices incorrectly written off.
- Processing escalations to the Taskforce Spa Box and updating failed MICR uploads for PAD and ECK accounts.
- Owned the dual maintenance process updating customer information in CM for field handhelds until the process was synced with SAP.
- Developed and became process owner of the new Field Dispute Spa Box and Dispute Tracker once ArcTree functionality was discontinued.
- Process owner of manual invoice creation for field dispute credits and AR purposes.
- Responsible for updating customers to credit by pulling the daily Billtrust report.
- Using computer and process improvement skills, I streamlined and documented new processes, such as the Accounting QRGs, CM Dual Maintenance tracker, and Field Dispute Tracker.

5/2019 – 9/2022

COURTNEY GUZMAN

3124 Tesh Road, Germanton NC 27019 · 336-782-2928

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FINANCE CUSTOMER MANAGEMENT COORD., PEPSICO

- Currently working on Family Dollar and Dollar Tree accounts. Isolated pricing short pays and extensive inaccurately deducted credits.
- Previously worked on FSD accounts. Isolated large pricing short pays that had not been discovered for years previously.
- Previously worked the Affiliated account. Isolated large pricing short pays and implemented processes to better manage the account.
- Actively monitor aging reports and initiate contact with customers to resolve overdue balances
- Analyze and resolve any chargebacks, shortages, and pricing discrepancies with the appropriate internal and external business partners
- Ensure accurate customer information at all times and perform file maintenance when necessary

6/2018 – 5/2019

ACCOUNTING CLERK, MARRIOTT WINSTON SALEM

- Ensures transactions are posted regularly
- Ensure that backup records for all accounts payable transactions are properly maintained
- Responsible for processing all invoices and reconciling daily statements and the month-end balancing of payables.
- Responsible for receiving and consolidating all cash and checks to prepare for the daily bank deposit.
- Associate of the Month for October for going beyond the call of duty
-

03/2004 – 07/2005

DATA ENTRY / ACCOUNTING, CHESTER ADULT EDUCATION

- Paying employees by verifying time sheets and preparing paychecks
- Prepare journal entries, reconcile financial statements and accounts, and ensure data accuracy for fourteen separate accounts
- Paying vendors by scheduling checks and ensuring payment is received for outstanding balances; generally responding to all vendor enquiries regarding finance
- Invoice businesses for services rendered and prepare deposits
- Prepare purchase orders and order supplies
- Set up new budgets or amend them and send to the State Department
- Prepare financial information for grant writers
- Substitute teacher

VII. Signatures of All Charter Board Members

1.	<i>W. Russell</i>	2.	<i>April Bentley</i>
3.	<i>Courtney Monty</i>	4.	<i>Concepcion</i>
5.	<i>And. Rany</i>	6.	<i>W. Bentley</i>
7.	<i>Xanthia</i>	8.	
9.		10.	
11.		12.	
13.		14.	
15.		16.	

VIII. Certification of Board Chair

I, Click or tap here to enter text., as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Click or tap here to enter text. Charter School is true and correct in every respect.

Signature	<i>Xanthia</i>	Date	<i>3/14/20</i>
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<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		5
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		1
Student Support Positions (e.g. social workers, psychologists, etc.)		
Specialized School Staff		1
Teaching Aides or Assistants		
School Operations Support Staff		2

Year 2

Year 3

Year 4

Year 5

1	1	1	1
1	1	1	1
6	7	8	8
1	2	2	2
1	2	2	2
		1	2
2		2	3

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 summary table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a major LEA. 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:	850-Stokes	What percentage of students from
LEA #2:	340-Forsyth	What percentage of students from
LEA #3:	860-Surry	What percentage of students from

Grade	Year 1			Year 2			
	LEA #1 850	LEA #2 340	LEA #3 860	LEA #1 850	LEA #2 340	LEA #3 860	LEA #1 850
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							8
Grade 7				8	6	6	8
Grade 8	8	6	6	8	6	6	8
Grade 9	8	6	6	8	6	6	8
Grade 10	8	6	6	8	6	6	8
Grade 11	8	6	6	8	6	6	8
Grade 12	8	6	6	8	6	6	8
LEA Totals:	40	30	30	48	36	36	56

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



jects to enroll. In addition,
those in the enrollment

imum of three LEAs.
rticular level.

the LEA selected above will qualify for EC funding?	40%
the LEA selected above will qualify for EC funding?	30%
the LEA selected above will qualify for EC funding?	30%

Year 3			Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	
340	860	850	340	860	850	340	860	
8	8	10	7	8	12	9	9	
6	6	10	8	7	12	9	9	
6	6	10	7	8	12	9	9	
6	6	10	8	7	12	9	9	
6	6	10	7	8	12	9	9	
6	6	9	7	7	11	8	9	
6	6	10	8	6	12	9	8	
44	44	69	52	51	83	62	62	

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.

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:		850-Stokes		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$8,094.07	40	\$323,762.80	
Local Funds	\$3,038.00	40	\$121,520.00	
State EC Funds	\$4,021.98	5	\$20,512.10	
Federal EC Funds	\$1,514.35	5	\$7,723.19	
Total:			\$473,518.08	

LEA #2:		340-Forsyth		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$6,427.41	30	\$192,822.30	
Local Funds	\$3,190.00	30	\$95,700.00	
State EC Funds	\$5,309.31	4	\$20,308.11	
Federal EC Funds	\$1,514.35	4	\$5,792.39	
Total:			\$314,622.80	

LEA #3:		860-Surry		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$7,563.28	30	\$226,898.40	
Local Funds	\$1,330.00	30	\$39,900.00	
State EC Funds	\$5,309.31	4	\$20,308.11	
Federal EC Funds	\$1,514.35	4	\$5,792.39	
Total:			\$292,898.90	

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 may need to contact their local offices or LEA.

Income:	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 743,484	\$ 892,180	\$ 1,068,858	\$ 1,278,443
Local Per Pupil Funds	\$ 257,120	\$ 308,544	\$ 369,008	\$ 443,332
State EC Funds	\$ 61,128	\$ 73,354	\$ 88,287	\$ 105,108
Federal EC Funds	-	\$ 19,308	\$ 27,803	\$ 33,210
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,061,732	\$ 1,293,386	\$ 1,553,957	\$ 1,860,093

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t 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 Appenc



on federal funding in

Year 5	
\$	1,539,231
\$	532,394
\$	126,503
\$	39,967
\$	2,238,095

additional questions by
erating budget, please
these funds. If these

lix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary	Number of	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 88,000	\$ 88,000	1	\$ 92,000	\$ 92,000	1	\$ 97,850	\$ 97,850	1	\$ 100,785	\$ 100,785	1	\$ 103,808	\$ 103,808
Assistant Administrator	0		\$ -			\$ -	0.75	\$ 57,000	\$ 57,000	0.75	\$ 76,000	\$ 57,000	1	\$ 77,000	\$ 77,000
Finance Officer	0.25	\$ 70,000	\$ 17,500	0.25	\$ 80,000	\$ 20,000	0.25	\$ 82,000	\$ 20,500	0.25	\$ 84,000	\$ 21,000	0.25	\$ 86,000	\$ 21,500
Clerical	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 41,000	\$ 41,000	1	\$ 42,000	\$ 42,000	1	\$ 43,000	\$ 43,000
Food Service Staff	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0	\$ -	\$ -
Custodians	1	\$ 32,000	\$ 32,000	1	\$ 32,000	\$ 32,000	1	\$ 33,000	\$ 33,000	1	\$ 34,000	\$ 34,000	1	\$ 36,000	\$ 36,000
Transportation Staff	0		\$ -			\$ -			\$ -			\$ -			\$ -
Instructional Technology Facilitator (Remote Charter Applicants)	0		\$ -			\$ -			\$ -			\$ -			\$ -
Help Desk Technicians (Remote Charter Applicants)	0		\$ -			\$ -			\$ -			\$ -			\$ -
Library Media Specialists (Remote Charter Applicants)	0		\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***	0		\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***	0		\$ -			\$ -			\$ -			\$ -			\$ -
Total Admin and Support:	3.25		\$ 177,500	3.25		\$ 184,000	4		\$ 249,350	4		\$ 254,785	4.25		\$ 281,308
Instructional Personnel															
Core Content Teacher(s)	5	\$ 54,000	\$ 270,000	5	\$ 55,000	\$ 275,000	6	\$ 56,500	\$ 339,000	8	\$ 57,600	\$ 460,800	9	\$ 58,500	\$ 526,500
Electives/Specialty Teacher(s)	1	\$ 54,000	\$ 54,000	1	\$ 55,000	\$ 55,000	2	\$ 56,500	\$ 113,000	2	\$ 57,600	\$ 115,200	2	\$ 58,500	\$ 117,000
Exceptional Children Teacher(s)	1	\$ 54,000	\$ 54,000	1	\$ 55,000	\$ 55,000	1	\$ 56,500	\$ 56,500	1	\$ 57,600	\$ 57,600	1	\$ 58,500	\$ 58,500
Instructional Support	1	\$ 50,000	\$ 50,000	1	\$ 55,000	\$ 55,000	1	\$ 56,500	\$ 56,500	1	\$ 57,600	\$ 57,600	1	\$ 58,500	\$ 58,500
Teacher Assistants	0		\$ -	0.5	\$ 32,000	\$ 16,000	1	\$ 32,000	\$ 32,000	1	\$ 33,000	\$ 33,000	1	\$ 34,000	\$ 34,000
*** Edit text as needed. ***			\$ -			\$ -	0.25	\$ 50,000	\$ 12,500	0.25	\$ 76,000	\$ 19,000	1	\$ 58,500	\$ 58,500
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Instructional Personnel:	8		\$ 428,000	8.5		\$ 456,000	11.25		\$ 609,500	13.25		\$ 743,200	15		\$ 853,000
Total Admin, Support and Instructional Personnel:	11.25		\$ 605,500	11.75		\$ 640,000	15.25		\$ 858,850	17.25		\$ 997,985.00	19.25		\$ 1,134,308

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of	Cost Per	Total	Number of	Cost Per	Total	Number of	Cost Per	Total	Number of	Cost Per	Total	Number of	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	3.25	\$ 4,000	\$ 13,000	3.25	\$ 4,000	\$ 13,000	4	\$ 4,000	\$ 16,000	4	\$ 4,000	\$ 16,000	4.25	\$ 4,000	\$ 17,000
Retirement Plan--NC State	3.25	\$ 3,500	\$ 11,375	3.25	\$ 3,500	\$ 11,375	4	\$ 3,500	\$ 14,000	4	\$ 3,500	\$ 14,000	4.25	\$ 3,500	\$ 14,875
Retirement Plan--Other	0		\$ -	0		\$ -	0		\$ -	0		\$ -	0		\$ -
Life Insurance	3.25	\$ 200	\$ 650	3.25	\$ 200	\$ 650	4	\$ 200	\$ 800	4	\$ 200	\$ 800	4.25	\$ 200	\$ 850
Disability	3.25	\$ 150	\$ 488	3.25	\$ 150	\$ 488	4	\$ 150	\$ 600	4	\$ 150	\$ 600	4.25	\$ 150	\$ 638
Medicare	3.25	\$ 2,480	\$ 8,060	3.25	\$ 2,480	\$ 8,060	4	\$ 2,480	\$ 9,920	4	\$ 2,480	\$ 9,920	4.25	\$ 2,480	\$ 10,540
Social Security	3.25	\$ 580	\$ 1,885	3.25	\$ 580	\$ 1,885	4	\$ 580	\$ 2,320	4	\$ 580	\$ 2,320	4.25	\$ 580	\$ 2,465
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Admin and Support Benefits:			\$ 35,458			\$ 35,458			\$ 43,640			\$ 43,640			\$ 46,368
Instructional Personnel Benefits															
Health Insurance	8	\$ 4,000	\$ 32,000	8.5	\$ 4,000	\$ 34,000	11.25	\$ 4,000	\$ 45,000	12.25	\$ 4,000	\$ 49,000	15	\$ 4,000	\$ 60,000
Retirement Plan--NC State	8	\$ 3,500	\$ 28,000	8.5	\$ 3,500	\$ 29,750	11.25	\$ 3,500	\$ 39,375	13.25	\$ 3,500	\$ 46,375	15	\$ 3,500	\$ 52,500
Retirement Plan--Other	0	\$ -	\$ -			\$ -			\$ -			\$ -			\$ -
Social Security	8	\$ 3,410	\$ 27,280	8.5	\$ 3,410	\$ 28,985	11.25	\$ 3,410	\$ 38,363	13.25	\$ 3,410	\$ 45,183	15	\$ 3,410	\$ 51,150
Disability	8	\$ 150	\$ 1,200	8.5	\$ 150	\$ 1,275	11.25	\$ 150	\$ 1,688	13.25	\$ 150	\$ 1,988	15	\$ 150	\$ 2,250
Medicare	8	\$ 798	\$ 6,384	8.5	\$ 798	\$ 6,783	11.25	\$ 798	\$ 8,978	13.25	\$ 798	\$ 10,574	15	\$ 798	\$ 11,970
Life Insurance	8	\$ 200	\$ 1,600	8.5	\$ 200	\$ 1,700	11.25	\$ 200	\$ 2,250	13.25	\$ 200	\$ 2,650	15	\$ 200	\$ 3,000
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Total Instructional Personnel Benefits:			\$ 96,464			\$ 102,493			\$ 135,653			\$ 155,769			\$ 180,870

Total Personnel Benefits:		\$	131,922		\$	137,951		\$	179,293		\$	199,409		\$	227,238
Total Admin & Support Personnel (Salary & Benefits):	3.25	\$	212,958	3.25	\$	219,458	4	\$	292,990	4	\$	298,425.00	4.25	\$	327,676
Total Instructional Personnel (Salary & Benefits):	8	\$	524,464	8.5	\$	558,493	11.25	\$	745,153	13.25	\$	898,969	15	\$	1,033,870
TOTAL PERSONNEL:	11.25	\$	737,422	11.75	\$	777,951	15.25	\$	1,038,143	17.25	\$	1,197,394	19.25	\$	1,361,546

*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	\$	10,000.00	\$ 10,000.00	\$ 12,000.00
Paper	\$	3,000.00	\$ 3,500.00	\$ 4,000.00
Computers & Software	\$	15,000.00	\$ 15,000.00	\$ 15,000.00
Communications & Telephone	\$	5,000.00	\$ 8,000.00	\$ 10,000.00
Copier leases	\$	-	\$ 9,000.00	\$ 9,000.00
admin- background, ect	\$	3,000.00	\$ 3,000.00	\$ 3,000.00
*** Insert rows and edit text as needed. ***				
Management Company				
Contract Fees	\$	-	\$ -	\$ -
Other				
*** Insert rows and edit text as needed. ***				
Professional Contract				
Legal Counsel	\$	5,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting	\$	5,000.00	\$ 8,500.00	\$ 9,000.00
Financial	\$	20,000.00	\$ 20,000.00	\$ 22,000.00
consultants, compliance supports	\$	5,000.00	\$ 5,000.00	\$ 6,000.00
*** Insert rows and edit text as needed. ***				
Facilities				
Facility Lease/Mortgage	\$	100,000.00	\$ 100,000.00	\$ 100,000.00
Maintenance	\$	5,000.00	\$ 10,000.00	\$ 10,000.00
Custodial Supplies	\$	5,000.00	\$ 5,000.00	\$ 6,000.00
Custodial Contract				
Insurance (pg19)	\$	18,000.00	\$ 19,000.00	\$ 20,000.00
Other				
*** Insert rows and edit text as needed. ***				
Utilities				
Electric	\$	25,000.00	\$ 27,000.00	\$ 30,000.00
Gas	\$	6,000.00	\$ 6,500.00	\$ 7,000.00
Water/Sewer	\$	8,000.00	\$ 8,500.00	\$ 9,000.00
Trash	\$	4,000.00	\$ 4,500.00	\$ 5,000.00
Other				
*** Insert rows and edit text as needed. ***				
Transportation				
Buses				
Gas				
Oil/Tires & Maintenance				
Other				
*** Insert rows and edit text as needed. ***				

Other			
Marketing	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Child nutrition			
Travel			
Other		\$ 3,000.00	\$ 4,000.00
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 247,000.00	\$ 280,500.00	\$ 296,000.00

OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3
Classroom Technology				
Classroom/Student Devices	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Software (LMS, SIS, etc.)	\$	10,000.00	\$ 10,000.00	\$ 10,000.00
Wifi Access (Remote Charter Applicants)	\$	12,000.00	\$ 12,000.00	\$ 14,000.00
Other				
Instructional Contract				
Staff Development	\$	1,000.00	\$ 2,000.00	\$ 5,000.00
Other				
*** Insert rows and edit text as needed. ***				
Books and Supplies				
Instructional Materials	\$	15,000.00	\$ 15,000.00	\$ 15,000.00
Curriculum/Texts	\$	10,000.00	\$ 15,000.00	\$ 15,000.00
Copy Paper	\$	2,000.00	\$ 3,500.00	\$ 4,000.00
Testing Supplies	\$	8,000.00	\$ 10,000.00	\$ 12,000.00
Other				\$ 1,000.00
*** Insert rows and edit text as needed. ***				
Total Instructional Operations:	\$	68,000.00	\$ 77,500.00	\$ 86,000.00
TOTAL OPERATIONS:				
	\$	315,000.00	\$ 358,000.00	\$ 382,000.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

\$ 5,000.00	\$ 5,000.00
\$ 4,000.00	\$ 5,000.00
\$ 307,500.00	\$ 526,000.00

Year 4		Year 5	
\$	15,000.00	\$	20,000.00
\$	10,000.00	\$	10,000.00
\$	14,000.00	\$	15,000.00
\$	5,000.00	\$	8,000.00
\$	15,000.00	\$	15,000.00
\$	15,000.00	\$	20,000.00
\$	4,500.00	\$	5,000.00
\$	14,000.00	\$	15,000.00
\$	1,000.00	\$	1,000.00
\$	93,500.00	\$	109,000.00

\$	401,000.00	\$	635,000.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 737,421.50	\$ 777,950.50	\$ 1,038,142.50	\$ 1,197,393.50	\$ 1,361,545.50
Total Operations	M	\$ 315,000.00	\$ 358,000.00	\$ 382,000.00	\$ 401,000.00	\$ 635,000.00
Total Expenditures	N = J + M	\$ 1,052,421.50	\$ 1,135,950.50	\$ 1,420,142.50	\$ 1,598,393.50	\$ 1,996,545.50
Total Revenue	Z	\$ 1,061,731.82	\$ 1,293,386.15	\$ 1,553,957.14	\$ 1,860,093.01	\$ 2,238,094.87
Surplus / (Deficit)	= Z - N	\$ 9,310.32	\$ 157,435.65	\$ 133,814.64	\$ 261,699.51	\$ 241,549.37



RT Specialty
9020 Stony Point Pkwy
Ste 450
Richmond, VA 23235
Kathy Blackwell
804-484-4387

Insurance Proposal

April 16, 2026

Tatch Co.

Attn: Harper Team
1035 Rockingham Street Alpharetta, GA 30022

Applicant: Lovira, Inc. DBA
Lavira Achady
1030 Hill Road
King, NC 27021

Submission #: APP15102272

Policy Period: 04/16/2026 12:01 AM To 04/16/2027 12:01 AM

Coverage: Liability

Issuing Company: Western World Insurance Company

We are pleased to submit our proposal for the above captioned applicant.

Please read the attached quote carefully as coverage offered may be more limited than coverage requested.

Note :

Minimum earned premium may apply to this policy. See attached carrier quote for specifics. Please note that all fees are fully earned at inception.

TRIA coverage if applicable is offered on the attached carrier's quote.

Please review any minimum and deposit, audit, and/or cancellation provisions on the attached carrier quote for details regarding possible return premiums and additional premium charges.

I look forward to hearing from you, and please call if you have any questions.

Thank you for your business.

Regards,

Kathy Blackwell
SVP, Executive Underwriter
RT Specialty
kathy.blackwell@rtspecialty.com
804-484-4387

Balinda Woods
Senior Binding Authority Underwriter
RT Specialty
balinda.woods@rtspecialty.com
804-465-6185



RT Specialty
9020 Stony Point Pkwy
Ste 450
Richmond, VA 23235
Kathy Blackwell
804-484-4387

Insurance Proposal

Cost Summary

General Liability Premium	\$2,140.00
Policy Fee	\$200.00
NC Surplus Lines Tax	\$107.00
NC Stamp Fee	\$6.42

Total Policy Cost	\$2,453.42
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Minimum Earned

Note: There may be a minimum earned on this policy. Please refer to the carrier quote for more details on the minimum earned percentage.

Agent Commission: 11.00%

Disclosures

RT Specialty is typically compensated through commission from the insurer for the placement of policies in most transactions. The amount of the commission varies by insurance line and by carrier. RT Specialty might also receive additional compensation. In order to place the insurance requested we may charge a reasonable fee for additional services such as performing a risk analysis, comparing policies, processing submissions, communication expenses, inspections, working with underwriters on the coverage proposal, issuing policies, or servicing the policy after issuance. Any fees charged are fully earned at inception of the policy. Third-party inspection or other fees may be separately itemized upon request. Our fees are applied to new policies, renewal policies, and endorsements. Fees applicable to each renewal and endorsement will be set forth in the quotes. It is the insurance carrier's decision whether to offer the insurance quoted, and your client's decision whether to accept the quote. Our fee is not imposed by state law or the Insurer.

Depending upon the Insurer involved with your placement, we might also have an agreement with the Insurer that we are proposing for this placement that might pay us future additional compensation. This compensation could be based on formulas that consider the volume of business placed with the Insurer, the profitability of that business, how much of the business is retained for the Insurer's account each year, and potentially other factors. The agreements frequently consider total eligible premium from all clients placed during a calendar year and any incentive or contingent compensation is often received at a future date. Because of variables in these agreements, we often do not have an accurate means at the time of placement to determine the amount of any additional compensation that might be attributable to any single placement. You, as the retail broker with the direct relationship with the Insured, must comply with all applicable laws and regulations related to disclosure of and consent and agreement to, compensation, and informing the Insured that it may request more information about producer or broker compensation that might be paid in connection with the Insured's placement. If we request a copy of any legally required insured consent or agreement, you will provide us with a copy. If you need additional information about the compensation arrangements for services provided by RT Specialty affiliates, please contact your RT Specialty representative.

RT Specialty is a division of RSG Specialty, LLC. RSG Specialty, LLC is a Delaware limited liability company and a subsidiary of Ryan Specialty, LLC. In California: RSG Specialty Insurance Services, LLC (License # 0G97516).



RT Specialty
9020 Stony Point Pkwy
Ste 450
Richmond, VA 23235
Kathy Blackwell
804-484-4387

Insurance Proposal

Subjectivities

- Signed and completed Acord Application
- Signed TRIA form if insured is accepting or rejecting terrorism coverage
- This quote is subject to receiving currently valued, acceptable loss runs for the last 5 policy terms prior to binding.
- Completed Surplus Lines Affidavit
- Signed and completed Supplemental Application
- A written request to bind coverage is required prior to binding
- Completed and Signed No Loss Letter from date of opening to date of binding, stating there have been no losses.

The Subjectivities outlined above are required prior to binding. Please forward all requested information with your bind request. No coverage is considered bound until confirmed in writing and all subjectivities have been addressed.

Conditions

- No flat cancellations are permitted
- 25% minimum premium earned at inception.

Note that if we do not receive the required information, we will be unable to issue a binder if requested.

Remarks

PLEASE BE SURE ALL EXPOSURES ON THE APPLICATIONS SUBMITTED FOR BINDING MATCH WHAT WAS OFFERED ON THE QUOTE

Terms/Conditions per carrier quote - Please review carefully.

TRIA is not included in the pricing but can be added for an additional premium, please advise if you need revised pricing

RSG Richmond

9020 Stoney Point Parkway, 450

Richmond, VA 23235

Tel: 866-747-4757 ext 4140 :: Fax:

To: **Tatch Co.**
Attn:
From: **Balinda Woods**
Applicant: **Lavira Achady**
State: **NC**
Policy Type: **Commercial General Liability**
Policy Period: **04/16/2026 - 04/16/2027**

PLEASE BIND EFFECTIVE _____

Circle Desired Premium Option(s)
Below. No coverage is bound until
confirmed by our office! Quote is
Valid for 60 DAYS.

Signature**Premium Summary**

General Liability	\$2,140.00
Total Premium	\$2,140.00
Total Fees	\$200.00
Total Taxes	\$113.42
Grand Total	\$2,453.42

Fees & Taxes

Policy Fee	\$200.00
SL Tax	\$107.00
SL Stamp Fee	\$6.42
Commission	11%

Additional Premium for Certified Acts of Terrorism Coverage: \$100.00 plus tax.

Quoted By**Western World Insurance Company** (BEST RATING: A Excellent ; Non-Admitted)**We offer the following quote subject to:**

Fully completed and signed Western World Application(s) listed in the Application List.

The attached "NOTICE OF TERRORISM INSURANCE COVERAGE" must be completed and signed by the insured. No
coverage may be bound without this completed and signed notice.

No known loss letter signed by the insured

3 years currently valued loss runs showing insured has been loss free

Application List

App No	ED Date	Application Name
A56	01/22	Schools General Liability Supplemental Application

Location Information

Location	Address
P1/B1	1030 Hill Road, KING, NC 27021

General Liability Limits of Insurance

General Aggregate Limit (Other Than Products-Completed Ops)	\$2,000,000
Products-Completed Ops Aggregate Limit	Included
Personal and Advertising Injury Limit	\$1,000,000
Each Occurrence Limit	\$1,000,000
Damage To Premises Rented To You	\$100,000
Medical Expense Limit	\$5,000 Any One Person
Each Professional Incident Limit (if applicable)	Not Covered
Deductible	N/A

Exposure

Code	Class Name	Basis	Exposure	Pr/Co Rate	Pr/Co Premium	All Other Rate	All Other Premium
47477	Schools - private - high (NC P1/B1)	Per Student	207	Included	Included	10.336	2,140.00

Additional Coverage Notes**WW168 (08/23) Cancellation And Premium Audit Changes**

Minimum Earned Premium Percentage : 25

WW183 (05/12) Minimum-Earned Premium

% : 25

Excess Liability Indication

Excess Limit:	\$1,000,000	\$2,000,000	\$3,000,000	\$4,000,000	\$5,000,000
*Premium:	\$800	\$1,600	\$2,400	\$3,200	\$4,000

*The above indicated premiums do not include any applicable taxes and/or fees. Coverage for Auto Liability and TRIA is additional.

- Underlying Employers Liability (EL) and Employee Benefits Liability (EBL) can be included at no additional charge.
- Note: Excess terms will exclude pollution coverage.

This is a premium indication only and may be subject to change. An excess transaction will need to be created and quoted for formal terms and conditions.

Form List

Subject to the following Endorsements:

Form No	ED Date	Form Name
CG0001	04/13	Commercial General Liability Coverage Form
CG2107	05/14	Exclusion-Access or Disclosure of Confidential or Personal Information and Data-Related Liability - Limited Bodily Injury Exception Not Included
CG2111	06/15	Exclusion - Unmanned Aircraft (Coverage B Only)
CG2136	03/05	Exclusion - New Entities
CG2147	12/07	Employment-Related Practices Exclusion
CG2167	12/04	Fungi or Bacteria Exclusion
CG2271	10/01	Colleges Or Schools (Limited Form)
CG2426	04/13	Amendment of Insured Contract Definition
IL0017	11/98	Common Policy Conditions
IL0021	09/08	Nuclear Energy Exclusion Endorsement (Broad Form)
ILP001	01/04	U.S. Treasury Department's Office of Foreign Assets Control ("OFAC") Advisory Notice to Policyholders
NTCFR01	10/20	Notice to Policyholders Fraud Notice
WW1	06/12	Deductible Endorsement
WW108	01/08	Transportation Exclusion
WW13	06/12	Classification Limitation
WW168	08/23	Cancellation And Premium Audit Changes
WW171A	09/23	Sexual Action Exclusion
WW183	05/12	Minimum-Earned Premium
WW192	04/13	Premium Basis Endorsement
WW221	10/19	Corporal Punishment Exclusion
WW22W	10/22	Service of Suit
WW230	01/24	Common Policy Declarations
WW232	01/12	Commercial Liability Coverage Part Declarations
WW284	12/15	Exclusion - Lead Contamination
WW401	08/19	Total And Absolute Asbestos Exclusion
WW424	09/10	Exclusion of Nuclear, Biological and Chemical Injury or Damage
WW456	01/12	Commercial General Liability Amendatory Endorsement
WW497	01/18	Notice - Claim Reporting
WW529	11/21	Communicable Disease Exclusion
WW534	08/23	Amendment of Employers Liability Exclusion
WW536	08/23	Exclusion - Injury to Contractors, Subcontractors or Independent Contractors and Their Workers
WW538	09/23	Human Trafficking Exclusion
WW541	09/23	Per - And Polyfluoroalkyl Substances (PFAS) Exclusion Endorsement

If the insured accepts Certified Acts of Terrorism Coverage for General Liability and pays the appropriate premium the following endorsements apply:

- TRIA 0003 - EXCLUSION OF CERTIFIED NUCLEAR, BIOLOGICAL, CHEMICAL OR RADIOLOGICAL ACTS OF TERRORISM; CAP ON LOSSES FROM CERTIFIED ACTS OF TERRORISM

If the insured rejects Certified Acts of Terrorism Coverage for General Liability and does not pay the appropriate premium the following endorsements apply:

- TRIA 0004 - EXCLUSION OF CERTIFIED ACTS OF TERRORISM

These rates, terms and conditions are valid for 60 days from the date of this Quote.

We are pleased to offer the preceding quotation which should be reviewed carefully as the terms and conditions of coverage may differ from those requested on your application / submission.

**POLICYHOLDER DISCLOSURE
NOTICE OF TERRORISM INSURANCE COVERAGE
(RIGHT TO PURCHASE COVERAGE)**

You are hereby notified that under the Terrorism Risk Insurance Act, as amended, that you have a right to purchase insurance coverage for losses resulting from acts of terrorism. As defined in Section 102(1) of the Act: The term "act of terrorism" means any act or acts that are certified by the Secretary of the Treasury - in consultation with the Secretary of Homeland Security, and the Attorney General of the United States - to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted 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 to have been committed by an individual or individuals 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.

YOU SHOULD KNOW THAT WHERE COVERAGE IS PROVIDED BY THIS POLICY FOR LOSSES RESULTING FROM CERTIFIED ACTS OF TERRORISM, SUCH LOSSES MAY BE PARTIALLY REIMBURSED BY THE UNITED STATES GOVERNMENT UNDER A FORMULA ESTABLISHED BY FEDERAL LAW. HOWEVER, YOUR POLICY MAY CONTAIN OTHER EXCLUSIONS WHICH MIGHT AFFECT YOUR COVERAGE, SUCH AS AN EXCLUSION FOR NUCLEAR EVENTS. UNDER THE FORMULA, THE UNITED STATES GOVERNMENT GENERALLY REIMBURSES 80% OF COVERED TERRORISM LOSSES EXCEEDING THE STATUTORILY ESTABLISHED DEDUCTIBLE PAID BY THE INSURANCE COMPANY PROVIDING THE COVERAGE. THE PREMIUM CHARGED FOR THIS COVERAGE IS PROVIDED BELOW AND DOES NOT INCLUDE ANY CHARGES FOR THE PORTION OF LOSS THAT MAY BE COVERED BY THE FEDERAL GOVERNMENT UNDER THE ACT.

YOU SHOULD ALSO KNOW THAT THE TERRORISM RISK INSURANCE ACT, AS AMENDED, CONTAINS A \$100 BILLION CAP THAT LIMITS U.S. GOVERNMENT REIMBURSEMENT AS WELL AS INSURERS' LIABILITY FOR LOSSES RESULTING FROM CERTIFIED ACTS OF TERRORISM WHEN THE AMOUNT OF SUCH LOSSES IN ANY ONE CALENDAR YEAR EXCEEDS \$100 BILLION. IF THE AGGREGATE INSURED LOSSES FOR ALL INSURERS EXCEED \$100 BILLION, YOUR COVERAGE MAY BE REDUCED.

Acceptance or Rejection of Terrorism Insurance Coverage

- ☐ I hereby elect to purchase terrorism coverage for prospective premium of \$100.00
- ☐ I hereby decline to purchase terrorism coverage for certified acts of terrorism. I understand that I will have no coverage for losses resulting from certified acts of terrorism

Lavira Achady		
Policyholder/Applicant's Signature		Account Name
Print Name	Date	Policy Number

Schools

General Liability Supplemental Application

(Complete in addition to ACORD)

1. Name of Applicant: _____
Website: _____

2. Type of School (check all that apply):

☐ For-Profit ☐ Non-Profit

☐ Public ☐ Private

☐ Elementary

☐ Home Schooling

☐ Preschool

☐ Junior High

☐ Parochial

☐ Medical/Vocational*

☐ High School

☐ Charter

☐ Trade/Vocational*

☐ College/University

☐ Head Start

*Provide list of courses/brochure

☐ Other: _____

3. Number of students you are licensed for: _____ Average daily attendance: _____

4. Number of school days per year: _____

5. Number of students:

AGE GROUP	DAY	NIGHT	NO. OF TEACHERS
0 thru 3 years			
3 thru 5 years			
5 thru 12 years			
13 thru 18 years			
Over 18 years			

6. Ratio of on-duty staff to students: _____

7. Do you accept handicapped, physically, or mentally-challenged students? ☐ Yes ☐ No

If yes, state the number of students and describe degree of handicap: _____

Are teachers/staff certified or trained to properly handle these students? ☐ Yes ☐ No

8. Hours of operation: **From** **To**
Day _____
Evening _____

9. Annual Gross Sales (If For-Profit): \$ _____ Annual Budget (If Not-For-Profit): \$ _____

10. Do you use armed security guards? ☐ Yes ☐ No

11. Are all visitors to the school required to sign in and out? ☐ Yes ☐ No

12. Is your school accredited? ☐ Yes ☐ No

If yes, state accrediting organization: _____

13. Do all of your teachers have the required professional experience, training and/or certification? ☐ Yes ☐ No

14. Do you have Workers' Compensation coverage in force? ☐ Yes ☐ No

15. Do you have dormitory facilities or student housing? ☐ Yes ☐ No If yes, state number of beds: _____

a. Do you provide housing for undergraduate college students? ☐ Yes ☐ No

b. Are students separated by gender? ☐ Yes ☐ No

c. Describe 24 hour staffing: _____

16. Describe all buildings, including dormitories. Use additional paper, if needed.
- Number of buildings: _____ Number of stories: _____ Total square footage of building: _____
 - Use of building(s): _____
 - Construction of building(s): _____
 - Type of fire protection system: _____
 - Emergency evacuation plan: _____
 - Will any new construction occur within the next 12 months? ☐ Yes ☐ No
 - Cafeteria? ☐ Yes ☐ No
If yes, with cooking facilities? ☐ Yes ☐ No Ansul system over cooking surface? ☐ Yes ☐ No
 - Is cooking/smoking allowed in rooms? ☐ Yes ☐ No
 - Stadiums, bleachers or grandstands? ☐ Yes ☐ No
17. Last inspected by (state/municipality): _____ Date inspected: _____
Any violations? If yes, please provide full details on separate sheet of paper. ☐ Yes ☐ No
18. Do you have any fraternities and/or sororities? ☐ Yes ☐ No
19. Please check the applicable activities:
- | | | | | |
|---------------------------------------|---|-----------------------------------|---------------------------------------|------------------------------------|
| ☐ Baseball | ☐ Basketball | ☐ Boxing | ☐ Cheerleading | ☐ Dive Team |
| ☐ Diving Board | ☐ Fencing | ☐ Football | ☐ Gymnastics | ☐ Hockey |
| ☐ Martial Arts | ☐ Soccer | ☐ Softball | ☐ Swimming | ☐ Tennis |
| ☐ Wrestling | ☐ Wilderness Program | | | |
| ☐ Other: _____ | | | | |
20. Do you carry a Student Accident Policy? ☐ Yes ☐ No If yes, for all sports? ☐ Yes ☐ No
Carrier: _____ Limits: \$ _____ / _____
21. Does your facility have a swimming pool? ☐ Yes ☐ No
If yes, please answer questions **a.** through **e.**
- Do all pool(s) comply with requirements of federal Virginia Graeme Baker Pool & Spa Safety Act? ☐ Yes ☐ No
 - Do drain covers meet the ANSI/ASME A112. 19.8-2007 standard on **EVERY** drain/grate? ☐ Yes ☐ No
 - Do all pools have an automatic shut-off system, gravity drainage system, Safety Vacuum Release System, suction limiting vent system or disabled drain? ☐ Yes ☐ No
 - Are dual or multiple drains at least three (3) feet apart? ☐ Yes ☐ No
 - Are you in compliance with ADA 2010 Standards for pool accessibility? ☐ Yes ☐ No
- Please complete the appropriate sections below:*
- IF YOU ARE ADA COMPLIANT:**
What means of access for entry/exit is being utilized?
☐ Fixed Lift ☐ Non-Fixed Lift ☐ Pool Stairs ☐ Sloped Entry ☐ Transfer System ☐ Transfer Wall
Is your staff trained on an on-going basis in the use, operation and maintenance of the pool lift? ☐ Yes ☐ No
- IF YOU ARE NOT ADA COMPLIANT:**
Why are you non-compliant? _____

How do you intend to protect disabled persons who are entering and exiting the pool? _____

22. Does your school sponsor field trips each year? ☐ Yes ☐ No
- If yes, approximately how many? _____
 - Describe type of field trips and where they are taken: _____

 - Is written permission/waiver obtained from each child's parent or guardian? ☐ Yes ☐ No
23. Do you have an extended day program? ☐ Yes ☐ No Number of students: _____
Hours of operation? From _____ To _____
24. Is the school owned by a physician? ☐ Yes ☐ No

25. Are any of your teachers also physicians? ☐ Yes ☐ No
 a. If yes, describe their responsibilities/duties: _____
- b. Do all physicians have Medical Malpractice Insurance in force? ☐ Yes ☐ No
26. Describe hiring procedures for all employees, including aides, attendants, custodial, etc. _____
27. Will students work under the direction of someone other than the insured? ☐ Yes ☐ No
28. Do you allow outside groups to use your premises? ☐ Yes ☐ No
 If yes, are certificates of Commercial General Liability insurance obtained? ☐ Yes ☐ No
29. Are bus services provided? ☐ Yes ☐ No
 If provided by an independent contractor, are certificates of Commercial General Liability insurance obtained? ☐ Yes ☐ No
30. Do you teach Firemen or Policemen? ☐ Yes ☐ No
31. Describe any clinical/on the job activities: _____
32. Do you use volunteers? ☐ Yes ☐ No
 If yes explain their duties and how many volunteers are used: _____

PLEASE ANSWER APPLICABLE QUESTIONS REGARDING YOUR OPERATIONS:

SCHOLASTIC SCHOOLS

33. Does your school's policy encourage or allow the use of corporal punishment? ☐ Yes ☐ No
34. Is there a formal written policy prohibiting the use of corporal punishment? ☐ Yes ☐ No
35. Play equipment (check all that apply):
☐ Inflatable bounce equipment ☐ Jungle Gym ☐ Slide ☐ Swings ☐ Trampoline
☐ Other (List): _____
- a. Is all play equipment securely anchored? ☐ Yes ☐ No
- b. Is there impact absorbing material under and around play equipment? ☐ Yes ☐ No

BEAUTY AND BODY CARE SCHOOLS

36. Please check all programs offered:
- | | |
|--|---|
| ☐ Botox Training | ☐ Massage Therapy |
| ☐ Collagen Fillers | ☐ Medi-spa programs |
| ☐ Electrolysis | ☐ Microdermabrasion |
| ☐ Facials | ☐ Nail Technician |
| ☐ Hair Implants/Transplants | ☐ Permanent Make-up or Tattoo Application or Removal |
| ☐ Hair Styling | ☐ Photofacial or other Light Treatments |
| ☐ Laser Hair Removal | ☐ Varicose Vein Removal |
| ☐ Liposuction | ☐ Waxing |
| ☐ Any procedure involving the use of formaldehyde, such as "Brazilian Blowouts" | |
| ☐ Laser Technology training OTHER THAN Laser Hair Removal | |
| ☐ Other: _____ | |
37. List any products that you manufacture or re-label: _____
38. Do you allow students to train at any of the following locations?
☐ Airports ☐ Hospitals ☐ Nursing Homes or Assisted Living Facilities ☐ Sports Medicine Facilities
39. Do you offer any services to the general public? ☐ Yes ☐ No
 If yes, specify what type(s): _____

NURSING SCHOOLS

40. Do you offer any of the following programs?

- | | | | |
|--|---|---|--|
| ☐ Doctorate/PhD | ☐ Forensic Nursing | ☐ Legal Nurse Consulting | ☐ LPN or LVN Training |
| ☐ Nurse Anesthetist | ☐ Nurse Midwife | ☐ Nurse Practitioner | ☐ On-line Nursing |
| ☐ Physician's Assistant | ☐ RN Certification or Training | ☐ Other: _____ | |

41. List all certifications or licenses provided by you to students who complete your program: _____

HEALTH AND SAFETY-RELATED SCHOOLS

42. Type of school:

- | | | |
|---|--|---------------------------------------|
| ☐ CPR and First Aid Training | ☐ Dental Hygienist Training | ☐ EMT Training |
| ☐ Home Health Aide Certification | ☐ Paramedic Training | ☐ Other: _____ |

43. Do you operate or train at a military-type facility?

☐ Yes ☐ No

44. Do you provide any training at industrial settings?

☐ Yes ☐ No

45. Do your classes involve terrorism response training?

☐ Yes ☐ No

46. List all certifications or licenses provided by you to students who complete your program: _____

CORRESPONDENCE SCHOOLS

47. Do you offer courses other than general academic high school or college preparatory classes? ☐ Yes ☐ No

If yes, describe: _____

TRADE / VOCATIONAL SCHOOLS

48. Do you teach auto repair or assembly? ☐ Yes ☐ No

49. List power equipment and tools typically used by students: _____

50. List all certifications or licenses provided by you to students who complete your program: _____

FOR SEXUAL MOLESTATION COVERAGE, PLEASE COMPLETE QUESTIONS 51 THROUGH 54.

If sexual molestation coverage is not desired, please check here: ☐ Coverage is NOT requested.

51. Has your facility had any incidents or claims brought against it for sexual molestation or any other allegation of misconduct?

☐ Yes ☐ No

If yes, please provide details: _____

52. Does your facility do background checks on all employees and volunteers?

☐ Yes ☐ No

Describe type of checks performed (prior employer, policy, etc.): _____

53. Are there written guidelines in place regarding sexual misconduct?

☐ Yes ☐ No

If NO, please explain: _____

54. Please check the limits you are requesting:

- | | | | |
|--|---|--|--|
| ☐ \$25,000/50,000 | ☐ \$50,000/100,000 | ☐ \$100,000/300,000 | ☐ \$300,000/300,000 |
|--|---|--|--|

FRAUD WARNING STATEMENTS

NOTICE TO APPLICANTS: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT ACT, WHICH IS A CRIME, AND MAY SUBJECT SUCH PERSON TO CRIMINAL AND CIVIL PENALTIES.

NOTICE TO ALABAMA APPLICANTS: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR WHO KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO RESTITUTION, FINES, OR CONFINEMENT IN PRISON, OR ANY COMBINATION THEREOF.

NOTICE TO ARKANSAS, LOUISIANA, RHODE ISLAND, AND WEST VIRGINIA APPLICANTS: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO FINES AND CONFINEMENT IN PRISON.

NOTICE TO CALIFORNIA APPLICANTS: FOR YOUR PROTECTION CALIFORNIA LAW REQUIRES THE FOLLOWING TO APPEAR ON THIS FORM: ANY PERSON WHO KNOWINGLY PRESENTS FALSE OR FRAUDULENT INFORMATION TO OBTAIN OR AMEND INSURANCE COVERAGE OR TO MAKE A CLAIM FOR THE PAYMENT OF A LOSS IS GUILTY OF A CRIME AND MAY BE SUBJECT TO FINES AND CONFINEMENT IN STATE PRISON.

NOTICE TO COLORADO APPLICANTS: IT IS UNLAWFUL TO KNOWINGLY PROVIDE FALSE, INCOMPLETE, OR MISLEADING FACTS OR INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING OR ATTEMPTING TO DEFRAUD THE COMPANY. PENALTIES MAY INCLUDE IMPRISONMENT, FINES, DENIAL OF INSURANCE, AND CIVIL DAMAGES. ANY INSURANCE COMPANY OR AGENT OF AN INSURANCE COMPANY WHO KNOWINGLY PROVIDES FALSE, INCOMPLETE, OR MISLEADING FACTS OR INFORMATION TO A POLICYHOLDER OR CLAIMANT FOR THE PURPOSE OF DEFRAUDING OR ATTEMPTING TO DEFRAUD THE POLICYHOLDER OR CLAIMANT WITH REGARD TO A SETTLEMENT OR AWARD PAYABLE FROM INSURANCE PROCEEDS SHALL BE REPORTED TO THE COLORADO DIVISION OF INSURANCE WITHIN THE DEPARTMENT OF REGULATORY AGENCIES.

NOTICE TO DISTRICT OF COLUMBIA APPLICANTS: WARNING: IT IS A CRIME TO PROVIDE FALSE OR MISLEADING INFORMATION TO AN INSURER FOR THE PURPOSE OF DEFRAUDING THE INSURER OR ANY OTHER PERSON. PENALTIES INCLUDE IMPRISONMENT AND/OR FINES. IN ADDITION, AN INSURER MAY DENY INSURANCE BENEFITS IF FALSE INFORMATION MATERIALLY RELATED TO A CLAIM WAS PROVIDED BY THE APPLICANT.

NOTICE TO FLORIDA APPLICANTS: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO INJURE, DEFRAUD, OR DECEIVE ANY INSURER FILES A STATEMENT OF CLAIM OR AN APPLICATION CONTAINING ANY FALSE, INCOMPLETE OR MISLEADING INFORMATION IS GUILTY OF A FELONY OF THE THIRD DEGREE.

NOTICE TO KANSAS APPLICANTS: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD, PRESENTS, CAUSES TO BE PRESENTED OR PREPARES WITH KNOWLEDGE OR BELIEF THAT IT WILL BE PRESENTED TO OR BY AN INSURER, PURPORTED INSURER, BROKER OR ANY AGENT THEREOF, ANY WRITTEN, ELECTRONIC, ELECTRONIC IMPULSE, FACSIMILE, MAGNETIC, ORAL, OR TELEPHONIC COMMUNICATION OR STATEMENT AS PART OF, OR IN SUPPORT OF, AN APPLICATION FOR THE ISSUANCE OF, OR THE RATING OF AN INSURANCE POLICY FOR PERSONAL OR COMMERCIAL INSURANCE, OR A CLAIM FOR PAYMENT OR OTHER BENEFIT PURSUANT TO AN INSURANCE POLICY FOR COMMERCIAL OR PERSONAL INSURANCE THAT SUCH PERSON KNOWS TO CONTAIN MATERIALLY FALSE INFORMATION CONCERNING ANY FACT MATERIAL THERETO; OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT.

NOTICE TO KENTUCKY APPLICANTS: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME.

NOTICE TO MAINE APPLICANTS: IT IS A CRIME TO KNOWINGLY PROVIDE FALSE, INCOMPLETE OR MISLEADING INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING THE COMPANY. PENALTIES MAY INCLUDE IMPRISONMENT, FINES OR A DENIAL OF INSURANCE BENEFITS.

NOTICE TO MARYLAND APPLICANTS: ANY PERSON WHO KNOWINGLY OR WILLFULLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR WHO KNOWINGLY OR WILLFULLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO FINES AND CONFINEMENT IN PRISON.

NOTICE TO MINNESOTA APPLICANTS: A PERSON WHO FILES A CLAIM WITH INTENT TO DEFRAUD OR HELPS COMMIT A FRAUD AGAINST AN INSURER IS GUILTY OF A CRIME.

NOTICE TO NEW JERSEY APPLICANTS: ANY PERSON WHO INCLUDES ANY FALSE OR MISLEADING INFORMATION ON AN APPLICATION FOR AN INSURANCE POLICY IS SUBJECT TO CRIMINAL AND CIVIL PENALTIES.

NOTICE TO NEW MEXICO APPLICANTS: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO CIVIL FINES AND CRIMINAL PENALTIES.

NOTICE TO NEW YORK APPLICANTS:

APPLICABLE TO OTHER THAN AUTO OR FIRE: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION, OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME, AND SHALL ALSO BE SUBJECT TO A CIVIL PENALTY NOT TO EXCEED FIVE THOUSAND DOLLARS AND THE STATED VALUE OF THE CLAIM FOR EACH SUCH VIOLATION.

APPLICABLE TO FIRE: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE CONTAINING ANY FALSE INFORMATION, OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME. THE PROPOSED INSURED AFFIRMS THAT THE FOREGOING INFORMATION IS TRUE AND AGREES THAT THESE APPLICATIONS SHALL CONSTITUTE A PART OF ANY POLICY ISSUED.

APPLICABLE TO AUTO: ANY PERSON WHO KNOWINGLY MAKES OR KNOWINGLY ASSISTS, ABETS, SOLICITS OR CONSPIRES WITH ANOTHER TO MAKE A FALSE REPORT OF THE THEFT, DESTRUCTION, DAMAGE OR CONVERSION OF ANY MOTOR VEHICLE TO A LAW ENFORCEMENT AGENCY, THE DEPARTMENT OF MOTOR VEHICLES OR AN INSURANCE COMPANY, COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME, AND SHALL ALSO BE SUBJECT TO A CIVIL PENALTY NOT TO EXCEED FIVE THOUSAND DOLLARS AND THE VALUE OF THE SUBJECT MOTOR VEHICLE OR STATED CLAIM FOR EACH VIOLATION.

NOTICE TO OHIO APPLICANTS: ANY PERSON WHO, WITH INTENT TO DEFRAUD OR KNOWING THAT HE IS FACILITATING A FRAUD AGAINST AN INSURER, SUBMITS AN APPLICATION OR FILES A CLAIM CONTAINING A FALSE OR DECEPTIVE STATEMENT IS GUILTY OF INSURANCE FRAUD.

NOTICE TO OKLAHOMA APPLICANTS: WARNING: ANY PERSON WHO KNOWINGLY, AND WITH INTENT TO INJURE, DEFRAUD OR DECEIVE ANY INSURER, MAKES ANY CLAIM FOR THE PROCEEDS OF AN INSURANCE POLICY CONTAINING ANY FALSE, INCOMPLETE OR MISLEADING INFORMATION IS GUILTY OF A FELONY.

NOTICE TO OREGON APPLICANTS: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, MAY BE GUILTY OF A FRAUDULENT ACT, WHICH MAY BE A CRIME, AND MAY SUBJECT SUCH PERSON TO CRIMINAL AND CIVIL PENALTIES.

NOTICE TO PENNSYLVANIA APPLICANTS:

APPLICABLE TO OTHER THAN AUTO: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME AND SUBJECTS SUCH PERSON TO CRIMINAL AND CIVIL PENALTIES.

APPLICABLE TO AUTO: ANY PERSON WHO KNOWINGLY AND WITH INTENT TO INJURE OR DEFRAUD ANY INSURER FILES AN APPLICATION OR CLAIM CONTAINING ANY FALSE, INCOMPLETE OR MISLEADING INFORMATION SHALL, UPON CONVICTION, BE SUBJECT TO IMPRISONMENT FOR UP TO SEVEN YEARS AND THE PAYMENT OF A FINE OF UP TO \$15,000.

NOTICE TO TENNESSEE, VIRGINIA AND WASHINGTON APPLICANTS: IT IS A CRIME TO KNOWINGLY PROVIDE FALSE, INCOMPLETE OR MISLEADING INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING THE COMPANY. PENALTIES INCLUDE IMPRISONMENT, FINES AND DENIAL OF INSURANCE BENEFITS.

NOTICE TO VERMONT APPLICANTS: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE STATEMENT IN AN APPLICATION FOR INSURANCE MAY BE GUILTY OF A CRIMINAL OFFENSE AND SUBJECT TO PENALTIES UNDER STATE LAW.

Applicant's Signature

Date

Title

Producing Agent



We are pleased to introduce you to Stetson Insurance Funding, LLC ("Stetson") an affiliate of Ryan Specialty Group that operates its premium finance business. Stetson will be providing an automated premium finance agreement for your clients' commercial insurance risks placed through RT Specialty.

Stetson has teamed up with FIRST Insurance Funding ("FIRST"), the largest premium finance company in North America. Under this collaboration, FIRST will be the lender, as listed on the premium finance agreement, and the loan will be serviced by FIRST. Stetson will be your main point of contact throughout the life of the loan and provide ongoing support to your agency.

EASY SET UP FOR AGENTS TO OBTAIN FINANCING:

1. Receive an automated premium finance agreement with eligible commercial insurance risks placed through RT Specialty.
2. Make changes to the premium finance agreement by:
 - Visiting our website at www.stetsonfunding.com
 - Emailing us at quotes@stetsonfunding.com
 - Calling us at 1-866-856-1112
3. Down payment to be collected by the agent from the insured in good funds and sent to the General Agent or Carrier.
4. Return the signed premium finance agreement to agreements@stetsonfunding.com.
5. Stetson will finalize the loan and have funding issued for the amount financed.

We look forward to exceeding your premium financing expectations.



STATEMENT OF NO LOSS

AGENCY		NAMED INSURED	
CONTACT NAME:		CARRIER	NAIC CODE
PHONE (A/C. No. Ext):			
FAX (A/C. No):		POLICY NUMBER	
E-MAIL ADDRESS:		APPROVED BY	
CODE:	SUBCODE:		
AGENCY CUSTOMER ID:			

I CERTIFY THAT I AM NOT AWARE OF ANY LOSSES, ACCIDENTS OR CIRCUMSTANCES THAT MIGHT GIVE RISE TO A CLAIM UNDER THE INSURANCE POLICY WHOSE NUMBER IS SHOWN ABOVE, FROM 12:01 AM ON _____ TO _____ .

CANCELLATION DATE

DATE AND TIME SIGNED

APPLICANT'S SIGNATURE

RECEIPT

\$ _____ AMOUNT RECEIVED BY: _____

PRODUCER

WITNESS

DATE AND TIME

NC Surplus Lines Compliance Acknowledgement

I, the North Carolina surplus lines licensee, have verified that after a diligent search the producing agent has been unable to obtain the full amount or kind of insurance necessary to protect the risks of this insured from any insurance company licensed to do business in North Carolina; therefore, application is made under article §58- 21-15 of the General Statutes of North Carolina to procure insurance through an insurance company that is not licensed in North Carolina.

I have complied with N.C. Gen. Stat. §58-21-50 and the insured has been notified in writing that:

(1) The insurer with which the coverage has been placed is not licensed by this State and is not subject to its supervision; and

(2) In the event of the insolvency of the surplus lines insurer, losses will not be paid by any State insurance guaranty or solvency fund.

In addition, I verify that every evidence of insurance negotiated, placed or procured under the provisions of N.C. Gen. Stat. § 58-21 issued by this North Carolina surplus lines licensee shall bear the name of the licensee and the following legend in 12 point type and in contrasting color, or in 12 point type and underlined and in bold print:

“The insurance company with which this coverage has been placed is not licensed by the State of North Carolina and is not subject to its supervision. In the event of the insolvency of the insurance company, losses under this policy will not be paid by any State insurance guaranty or solvency fund.”

The original of this document must be retained in the files of the surplus lines licensee and available for inspection by the Commissioner for a period of at least five (5) years.



SURPLUS LINES FILING DECLINATIONS DETAIL

NAME OF INDIVIDUAL LICENSEE THAT MADE DILIGENT EFFORT TO PLACE WITH ADMITTED CARRIER:		PHYSICAL ADDRESS OF RISK
INDIVIDUAL LICENSE NUMBER:		

NAME OF INSURED:	Lovira, Inc. DBA Lavira Achady
POLICY NUMBER:	APP15102272

Document the efforts made to place coverage with an admitted carrier by identifying three admitted carriers marketing the class of business that declined the risk. Please complete this section in its entirety.

FULL NAME AND ADDRESS OF ADMITTED CARRIER	CARRIER NAIC CODE	NAME OF REPRESENTATIVE	PHONE NUMBER	REASON FOR DECLINATION
1.				
2.				
3.				

☐ I have made a diligent effort to place this insurance with the above admitted carriers which are authorized to transact the kind and class of insurance involved and which are writing insurance on risks of the same kind and class.

OR

☐ This coverage has been verified to be on the applicable state export list.

Signature of Producer

Date

Print Name

1:58 PM (1 hour ago)

Joe Race

to me 

Hi Cindi,

This is amazing. We will help you. We insure one of the largest charter school management companies in the country so we are very familiar with the coverage you need and available insurance markets. Below is what I think this will cost you. See the green numbers for the amounts that I think each area will cost you. We do need to add a few protections when you are ready to move forward, but I think this gives you a good start.

Joseph Race

CEO

The Allen Thomas Group

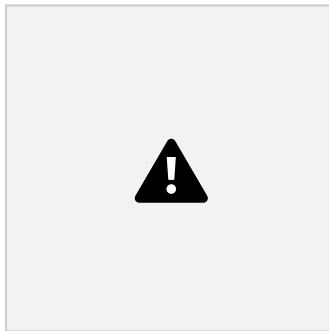
CA License #0G67847

 jrace@atgins.com

 (440) 826-3676

 453 S High St
#101.
Akron, OH 44311

 **atgins.com**



DISCLAIMER: PLEASE BE ADVISED THAT INSURANCE COVERAGE CANNOT BE BOUND, AMENDED, OR ALTERED VIA EMAIL. The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, re-transmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the material from any computer. This email and any file attached should be scanned for viruses. No liability is accepted for any loss or damage resulting from a computer virus, or resulting from a defect in transmission of this email or any attached file.

1. General Liability Insurance

Statute: NCGS §115C-218.20 Standard Amount: 5-7k

- **\$1,000,000 per occurrence**
- **\$2,000,000 aggregate**

2. Fidelity Bond / Employee Dishonesty Bond

Rule: 16 NCAC 06G .0501 Standard Amount: \$150

- **\$50,000–\$100,000 depending on school size**
- **Must cover anyone handling funds**

3. Workers' Compensation

Law: NC Workers' Compensation Act (for all employers with ≥3 employees) Standard Amount: 2-4k

- Statutory limits (set by NC law)
- Typically \$1,000,000 employer liability

4. Property Insurance

Standard Amount:

- Replacement cost coverage for building contents **\$2500-4500**
- Often \$250,000–\$500,000 for a small charter's contents
- Landlord carries building coverage; school covers contents

5. Directors & Officers (D&O) / Board Liability

Standard Amount: depends on financials – 3-5k

- \$1,000,000 per claim

6. Student Accident Insurance

Standard Amount: \$500

- \$25,000 per student accident



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

Signature Page

The foregoing application is submitted on behalf of Lovira Academy, LLC. 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: Cindi Ramirez
Board Position: Director - School leader - nonvoting member
Signature: Cindi Ramirez
Date: 4-13-26

Sworn to and subscribed before me this 13th day of April, 2026.

Notary Public: Michele Hardy

Official Seal:

My commission expires: December 1, 2030.

