



NORTH CAROLINA CHARTER SCHOOL APPLICATION

North Carolina Virtual Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL

2013 Application Process

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

APPLICATION DUE DATE/TIME

September 6, 2013 A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

December 6, 2013 A complete online application package, in the Office of Charter Schools **by 5:00 pm.**

December 13, 2013 A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

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

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

TABLE OF CONTENTS

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	<u>Grade Levels Served and Total Student Enrollment:</u>	5
II.	<u>MISSION and PURPOSES</u>	7
	<u>Mission:</u>	7
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	7
	<u>Purposes of the Proposed Charter School:</u>	11
	<u>Goals for the Proposed Charter School:</u>	13
III.	<u>EDUCATION PLAN</u>	17
	<u>Instructional Program:</u>	17
	<u>C Virtual Platform Delivery:</u>	
	<u>C</u>	
	<u>K-5 Curriculum and Instructional Design:</u>	33
	<u>C</u>	
	<u>6-8 Curriculum and Instructional Design:</u>	37
	<u>C</u>	
	<u>9-12 Curriculum and Instructional Design:</u>	42
	<u>C Whole Child Development</u>	
	<u>Special Programs and "At-Risk" Students</u>	53
	<u>Exceptional Children</u>	57
	<u>C Special Services</u>	
	<u>Student Performance Standards</u>	64
	<u>Student Conduct:</u>	66
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	68
	<u>Governance:</u>	68
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	68
	<u>Operational Components</u>	69
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	80
	<u>Private School Conversions: complete</u>	84
	<u>C</u>	
	<u>Virtual Historical Context</u>	84
	<u>Projected Staff:</u>	89
	<u>Staffing Plans, Hiring, and Management</u>	89
	<u>Staff Evaluation and Professional Development</u>	95
	<u>Enrollment and Marketing:</u>	100
	<u>Marketing Plan</u>	100
	<u>Parent and Community Involvement</u>	102
	<u>Admissions Policy</u>	105
	<u>PROJECTED ENROLLMENT 2015-16 through 2019-2020</u>	108
	<u>Transportation Plan:</u>	109
	<u>School Lunch Plan:</u>	110
	<u>Civil Liability and Insurance</u>	110
	<u>Health and Safety Requirements:</u>	110
	<u>Facility:</u>	
	<u>Facility Contingency Plan:</u>	114
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2015-16</u>	115
	<u>Total Budget: Revenue Projections 2015-16 through 2019-2020</u>	116
	<u>Personnel Budget: Expenditure Projections 2015-16 through 2019-2020</u>	117

<u>Operations Budget: Expenditure Projections 2015-16 through 2019-2020</u>	119
<u>Overall Budget:</u>	121
<u>Budget Narrative:</u>	121
<u>Financial Audits:</u>	127
<u>VI.</u>	
<u>AGREEMENT PAGE</u>	
<u>LEA Impact Statement:</u>	129
<u>Applicant Signature:</u>	129

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: North Carolina Virtual Academy

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

Name of non-profit organization under which charter will be organized or operated: *North Carolina Learns, Inc.*

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

Name of contact person: *Chris Withrow*

Title/Relationship to nonprofit: *Chairperson*

Mailing address: 203 Autumn Winds Drive
Goldsboro NC 27530

Primary telephone: 919-429-9764 Alternative telephone: 919-429-9764

E-Mail address: *withrow.chris@gmail.com*

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

County: CABARRUS

LEA: 130-Cabarrus County Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? North Carolina Learns, Inc.

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

3
Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08,09,10	2750
Second Year	K,01,02,03,04,05,06,07,08,09,10,11	3360
Third Year	K,01,02,03,04,05,06,07,08,09,10,11,12	4082

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

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

cwithrow
Signature

Chairperson
Title

cwithrow
Printed Name

12/06/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

It is the mission of the North Carolina Virtual Academy (NCVA), a full time, public virtual charter school serving students statewide, to build a community of students, families, educators, and governing board members dedicated to providing a high-quality virtual school learning environment, innovative in its design and implementation, complete with comprehensive student services, and, most importantly, accountable for developing each students full potential. NCVA will equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

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

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

North Carolina Virtual Academy will abide by the charter school legislation, G.S. 115C-238.29F(g)(5).

Any student residing in North Carolina in the appropriate grade will be eligible to attend NCVA subject to space limitations. We believe students will choose NCVA for a variety of reasons including but not limited to: flexible schedule, relief from an environment of bullying, relief from an environment that intensifies student anxiety, a placement for students with medical needs that impact their ability to attend school, more individualized learning opportunity, parents wanting a more active role in their child's education, more robust course offerings for rural students, students working at their own pace, etc. According to the 2013 Keeping Pace report, in North Carolina "no virtual charter schools or other fully online options are available" as of this school year. A fully virtual public school option like NCVA is critical to meet the different needs of students all over North Carolina.

We have estimated that our "at risk" population will be approximately 50%. Each student will have an individual learning plan (ILP) created and for students that are academically at risk their ILP will require an intervention model to be included. Our plan to meet the requirement for serving an at risk student population is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. It is based on our EMO K12s

National Instructional Model plus an intervention plan which adds the support of our teachers online and, as needed, includes face-to-face at local meeting sites for remediation. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach.

NCVA will have no restrictions upon enrolling students with any type of disability, regardless of the severity of that disability once they submit all required general education documents for enrollment. Based on NC state averages, we have assumed the following proportions of NCVA students enrolled in Year 1 (2013-2014): 13% Special Education SWD, 12% Gifted (AIG), and 4% ELL.

NCVA will use numerous means of recruitment for potential students and their families, especially those who have been underserved. It is a recruitment model which has been used successfully by charter schools in other districts and states to attract diverse student bodies representative of the district or state demographics and to ensure equal access to families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all income levels and other youth at risk of academic failure by using a variety of marketing techniques to match the charter school program and applicants educational and personal needs. Our strategy makes use of many methods of contact including one on one contact, print and electronic media, and face-to-face parent information sessions. If applications do exceed space available at the end of the application period, NCVA will conduct a lottery at that time to determine which students will be enrolled in the school.

Each fall NCVA and K12 will assess the efficacy of the each of the outreach strategies to promote the school. This efficacy is measured by response metrics to each strategy as well as how strong each of these strategies lead to interest by demographic groups that are similar to the student population in the State. For example, if one group is underrepresented in the schools enrollment but is overly responsive to a particular strategy, more may be invested in that strategy to ensure that the schools enrollment is similar to the states demographic make-up.

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

NCVAs administrative offices will be located in Cabarrus County but the school will serve students statewide. According to the State of North Carolinas 2012 2013 ADM report, Cabarrus County School districts membership in grades K 12 was 29,844. The K 10 membership was 25,819 and the K 11 membership was 27,892.

The 2012 2013 ADM for the State of North Carolina in grades K 12 was 1,492,793. The K 10 membership was 1,294,094 and the K 11 membership was 1,397,108.

NCVA expects the Schools enrollment levels to be as follows:

Year	Projected Enrollment	Grades	% of Cabarrus	% of State
2015	2016 2750	K 10	10.65%	0.21%
2016	2017 3360	K 11	12.04%	0.24%
2017	2018 4082	K 12	13.67%	0.27%
2018	2019 4563	K 12	15.29%	0.30%
2019 - 2020	5109	K 12	17.12%	0.34%

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

NCVA will be a full-time public virtual charter school, nothing like this is offered in any North Carolina LEA. The NCVA academic program will combine online technology with traditional instruction and materials. Instruction will be provided by certified teachers who will work in conjunction with learning coaches (usually parents or guardians but can be any caring adult that the parent or guardian selects) to ensure student success. Teachers will communicate with the students and learning coaches through e-mail, telephone, online web meetings, and physical meetings.

Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc.

A key part of the NCVA education program is the Individualized Learning Plan (ILP). An ILP is designed for each student (K-12) to ensure a customized program that fits each students unique strengths, weaknesses, learning styles and aptitudes. Our students will have the flexibility to work on a truly individualized schedule with an Individualized Learning Plan combined with the responsibility to follow through with the plan. The goals of all the ILPs are the same: review current student progress, set goals and a plan to reach those goals, and include teachers, parents, students, advisors and counselors (for high school students) in their formation and review. The ILP developed for each high school student expands beyond academic objectives to include post-secondary goals for college and/or a career.

Students who are enrolled in NCVA will have access to the entire K12 suite of services and instructional curriculum (currently including K12, Aventa, A+, and Middlebury Interactive Languages) to include world languages, credit recovery courses, remedial courses, and AP courses. K12 has the largest digital curriculum portfolio for the K-12 online education industry: nearly 700 courses across kindergarten, elementary, middle and high school, including world languages. This combined portfolio contains over 100,000 hours of instructional content and over one million visual, audio and interactive instructional elements.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*
5. *Designate how this proposed virtual school model is a fit for North Carolina which has a strong NC Virtual Public School program already in existence. Specifically identify and describe the un-*

served or under-served needs that are currently missed by NCVPS.

The most important difference between NCVA and the NCVPS is that NCVA will be a free-standing public school--a virtual charter school--with its own community of students, teachers, administrators, and governing board members. Every teacher, administrator, counselor, and, most of all the students at NCVA will be focusing their talents and efforts on the task of making this learning environment a success.

A full-time virtual charter school uses virtual learning to give parents and students opportunities that haven't been fully accessible in public education in the past. As a Board we want to take advantage of all of the benefits that virtual learning has to offer: parental involvement, encouraging flexible learning schedules and styles, instantaneous data collection and intervention one-on-one teacher and pupil interaction, individual learning plans, student-to-student interaction that doesn't recognize geographic distance, and so on. As a school it will not be enough for us to simply provide virtual courses. Teachers will conduct regularly scheduled direct instruction sessions for all the core courses that utilize best practices by reviewing prior content, informing students of the objectives and key words for the lesson, conducting a teaching session over new content, and conducting exit assessments at the end of each session to ensure students learned the content delivered. Finding a way to blend all of the above benefits of virtual learning is innovative and is what we are aiming to do.

NCVA's model directly engages parents not only in their child's learning and with their child's teachers but with other parents via a variety of family support programs and activities to connect parents all over the world. Our partner, K12 provides access to an online community for NCVA's students, teachers, and parents including a speaker series, roundtable discussions, and informal discussion rooms. In addition, as a Board, we want parents directly involved as board or committee members to help shape the policies and procedures.

The only way the above can be accomplished is with a solid infrastructure. NCVA utilizes a comprehensive infrastructure provided by K12 that will differentiate NCVA from other virtual schools and programs:

A Learning Management System that provides access to over 22,000 online lessons and courses;

Lesson Planning and Scheduling Tools that enable K-12 teachers and parents to establish an easy to use schedule for completing lessons.

Progress Tracking Tools that allow students, parents and teachers to monitor student progress, student performance, attendance and other relevant data.

A Student Administration Management System that captures raw student data, stores it, organizes it, and integrates with other systems.

A variety of Family Support Sessions that include a weekly speaker series, optional monthly parent workshops and discussions with parents from all over the country and the world, and community support.

NCVA can offer every component of the educational development and delivery process a fully integrated system of teaching, learning, tracking, remediating, teacher training, and parental involvement in an innovative public education model that seeks to provide students and parents an innovative choice in public education.

NCVA will provide the consistency continuum of education that some parents seek because it will best serve the needs of their children. Most significantly, NCVA will differentiate itself by providing a complete virtual learning environment and community focused on the individual needs of each student. NCVA will be part of a network connecting similar virtual academies (in 33 states and the District of Columbia) to each other and the resources and experience of our partner, K12. Being part of this network will be valuable to everyone associated with NCVA—students, parents, Board, and staff. Schools in the network will share best practices in all aspects of virtual education.

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

The Six Legislative Purposes of a Charter School are:

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

1. Since NCVA will be the first of its kind in NC, the opportunity for teachers to grow and gain new knowledge and have opportunity for growth is boundless. NCVA will provide a rich ground for growing leaders among teachers and the administrative staff will put in place a mentoring program for teachers that will provide opportunities to step up into leadership roles quickly.

NC Learns supports the need for ongoing professional development (PD) for all teachers and other staff, particularly in the areas of curriculum and instruction. PD will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. PD will be a combination of K12s best practices and training along with state required professional development for all teachers and staff. Each teacher will have an Individual Development Plan that outlines both required professional development and optional offerings based on a teachers area of interest. PD will begin with intake training for new teachers and continue with ongoing monthly training for new and experienced teachers. The responsibilities of the teachers are communicated through weekly staff meetings, monthly PD sessions, and the teacher handbook.

2. The content of NCVAs program and the quality of instruction will be

evaluated on the metric of student learning. Numerous assessment instruments will be used to measure student learning including the NC required tests which will assess the Common Core State and NC Essential Standards, early literacy screening, pre- and post- diagnostic benchmark assessments, standards-mastery assessments, and embedded lesson, unit and semester curriculum assessments. The online nature of NCVA will allow students, parents, teachers, administrators and board members immediate access to student achievement results. Student progress in the curriculum will be regularly measured and reported to students, parents, teachers, administrators, the Board, and the district throughout the school year.

3. NCVA will enhance the public school system opportunities for students and parents in the state of North Carolina through establishing a state-of-the-art, full-time, on-line learning environment. This option does not currently exist in NC. This learning environment removes geographical boundaries and provides a high quality school to all students regardless of where they live within the state and where they are in their education. Advanced learners will be pushed to excel at a pace appropriate for their learning styles, and learning can be slowed down where needed for struggling students. NCVA will provide comprehensive wraparound services for every student - from the development of strong community within the virtual academy to establishing unique settings for students and parents to interact. Parents will play a strong and engaged role in the day-to-day success of the students. Teachers will communicate with parents regularly through emails and scheduled meetings. Parents will also be provided with opportunities to expand their learning through monthly online sessions just for parents.

4. NCVA will:

- expand access to high quality, rigorous K-12 courses and provide a network of highly qualified teachers to students in underserved communities both rural and urban;

- offer customized and personalized learning for a spectrum of students: from struggling students who need a second chance to master a subject through credit recovery if they fall behind, to students ready for advanced placement courses to promote college readiness;

- connect students to a vast network of resources that will help them compete and succeed in the global economy; and

- meet the growing demand for graduates with greater knowledge and skills.

NCVA will address the needs of its students because it is premised on the belief that given a comprehensive and mastery-based curriculum, high expectations, state of the art technology,

(cont.) strong instructional support, collaborative community learning, guidance from experienced teachers, and a strong commitment from parents (or other responsible adults), a well-developed digital learning education program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education.

In addition to individual student goals outlined in a student's Individualized Learning Plans (ILPs), NCVA will provide a Career Pathways program designed to achieve high academic performance as well as prepare all North Carolina students for college, career, and citizenship by providing them with the vision, motivation, and the practical and technical

skills they need in a rapidly changing workplace and society.

5. The academic philosophy of our school is based on using innovations in digital learning to create and harness the power of ILPs. Students who struggle in a traditional education learning environment do so for many reasons and some of those reasons can be addressed through a virtual learning environment. NCVA will provide a learning environment that can be individualized for each student. A 5th grade student struggling in Math can attend live web based sessions for 4th grade Math in order to gain or master foundation skills. An advanced learner will be engaged through extended lessons, learning circles, and by advancing through the curriculum at his or her own pace while being guided by a NC certified teacher.

6. Innovation, in our view, need not be tied to novelty. The Montessori approach to early education is over one hundred years old in this country, though its approach is certainly considered by many to be innovative. While full-time online education is certainly still in its early stages of development, it is not entirely novel. We recognize that virtual learning, in and of itself, is not new to the education world. However, as we move towards full-time, free-standing virtual charter schools with their own community of students, parents, teachers, administrators, and governing board members, we are engaging in an innovative K-12 public education model which uses virtual learning to give parents and students opportunities that haven't been fully accessible in public education in the past. With this model, students have the flexibility to work on a truly individualized schedule with an ILP, and educators have a viable solution to the problem that has plagued them for years - how to engage parents in their child's learning process.

We will encourage the use of different and innovative teaching methods: optimal use of technology in learning and teaching, high quality instruction and curriculum, data-driven decision making, and focused and well-structured instructional practices. NCVA's highly trained teachers will have access to the tools they need to measure student achievement growth via ongoing student assessments with instant feedback to track student progress. Teachers will have the time to work with students in small or one-on-one interactive breakout sessions and teachers will also have frequent direct contact with parents via regular telephone and email communications.

Teachers will utilize the K12 National Math Lab, aimed at addressing students' weaknesses in math which is a national concern. Designed by a team of curriculum and instruction specialists, in cooperation with school leaders the NML provides twice the usual coverage of math instruction to students in grades 5-10 who are identified as academically at-risk in math. In addition to the students' regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. Other enhancements include innovative games and mobile applications. The methods mentioned above are only a small slice of the innovative teaching and learning methods that will be used at NCVA.

Goals for the Proposed Charter School:

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

Due to character limitations, only the goal statements are contained in this textbox. The full goal statements and the Action Steps to accomplish each goal are included in " Appendix T."

Goal 1: The school will show growth in the percentage of students performing at the proficient level in Reading and Math as measured by the Phonological Awareness Literacy Screening Form (C-PALS) and North Carolina state assessments.

Goal 2: To have 90% of the students reading on grade level by the end of 2nd grade utilizing DIBELS for baseline data and assessments throughout the school year to measure growth and performance.

Goal 3: As indicated by End of Grade (EOG) scale scores in Math and Reading for grades 3-8, students will perform at Level III or higher proficiency on EOG reading tests as measured by the North Carolina ABC Accountability Model.

Goal 4: As indicated by End of Grade (EOG) scale scores in Science for grade 5 will perform at Level III or higher proficiency on EOG science tests as measured by the North Carolina ABC Accountability Model.

Goal 5: The percentage of students in grades 3-8 scoring at a Level IV will increase year over year measured by the EOG reading tests, mathematics tests and on the EOC composite; while students scoring at the top half of the Level IV range will also increase year over year on the composite score for EOG reading, EOG mathematics and on EOG composite.

Goal 6: Reduce the achievement gap among various groups each year.

Goal 7: Increase the high school courses offered to middle school students and increase the number of middle school students taking high school courses.

Goal 8: Increase retention of students year over year.

Goal 9: Increase awareness among parents around best practices to support their child's learning, as measured by annual parent survey.

Goal 10: Increase the number of parents and students who view NCVA as a positive and nurturing learning environment for them.

Goal 11: Ninety percent of the students will score at a Level II or higher on the 8th grade computer skills assessment.

Goal 12: Show growth over 2 to 3 years OR have an annual performance

composite at or above sixty percent (60%).

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

The Schools Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation of the curriculum, instructional methods and practices on an annual basis when NCVA is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the Schools success in reaching its academic and nonacademic goals as stated in measurable terms in this charter application. This type of review process will allow the School to make changes in teacher professional development, implement additional intervention strategies and work with the ESP make needed curriculum changes.

The stages of the SAIP process are:

Stage 1: Prepare for Readiness to Benefit

Representatives from all aspects of the school (including Human Resources, Operations, and Finance) must be aware of their own readiness, abilities, and willingness to embark in a collaborative strategic planning process. All Team Members should:

- * Have completed training in conducting effective meetings
- * Understand how decisions are made
- * Agree on decision-making strategies for working toward consensus
- * Commit time to meet and resources to support this work
- * Assure open communication and trust among members
- * Possess an understanding of the purpose of the SAIP process

Stage 2: Collect, Sort, and Select Data

* Team collects and sorts information from previous school records, past performances on state testing, anecdotal

* information from parents, and other sources

* Team verifies data is current and correct

* Team accurately tags students in TotalViewSchool

Stage 3: Analyze the School Data

* Team analyzes school data to understand current student achievement

* Team displays achievement and other data types in ways that are understandable to all audiences and stimulates shared responsibility

* Team clearly articulates answers to the following questions:

o Who are the specific groups of students at our school?

o How does each of these groups perform on various measures?

o What does this data tell us about the strength and weaknesses of the program for these specific populations?

* Team schedules frequent data reviews and considers whether new information should change SAIP

Stage 4: Set and Prioritize Goals

* Team identifies three-to-five areas based on data review.

* Team follows a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement

* Team discusses desired and anticipated gains from SAIP implementation

Stage 5: Research Effective Practices

* K12 Inc. provides programs - Scantron testing, Study Island, Blackboard Collaborate, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6: Craft Action Plan

* The Team creates a detailed SAIP Action Plan that converts data analysis into action. Time spent in detailed planning at this stage is critical. Staff members understand their role, stakeholders see a clear focus, and measurable goals are identified.

Stage 7: Monitor Implementation of the Plan

* Team monitors SAIP action plan quarterly or as new information/data is obtained

* Team discusses the progress of the Action Plan and its impact on student achievement

* Team assures the activities and tasks for each goal are moving forward under the identified timelines

* Team considers what revisions are needed to accomplish the learning improvement goals and increase student achievement

Stage 8: Evaluate Impact on Student Achievement

* Evaluating the impact of the SAIP brings the process full circle. It is a time to measure SAIP effectiveness, determine which practices will be continued, and start the process again.

o Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted

o Team evaluation report creates an SAIP to implement the following August

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Elementary and Middle School

Each K-8 student will be instructed by a team including North Carolina certified teachers and administrative staff. A healthy working relationship between the student and the assigned teacher and between the learning coach and the teacher will be essential. A certified teacher will be assigned to each K-8 student and will communicate with the parent through e-mail, telephone, online web meetings, and physical meetings.

Lesson plans will appear daily for each K-8 student in the students online school. This will update daily as students progress and master the content in each course. Teachers will provide both synchronous and asynchronous instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will also provide direct instruction based on the students ILP through Blackboard Collaborate, a web-based conferencing platform. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics synchronously with teachers and fellow students.

Teachers will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

High School

In the high school program, students will have one subject-specific teacher for each subject studied, and these teachers will be responsible for grading, reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. There are regular, ongoing assessments embedded into

the curriculum at the lesson, unit, and semester level to ensure that students are achieving their learning goals.

While the K12 K-8 curriculum is self-paced, our high school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

- * Allow a class to move through material at the same time or in close proximity;
- * Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time;
- * Free parents from detailed academic support burdens at the high school level;
- * Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life.

The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each others differences and contributions, and work together. In the NCVA program, students will participate in online, teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating.

Virtual Platform Delivery:

1. *Describe the portal or learning management system and how it works. Include information on how much synchronous teacher interaction students will receive for instruction. What other types of direct, real time contact will students receive from instructional and/or administrative staff of the virtual charter school?*

NCVAs Learning Management System (LMS) is an intuitive, web-based software platform. It provides access to more than 22,000 online lessons and courses; lesson/unit/term assessments; hands-on activities; alternative learning approaches; classroom collaboration tools; and optional and supplemental lessons and activities, as well as lesson planning and scheduling tools and progress tracking tools. The lesson planning and scheduling tools enable K-12 grade teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a K - 8 grade student progresses through each lesson and course, allowing flexibility to increase or decrease the pace the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. For grades 9-12 students, teachers use these tools to establish assignment dates. They are designed to provide student and parent visibility into upcoming assignments and course progress. In addition, information collected by the progress tracking tool regarding student performance, attendance and other data is transferred to the management system for use in providing administrative support services.

Synchronous Learning and Interactions

The NCVA academic program will combine the best of online technology with

traditional instruction and materials to harness the power of individualized learning. Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. Teachers will provide instruction and support to students and their learning coaches by phone, email, and web conferencing. The teacher will provide direct instruction through Blackboard Collaborate, a web-based conferencing platform. Students will attend synchronous classroom sessions to further explore and discuss lesson topics with teachers and fellow students. Before school starts, families and enrolled students will be introduced to the school, the staff, and other families and students by phone, web conference, and face to face meetings. NCVA will also consider the need for meeting centers so that teachers and counselors can work with students and families face to face.

NCVA will provide its students and staff with many opportunities for in-person and on-line social interaction. There will be frequent opportunities for interaction with school staff and with fellow NCVA students in special interest clubs, community-based service projects, leadership training, and field trips. Clubs are run by school staff, and each teacher will generally sponsor a club. Most clubs will meet at a regular time - weekly or biweekly or monthly - in the web based classroom using Blackboard Collaborate. In that platform clubs can play chess, work to prepare for an upcoming event, give speeches or conduct elections, etc. Many clubs will meet face to face at times. For example, the robotics clubs or LEGO clubs will usually find a central area in which to meet, say weekly, and then will work towards competition. Other K12 affiliated schools have had travel clubs with destinations all over the world and student councils that attend state conventions. Students, teachers, and parents also have the opportunity to interact face-to-face at other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. Student extracurricular activities are key resource and service NCVA provides to meet the social and emotional needs of its students and to foster social interaction between students and staff. All of these activities will focus on developing a strong sense of "community" among our students and staff.

2. Explain how the virtual charter school will ensure hands-on laboratory and physical/kinesthetic experiences as part of the students' education.

NCVA students will receive hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.) to enhance and supplement their learning experience. Younger students are engaged with hands-on materials that are especially rich in color, texture, and variety and incorporate and emphasize the excitement of learning (for k-8 students this averages to 100 pounds of hands on material shipped to their home).

For any given lesson, the curriculum development team at K12 creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. The team strategically chooses the appropriate interactive activities, printed material, assessment, video,

laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich educational experience that is unlike any other.

NCVA will offer real science for each grade level. The program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments that mimic real-world application to help them understand scientific principles. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world.

Science labs offered include:

- Kit Labs Standard labs with shipped in materials.
- Pencil & Paper Labs - Lab requiring only a pencil and paper for data collection because a construct or figure is generally being analyzed
- Household Labs Lab requiring student-supplied materials that can be procured at a local grocery store.
- Pencil & Paper / Household Labs w/ video support video additions to the Pencil & Paper and Household labs that add essential realism.

NCVA recognizes the important role of Physical Education in the education of our students. The school will have a variety of PE elective courses that promote the value of lifetime physical activity through student participation in weekly cardiovascular, aerobic, muscle-toning, cardiorespiratory, and other activities and exercises. Parents/guardians are also an integral member of the students educational team. The in-home nature of the "virtual school model" requires parents to assume the primary responsibility for the implementation of physical education activities. Acceptable activities include; daily walks of at least hour duration, participation in community activities at local YMCA/YWCA, organized "mall walks", jumping rope, activities, etc. These activities must be approved by the child's teacher and monitored in accordance with NCVA attendance requirements. Physical Education forms are available for third party completion.

Please view the 2013 2014 K12 Course Catalog <http://www.k12.com/sites/default/files/pdf/k12-course-catalog-2013-2014-061813.pdf> and Appendix B for an overview of courses, materials and lab availability.

3. Enrollment:

- a. *Define attendance at the virtual charter school. Describe how this will be regularly collected and examined by administrative staff to track student progress.*

NCVA is a virtual charter school whose students who are all full-time public school students who follow a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week, 42 weeks per year (Year 1 See Appendix C). Although NCVA will

encourage students to learn at their own pace, they will meet or exceed all North Carolina state requirements for attendance days including a school year minimum of 185 days of instruction covering at least nine calendar months. Student instructional activity can be measured through a combination of methods including student login to the system, progress within the courses, reported daily attendance, participation in required conferences, and more. Parents (or learning coaches) and students will record student daily hours of attendance using the attendance tracking system that will be part of the Online School (OLS). Attendance records will be submitted on a regular basis. Teachers will also be able to monitor daily student attendance through the OLS. Teachers will be responsible for submitting attendance records to NCVA administrators according to school rules.

The K12 OLS includes an attendance tracking system to determine each students number of instructional hours for each lesson in each course/subject. Each learning coach has their own OLS account separate from the student. The learning coaches are required to record within the OLS the time spent on each course/subject on a daily basis. Teachers closely monitor and validate the attendance reported comparing that data to information collected from the OLS login report, student progress, academic performance measures (OLS, state, and Scantron assessments) and parent/student conferences.

Documentation of instructional hours is generally reported as follows:

- * The learning coach will log student daily attendance and participation in the instruction program by content area or course. The learning coach is physically present with the student at the location the instruction is occurring. Participation in the instructional program includes time online working with the curriculum and synchronous and asynchronous teacher interaction as well as time engaged in non-online components of the learning program.

- * The daily instructional time and attendance log will include minutes of instructional activity by the student for each content area or course.

- * The daily instructional time and attendance log will be kept in a password protected area of the OLS, distinct to each student. Only the learning coach, teacher and specially designated administrator at NCVA will have access to the password and to this protected area of the OLS.

Actual online instructional time will be logged as part of each students individual record.

The attendance data reported by the parents in the OLS is electronically transferred into the K12 Student Administrative Management System (SAMS). SAMS generates reports each night that can be exported in MS Excel, comma delimited and other formats. These reports are used by teachers and administrators to monitor student progress and attendance and to generate reports for governing board, charter authorizers and state education departments. The teacher is responsible for validating student attendance, course activity, curricular mastery, and assigning final course grades.

Given the virtual nature of NCVA, student learning time will not be confined to a traditional academic calendar or school hours. As a virtual charter school, NCVA will not have a set daily schedule with regular classroom periods. NCVAs model is fluid and flexible, however at a minimum the school

calendar will account for 185 days of instruction to be provided. With 24/7 access to the NCVA online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

- b. Portray the proposed student enrollment over the first three years of operation. Explain how those figures were collected and from where the applicant believes they will draw the largest number of students.*

Based on the recognition they have earned for their work with online public schools, families contact K12 directly to express their interest in virtual education for their children. K12 received over 50,000 inquiries from North Carolina families across the state from October 2011 to October 2013 (see Appendix A). The county with the largest number of inquiries was Mecklenburg, with Cabarrus County in the top ten based on number of inquiries. Based on K12s experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation, we conservatively projected a first year enrollment of 2,750 K-10 students. Our partner, K12, indicates that North Carolina student population counts and inquiries of interest as presented in the data in the application should be ample to generate the enrollments proposed. K12s experience is also that the demographics of the inquiring families typically mirror the demographics of the locality from which they come.

- c. Discuss the problem of student turnover in virtual charter schools. What strategies will be utilized to ensure this acceptable rate will not be surpassed? Provide information on how these procedures will be clearly implemented before and during operation of the virtual charter school.*

During the recruitment and enrollment process, NCVA ensures that students and families are well-informed about the nature and requirements of the NCVA program. They are assigned a Personal Admissions Liaison (PAL) who is trained to inform families in their quality decision-making about choosing a virtual school for their students by listening to the families, representing the school, and describing the school program and the commitment required. Among the topics PALs will discuss are that:

It is a rigorous curriculum, requiring hard work.

Regular attendance is required.

The education program is a partnership of the student, teacher and learning coach.

Parents need to monitor and respond to email/kmail/phone messages from the school.

Synchronous and face-to-face instruction may be required.

Remediation may be required.

State testing is required.

Parents must provide full records.

NCVAs rigorous enrollment process aids students and families in making a more well-informed decision about whether NCVA is right for them, and is one strategy to mitigate student turnover.

- d. Offer assurances that the proposed virtual school will identify, address, and resolve attendance issues so that this school will not be overfunded. Include descriptions of the proposed virtual school's absentee or truancy policy as well as policies for withdrawing students.*

Process for Attendance Monitoring

1. Students are required to follow the school calendar, which includes a minimum of 185 school days.
2. Students are expected to log into the OLS (K-8) LMS (9-12) each scheduled school calendar day. If the school calendar indicates Monday through Friday in a given week as "School Days," attendance is expected each day in order not to result in absences being recorded. Attendance in grades K-8 is defined as a student or Learning Coach of the student logging into the OLS on that school day. In grades 9-12, attendance is defined as a student logging into the LMS course on that school day. K12 provides reports that show every active student, every course they're enrolled in, and the number of attendance hours logged to date for the school year. The attendance reports also include the first and last dates of every learning coach and login and the total number of logins.
3. TRUANCY: a student will be considered truant after three unexcused absences. NVCA is mandated to report all truancy cases to the students home school district.

Withdrawal Policy

Parents wishing to withdraw their children from NCVA must contact the teacher and complete a withdrawal form in order to fully process the withdrawal. The teacher will notify school officials of their decision. The Operations Manager or designee will confirm withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action. NVCA will inform the students home school district of the withdrawal within 10 days. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. NCVA will utilize NC Wise to insure proper student record maintenance and ease of transfer of student records from NCVA to other public schools within North Carolina.

4. Education:

- a. *Describe how the school will ensure that teachers are planning instruction, assessing learning, and reporting outcomes to parents and administrators.*

Students, parents, teachers, administrators and the Board will continuously measure and receive reports on student achievement gains during the school year using the schools learning management and information systems. Using these systems, the school will deliver the curriculum to its students and permit teachers and parents to see at every moment how the student is progressing. The systems lesson planning and scheduling tools enable teachers and parents to establish a schedule for completing lessons. These tools are designed to update the plan as a K-8 student progresses through each lesson and course, allowing flexibility to increase or decrease the pace the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame.

NCVA will utilize Study Island to create "Pathways." Five Pathways will be created in Math and ELA, and four for Science and Social Studies. Each Pathway contains grade level skills and standards that correlate with the

NCVA curriculum and 180 day teaching plan. Pathways are assigned starting in September and most last for a month. Students are instructed to enter Study Island and work on the assigned questions based on that months specific skills and standards. Whole group instruction introduces and reinforces the skills and standards. Students who are struggling with specific content are invited to small group and individual sessions for additional remediation, tutoring, and gap instruction. In order to gain this data, students are required to participate in the Pathways. Participation is measured by the exposure the student has to the Pathway. Reports are pulled on a weekly basis which show what percentage of students are at no exposure, less than 50% exposure, between 51-75% exposure, greater than 76% but less than 100%, and full 100% exposure. Teachers, supported by the school administrative team, encourage and motivate students to get their Study Island practice, complete the Pathway, and ultimately, earn the blue ribbons by answering at least 10 questions and demonstrating mastery. Greater participation leads to faster identification of students in need of enrichment and remediation during small group sessions.

NCVA will also use an engagement and academic tracker which is updated weekly and will be stored in the NCVA Sharepoint site. This large aggregate tracker pulls together a variety of information sources, including student demographics, school data, student attendance and progress, Study Island and Performance Series data, previous and predictive TCAP data, and student and parent contact information. This tracker can be viewed as whole school, by grade level, by teacher, or by student. It can be sorted and exported based on any one data point. This tracker is used by staff various meetings and data conferences to track and analyze data and trends, create and implement action plans, and ensure students are making progress and demonstrating mastery of state standards.

The above mentioned tools are just TWO of the tools that will be used to ensure teachers are planning instruction, assessing learning and reporting outcomes. Several assessment instruments -both online and on paper--will be used to measure student learning including the North Carolina state required tests which will assess the Common Core State and North Carolina Essential Standards beginning in the 2012-2013 school year (End-of-grade tests, End-of-course tests, NC Writing Assessment, NCEXTEND1 Alternate Assessments, and NCEXTEND2 Alternate Assessment), early literacy screening (DIBELS), pre- and post- diagnostic benchmark assessments, standards-mastery assessments (Study Island), and embedded lesson, unit and semester curriculum assessments. Student progress towards learning goals and mastery of the curriculum will be regularly measured and reported to students, parents, teachers, administrators, the Board, and the district throughout the school year.

- b. Define the administrative evaluation protocol for each staff member. Include information about when the staff will be informed of the evaluation instrument to be used and how the administration will utilize this tool to supervise staff.*

Proposed Staff Evaluation Processes

Purpose

1. To provide consistent expectations for all involved in K-12 teacher evaluation
2. To provide benchmarks for performance

3. To ensure time and opportunity for any needed intervention

Each school year, each teacher and the Head of School will create the teachers Individual Professional Development Plan. The plan will have measurable objectives and be based on, among other things:

- * the previous years annual evaluation (if applicable); and
- * assurance that the teacher is highly qualified in the core academic subjects the teacher teaches and certified in the same manner as all other public school teachers in North Carolina (under chapter 1012).

The teacher is the first and foremost connection between student, learning coaches, and NCVA. The effective performance of their duties is critical to student success and retention. Clear expectations, paired with experience and training are key to their performance. Teachers will also be evaluated based on six domains specific to teaching at NCVA:

Planning and Preparation

- o Articulation of K12 curricular principles
- o Shows understanding of lesson structure and inclusion of student learning styles
- o Can give examples of state testing standards in literacy or math, explains alignment between K12 and North Carolina academic standards and assessments
- o Contributes to the alignment of specified content area
- o Demonstrates knowledge of students academic and social needs
- o Demonstrates knowledge and skill in teaching and working with learning coaches
- o Locates and uses resources to enhance instruction
- o Shares additional resources for parents and colleagues
- o Well-prepared for office hours and virtual interactions

Communications

- o Teacher uses a positive tone
- o Teacher creates a good rapport with families and students
- o Teacher is well organized for conference calls
- o Teacher addresses past concerns or issues to make sure there was resolve
- o Teacher is actively listening during the conference call
- o Teacher speaks to the student and asks curriculum related questions
- o Teacher is able to answer parent and student questions with confidence and accuracy of information
- o Teacher is able to communicate any issues with progress or attendance and is able to offer solutions
- o Teacher keeps student and parent up to date on policies, procedures and school- wide events

Instruction and Student Achievement

- o Individual Learning Plans
- o Student Progress
- o Reflection on Teaching

Virtual Environment

- o Classroom Management
- o Organization

Professional Responsibilities

- o Contributing to the Virtual School Community
- o Developing Professionally
- o Technology Skills
- o Professionalism

Retention

- o Student Retention
- o Student Engagement
- o At-Risk Support

Annual performance evaluations shall be partly based on how well the professional development plan was carried out and the measurable objectives were achieved. Lead teachers and the administration will be involved in continuous quality development and ongoing evaluation of performance. Data used for teacher evaluation includes but is not limited to:

- Parent satisfaction survey
- Family communications through year
- Administration and specialist observations, review of notes, calls or emails
- Active participation in RtI processes and improvement, using data
- Active participation with special education team and students
- Metrics data and student achievement results and growth on standardized assessments (both school- and state-based)
- Facility with technology tools
- Use of training
- Number of transferring students from a class
- Email communications and other communications
- Teamwork and collaboration
- Teacher autonomy
- Organization of office and management of communications
- Other areas of attention, including content expertise or extra-value responsibilities

Formative evaluations of teachers will be conducted at least twice a year by the Academic Administrator and other school administrators.

- c. Share the process for providing frequent, ongoing monitoring of an individual student's program that will be used to verify each student is participating in the virtual system.*

Oversight and compliance monitoring in a virtual learning setting are assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher; file review and monitoring of timelines and processes by the Special Education Coordinator (Masters Degree or above required) at the school; and regional oversight and monitoring of the program by K12s Southern Region Special Programs Manager. NCVA teachers and other staff monitor student participation in required classes and ensure students attend, actively participate, and complete follow up assessments in all required classes. Non-participation or stepping away without the teachers approval during a required session will count as an absence.

It is imperative that all students attend each scheduled individual teacher conference, participate in all local assessments either face-to-face and/or online, and attend state testing. As their progress is monitored, students may be asked to attend supplemental tutoring sessions for additional instructional support. These are integral tools for gathering information about individual strengths and weaknesses and monitoring ongoing progress to ensure student success. These measures also help in determining mastery levels which will be reported on the students progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the students progress and achievement for the school year are analyzed at the end of the academic year.

d. Provide the intervention procedures utilized when students begin to struggle on assessments or fail to provide relevant work production.

High quality curriculum alone will not achieve the results we seek, nor will great teachers who are not provided with robust curriculum and instructional tools. Our instructional model will include both asynchronous and synchronous instruction. Befitting a leading online school, it is a mostly web-based approach. However, weve estimated that for about 50% of our student body, our "at risk" students, a web-based approach alone will not be enough. For these students, we are proposing an intervention model to be included as part of a students Individual Learning Plan consisting primarily of targeted web-based interventions which seek to identify and remediate gaps in skills and content (including study skills, habits, levels of engagement and motivation, etc.). The online approaches include targeted synchronous tutoring sessions via a tool like Blackboard Collaborate, detailed use of Scantrons Achievement and Performance Series, instruction of study skills, and other interventions. If these interventions are not enough, we will consider the need for meeting centers so that teachers can work with students in face-to-face instruction. Student services such as guidance counseling, diagnostic achievement testing, health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs will be part of our approach. These online and offline approaches will ensure that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills.

If a student has a behavioral need, NCVA will administer a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process (614(d)(3)(B)(i)).

All students will complete the assigned Study Island Pathways that will assess students on all state standards. Students will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities will be automatically assigned as remediation. Those students who cannot earn the blue ribbon and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for alternative plan). The interventions will be targeted, synchronous, teacher-led, and web-based.

During intervention sessions, students and teachers will be online at the

same time in the same online classroom using a web conferencing platform such as Blackboard Collaborate. Teachers will provide intense targeted instruction on specific state standards to ensure mastery. Students will be reassessed on all state standards to ensure mastery.

Early literacy screening will be provided for North Carolina Virtual Academy students in kindergarten through grade 2. One of the most effective strategies for preventing reading difficulties is ensuring accurate and early identification of those children who are experiencing difficulties in attaining critical early literacy skills (Catts, Fey, Zhag & Tomblin, 2001). Results for the screening will be used to inform instructional strategies and interventions. Teachers will monitor student growth and progress; if students fail to make progress, they will receive interventions based on the schools Response to Intervention (RTI) plan.

- e. *Discuss how the proposed school plans to implement the statewide testing requirements that include online as well as paper and pencil tests. Particularly, assurances must be provided that the school will comply with the 95% rule.*

NCVA will hire a State Test Coordinator who will be responsible for implementing state testing requirements. North Carolina Virtual Academy will ensure at least 95% student participation in the North Carolina required tests through a variety of mechanisms. As part of the enrollment process, the school will make clear to parents and students that state test participation is required as part of enrollment in the school. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including state assessments, will be made available to parents and students as part of the school calendar, which will be available on the school website as well as in the Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Finally, prior to the scheduled state assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

NCVA students will not be permitted to take the state required tests in their homes. NCVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be responsible for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. The Head of School will review available resources, and work with students parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws.

f. Explain the processes used by the school to regularly update its content offerings.

NCVA is committed to continuously improving its content offerings and ensuring NCVA students are receiving the best possible educational experience. NCVA's chosen EMO, K12, has dedicated an Evaluation and Research team to regularly conducting studies to evaluate and improve the effectiveness of their instructional products and content offerings.

Following is a sampling of the Evaluation and Research teams key findings and updates to curriculum and content based on those findings:

Re-sequencing Course Content: Re-sequencing curricula to ensure that important content is covered before state tests led to significant improvements in state test scores. Consequently, 50 K12 math courses were re-sequenced, and content sequencing is carefully considered in all new K12 courses.

Big Ideas Lessons: Lessons that explicitly taught grade 4 fractions big ideas led to higher posttest scores than lessons that taught the same content with less emphasis on the big ideas. The fractions lessons are now incorporated into K12 math, and the general strategy will be used to teach other Big Ideas.

Diagnostic Testing and Instructional Recommendations: They obtained evidence suggesting that giving students periodic diagnostic tests and providing learning coaches and teachers with instructional strategies based on results positively impacts state test scores. Results informed the decision for schools to develop assessments using Study Island, and use the results to guide student learning plans.

Software to Improve Learning of Math Facts: Pretest-posttest and progress tracking data indicated that performance on recalling multiplication facts can be significantly improved (in as little as a few hours) using an approach that presents problems to students depending on how they performed on past trials and how fast they answered certain problems. These principles are currently being applied as K12 develops games and other learning tools to help student learn facts, skills, and procedures that need to be memorized.

Focused online practice with feedback: They found a significant positive correlation between state test scores and the number of online practice sessions in reading and math. Lesson shells have been built into K12's online school to increase use of the online practice program, and all K12 virtual schools monitor use, particularly by low achieving students.

Analysis of test data to evaluate and improve K12 programs: They analyze student performance on state tests and Scantron tests that are administered twice during the school year in order to determine which aspects of their program are most effective or could be strengthened, and these analyses enable us to improve existing and future courses. They also conduct reliability checks on K12 assessments and examine item analyses, including distracter analyses, to insure the K12 assessments are technically sound and provide useful and meaningful results to inform instruction and learning.

- g. List all equipment, services, training, or software that will be provided to all students (i.e. textbooks, internet connectivity, hardware/software, or storage devices). Also, specify what equipment each student or family is responsible to provide, and how the proposed school will assist those who cannot meet these access components.*

Students in grades K through 12, will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

Each North Carolina Virtual Academy family with one or more K-8 students and eligible for free and reduced price meals will be eligible for a loaned computer and printer for the duration of their student(s) enrollment in the school. Each North Carolina Virtual Academy high school student that is eligible for free and reduced price meals will also be eligible for a loaned computer and a printer/fax/scanner for the duration of their enrollment in the school. The school will establish a set rate to assist families of these students with the cost of their Internet service. All students may also access the schools web-based curriculum via local publicly available Internet such as in public libraries. The school will establish a process for families that are not free and reduced eligible but still in need of a computer to make a request to the school administrative team. The school will ensure access is available for all students.

- h. Share the availability of hardware or application support that will be made available to every student within the virtual charter school*

After initial enrollment is finalized, NCVA will host orientation sessions designed to give parent a variety of important school information, including navigating the program, technical support, lesson delivery, and effective communication. NCVA teachers also undergo intensive, ongoing Virtual National Teacher Training (VNTT) and Intake Training prior to the opening of the school to familiarize teachers with the technology platforms, tools, and activities. VNTT teaches and develops skills to guide and support families and students when virtual teachers are most needed. Throughout the year, NCVA students and learning coaches who have technical issues may also be referred to K12 Technical Support, as K12 is providing NCVA with technology services, such as installing and maintaining the schools computer network and software, proposing policies and procedures regarding the responsible use of computer equipment and other school property, determining hardware configurations and providing other types of technical support.

- i. Describe the proposed virtual charter school's procedures to deliver instruction in the event of impaired equipment or loss of connectivity due to inclement weather conditions (i.e. hurricanes, ice storms).*

Unlike brick and mortar education models, adverse weather events, contagious student illnesses, etc., will not require NCVA to close. The OLS is available for students and parents to log in 7 days a week, 24 hours a day. The OLS exceeds 99.99% uptime and has never been down for an entire day. Students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their schoolwork. If they have technical issues that cannot be

resolved by the Family Coach or the teacher, they can go to K12 Technical Support for assistance.

As part of good preparation, parents are requested to print their students lesson guides two weeks in advance. These lesson guides reference the materials, activities, and lessons that students are required to complete on a daily basis. Alternatives to logging into the OLS in the event of OLS system down time and, instead, using the materials cited in the lesson guides to complete each activity and lesson are clearly explained. If needed, a family could request these materials to be mailed in hard copy if they were to experience an interruption in Internet service that was likely not to get quick resolution. Additionally, if the K12 OLS were unavailable at any time, students are invited to visit websites where activities and/or test preparation lessons are offered using their school log-in credentials (examples: www.studyisland.com, www.streaming.discoveryeducation.com, and <http://kids.nationalgeographic.com/kids/?source=NavKidsHome>, www.solpass.org).

- j. *Share the plans for shipping and handling of textbooks, supplies, and other educational tools to the enrolled students (as well as back to the vendor upon conclusion of the year or withdrawal by the parents).*

The schools education program will combine lessons accessed on the Internet with hands-on materials kits. Students will receive the course content, instruction, assignments, assessments and supplemental materials online as well as hands-on materials kits shipped directly to the student, including textbooks, workbooks, reference books and anthologies, DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.). Students meeting eligibility requirements will be able to check out a computer and printer and receive Internet cost reimbursement for the duration of their enrollment in the school.

NCVA provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program.

The NCVA Head of School and the Operations Manager will assume responsibility for ordering school equipment and educational tools, as well as troubleshooting all computer and other equipment ordering issues. Furthermore, a Parent-Student Handbook containing policies and information on materials and equipment will be made available and distributed during student recruitment, enrollment, and throughout the school year.

When a student has completed the NCVA program, is no longer eligible for the loan of the equipment, or the computer otherwise needs to be returned, K12 will contact the parent with return instructions. Typically, this involves receiving return labels, packing the computers into their original boxes, and dropping off the equipment at a shipping center or scheduling a home pick-up.

5. *With virtual charter schools being new to North Carolina, describe the typical day for a charter school student and charter school teacher.*

There will be as many descriptions of a "typical" NCVA student day or week as there are NCVA students since school for each NCVA student is based on that student's Individualized Learning Plan (ILP), a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. The school and its education program are designed to fit the lifestyles of many different types of student and families. Students will "typically" spend 6-7 hours per day on school in grades K-8, and 6-9 hours per day in high school. However, those hours will be scheduled according to each student's needs rather than according to a one-size-fits-all regimen. Given the diversity we expect among our students, we expect diversity in their daily and weekly school schedules too.

K-8 teachers will provide weekly synchronous instructions in all content areas. Core courses each require 45-60 minutes of work per day, except Language Arts which requires 60-120 minutes per day. Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. In addition to synchronous and asynchronous instruction, "daily class time" includes reading, writing, guided practice, independent practice, review, application, and hands-on experiences such as experiments, creating artwork, and listening to and performing music. It also includes time for assignments and assessments. K-8 students will spend approximately 20-30% of their day online. Students also have coursework that is offline including reading, math exercises, and hands-on science, art and music activities, and physical education.

High school teachers will provide weekly synchronous instruction in all core content areas. While the K-8 curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. Each week there are due dates, and assignments and mandatory live, interactive online discussion sessions. The student is expected to move at a more consistent pace with her or his "class," in each subject, though there is room for flexibility. Students have the option to work at any time during the day. Students also have the option of varying the amount of time they spend daily on lessons for a particular course based upon their individual capability. All core courses require 45-60 minutes of work per day, except English, which requires 75-90 minutes per day. AP courses require 60-90 minutes of work per day. "Daily class time" for high school students includes reading, guided practice, independent practice, and hands-on experiences such as labs or online explorations. Study/review time is also built into strategic points in the curriculum, but students are expected to study on their own as well. Approximately 70-75% of the high school students' time is spent online. High school students also have coursework that is offline including reading, math exercises, and hands-on laboratory activities.

Teachers in brick and mortar schools traditionally spend much of their work day dealing face to face with classroom management issues, developing lesson plans and assessments, delivering basal instruction, and having little interaction with parents. The role of a virtual MEVA teacher, however, will be much different and will require the teacher to have unique skills and qualifications. There is minimal "crowd control" for virtual school teachers. Lesson plans are already designed and assessments already developed. Basal instruction is delivered asynchronously. MEVA teachers will be focused on individualized diagnosis, prescription, and intervention. Interaction with parents and learning coaches will happen often. The

student-teacher ratio will vary throughout the teachers day depending on the needs of the individual students and the types of instruction.

K-5 Curriculum and Instructional Design:

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

Students who struggle in a traditional education learning environment do so for many reasons and some of those reasons can be addressed through a virtual learning environment. For a student who is age appropriate 5th grade but is struggling in Math, this child can attend live web based sessions for 4th grade math to be able to regain or master foundation skills. While attending the 4th grade session there is no peer pressure that this is a 5th grader in a 4th grade session, only the teacher knows the actual grade level of the child. The student is able to work at level without the stigma that comes with being behind. This learning environment also has no bell schedule. Struggling students can take two hours for math on the days that they need that extra time and not feel hurried off to the next class when the bell rings. The opposite is true for advanced learners. There will be no more getting bored in class. This learning environment has the potential to engage advanced learners through extended lessons, learning circles, and by advancing through the curriculum at their pace guided by a NC certified teacher.

This learning environment is more than just a delivery system. It is the comprehensive wraparound services that our partner K12 will bring to the table: from the development of strong community within the virtual academy to establishing unique settings for students and parents to interact. Within the virtual learning environments parents or caring adults play a strong and engaged role in the day-to-day success of the students. Instead of conferences with parents every nine weeks, teachers are communicating with parents regularly through emails and scheduled meetings. Students will be exposed on a regular basis to students across the United States in other virtual academies and across the world.

Classrooms will be both synchronous and asynchronous. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc. The teacher will manage the students Individualized Learning Plan, monitor progress, and focus on each students individual problem areas. The high school teacher will be responsible for conducting online lectures and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

For "at-risk" students, we are proposing an intervention model to be included as part of a students Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like Blackboard Collaborate, detailed use of Scantrons Achievement and Performance Series, instruction of

study skills, and other interventions. Offline, regular and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local meeting centers if the need for these centers is demonstrated. The meeting centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for meeting centers if they are needed. Resources in our budget would provide funds to rent them if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate with no diminishment of instruction.

Provide a synopsis of the planned curriculum, including:

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

NCVAs mission is to provide a high-quality virtual school learning environment, innovative in its design and implementation, complete with comprehensive student services, and, most importantly, accountable for developing each students full potential.

The curriculum is built on over fifty years of cognitive science research in how students learn best, in structuring expert knowledge in subject areas, in general instructional design principles including e-learning methods, and methods for teaching specific topics. The innovative curriculum adapts a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). It also develops frameworks for organizing curricula around the "big ideas" in a subject area and for teaching for the integration of conceptual understanding and factual knowledge across the curriculum.

Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students awareness of and ability to evaluate their own learning, the curriculum incorporates research-tested supports for metacognitive thinking that teach and model metacognitive skills. The curriculum explicitly reinforces how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

After these analyses are completed, precise learning objectives are written to reflect state standards and understanding in core subject areas. These objectives are then organized into a scope and sequence that guides production. High priority master objectives, representing the most important and difficult to master concepts in the course, are also identified, and

additional resources are devoted to teaching them.

Finally, research and content specialists review lessons to monitor whether the recommended research strategies have been effectively incorporated. The Evaluation and Research team also conducts evaluations of the assessment materials that measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to ensure student growth in the curriculum and the best learning experience.

NCVAs curriculum aligns to the North Carolina Accountability Model through alignment to the Common Core State Standards in English language arts and mathematics, and to the North Carolina Essential Standards in all other subject areas. K12 core Math and English Language Arts curriculum are fully aligned to the Common Core standards. As they have done with the Common Core standards, K12 is committed to fully supporting the Next Generation Science Standards and is currently updating its science courses to meet this goal.

The school curriculum is also in alignment with the student assessments that are tied to the North Carolina Accountability Model and standards. This includes end of course testing, end of grade testing, state assessments, graduation rates, and career and college readiness measures. Prior to school opening in fall 2015 to prepare teachers for student instruction, state test blueprint alignments will be developed. Our school will be ready to be measured against the Annual Measurable Objectives (AMO) as required in the Elementary and Secondary Education Act (ESEA). In the performance composite, NCVA will show growth over 2 to 3 years or have an annual performance composite at or above sixty percent (60%).

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

The teacher is the first and foremost connection between student, learning coaches, and NCVA. The effective performance of their duties is critical to student success and retention. Clear expectations, paired with experience and training are key to their performance. During the initial Teacher Intake Training, the ongoing monthly trainings, and the year-long professional development, NCVA will focus on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as identified by an administrator as an area where development and mastery is needed, and other optional offerings particular to their areas of interest.

Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the programs educational philosophy and instructional techniques. Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. There is minimal "crowd control" for virtual school teachers. Lesson plans are already designed and assessments already developed. Basal

instruction is delivered asynchronously. NCVA teachers will be focused on individualized diagnosis, prescription, and intervention. Interaction with parents and learning coaches will happen often. Teachers also participate in Virtual National Teacher Training (VNTT), a 40-50 hour synchronous and asynchronous training course immerses new teachers in the platform, tools, and activities they will use every day in their new role. Teachers learn critical virtual instruction strategies such as active listening, supporting the learning coach, identifying a variety of purposes and formats for delivering online instruction, and understanding how to guide students through a mastery based curriculum.

During the school year, teachers will participate in training sessions where they will display and practice exemplary examples of synchronous content that promotes an interactive, learner focused lesson. They will learn the promising practices that have been demonstrated effective when working with learning coaches and K-8 students to promote high academic achievement. They will understand how to identify various patterns of engagement in the learning environment and discover promising practices for a wide range of students, from those disconnected with school to those overly committed to academic and personal activities.

The school will also provide comprehensive professional development to ensure all levels of staff understand the needs of the ELL population and understand the process for meeting their needs from developing individual student plans to the execution of those plans. Teachers will receive special training on integrating listening, speaking, reading and writing skills for ELL students into their instruction.

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

North Carolina Virtual Academy is a virtual charter school whose students are all full-time students following a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week, forty-two weeks per year as provided in the school calendar (see Appendix C) . Although North Carolina Virtual Academy will encourage students to learn at their own pace, they will exceed North Carolina state requirements for attendance days (a school year minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months) by attending school for 187 days over 11 calendar months.

Given the virtual nature of North Carolina Virtual Academy, however, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, North Carolina Virtual Academy will not have a set daily schedule with regular classroom periods. North Carolina Virtual Academy's model is fluid and flexible. With 24/7 access to the North Carolina Virtual Academy online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

In addition to ample learning time, our calendar provides opportunities for students, their learning coaches, and the staff of NCVA to prepare for their respective roles in the school. During the summer months before school opens, several days of family orientation will be provided. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a school handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the schools program and systems allows parents to access web-based lessons and data to see directly how their child is doing. The most fundamental role parents will play is to support their child's learning and to help continuously evaluate North Carolina Virtual Academy's operation, governance, and instructional program.

In the week before school opens, staff professional development will begin with 40-50 hours of Intake Training for new teachers and administrators and continues with Ongoing Training monthly for new and experienced teachers and administrators. Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the programs educational philosophy and instructional techniques. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

Professional development for new NCVA administrators will consist of synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities for working with students at various grade levels. As an example of the focus of the professional development sessions, in the 2013-2014 school year the focus for leadership development by K12 will be on Data Driven Instruction. The basis for this series will come from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Bambrick-Santoyo and Doug Lemov as well as *Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo.

6-8 Curriculum and Instructional Design:

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

Students who struggle in a traditional education learning environment do so for many reasons and some of those reasons can be addressed through a virtual learning environment. For a student who is age appropriate 5th grade but is struggling in Math, this child can attend live web based sessions for 4th grade math to be able to regain or master foundation skills. While attending the 4th grade session there is no peer pressure that this is a 5th grader in a 4th grade session, only the teacher knows the actual grade level of the child. The student is able to work at level without the stigma that comes with being behind. This learning environment also has no bell schedule. Struggling students can take two hours for math on the days that they need that extra time and not feel hurried off to the next class when the bell rings. The opposite is true for advanced learners. There will be no

more getting bored in class. This learning environment has the potential to engage advanced learners through extended lessons, learning circles, and by advancing through the curriculum at their pace guided by a NC certified teacher.

This learning environment is more than just a delivery system. It is the comprehensive wraparound services that our partner K12 will bring to the table: from the development of strong community within the virtual academy to establishing unique settings for students and parents to interact. Within the virtual learning environments parents or caring adults play a strong and engaged role in the day-to-day success of the students. Instead of conferences with parents every nine weeks, teachers are communicating with parents regularly through emails and scheduled meetings. Students will be exposed on a regular basis to students across the United States in other virtual academies and across the world.

Classrooms will be both synchronous and asynchronous. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc. The teacher will manage the students Individualized Learning Plan, monitor progress, and focus on each students individual problem areas. The high school teacher will be responsible for conducting online lectures and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades. Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

For "at-risk" students, we are proposing an intervention model to be included as part of a students Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like Blackboard Collaborate, detailed use of Scantrons Performance Series, instruction of study skills, and other interventions. Offline, regular and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local meeting centers if the need for these centers is demonstrated. The meeting centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for meeting centers if they are needed. Resources in our budget would provide funds to rent them if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate with no diminishment of instruction.

Provide a synopsis of the planned curriculum, including:

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

NCVAs mission is to provide a high-quality virtual school learning environment, innovative in its design and implementation, complete with comprehensive student services, and, most importantly, accountable for developing each students full potential.

The curriculum is built on over fifty years of cognitive science research in how students learn best, in structuring expert knowledge in subject areas, in general instructional design principles including e-learning methods, and methods for teaching specific topics. The innovative curriculum adapts a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). It also develops frameworks for organizing curricula around the "big ideas" in a subject area and for teaching for the integration of conceptual understanding and factual knowledge across the curriculum.

Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less aware of how to overcome obstacles to their own learning than higher achieving students. To improve students awareness of and ability to evaluate their own learning, the curriculum incorporates research-tested supports for metacognitive thinking that teach and model metacognitive skills. The curriculum explicitly reinforces how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

After these analyses are completed, precise learning objectives are written to reflect state standards and understanding in core subject areas. These objectives are then organized into a scope and sequence that guides production. High priority master objectives, representing the most important and difficult to master concepts in the course, are also identified, and additional resources are devoted to teaching them.

Finally, research and content specialists review lessons to monitor whether the recommended research strategies have been effectively incorporated. The Evaluation and Research team also conducts evaluations of the assessment materials that measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to ensure student growth in the curriculum and the best learning experience.

NCVAs curriculum aligns to the North Carolina Accountability Model through alignment to the Common Core State Standards in English language arts and mathematics, and to the North Carolina Essential Standards in all other subject areas. K12 core Math and English Language Arts curriculum are fully aligned to the Common Core standards. As they have done with the Common Core standards, K12 is committed to fully supporting the Next Generation Science Standards and is currently updating its science courses to meet this goal.

The school curriculum is also in alignment with the student assessments that are tied to the North Carolina Accountability Model and standards. This includes end of course testing, end of grade testing, state assessments, graduation rates, and career and college readiness measures. Prior to school opening in fall 2015 to prepare teachers for student instruction, state test blueprint alignments will be developed. Our school will be ready to be measured against the Annual Measurable Objectives (AMO) as required in the Elementary and Secondary Education Act (ESEA). In the performance composite, NCVA will show growth over 2 to 3 years or have an annual performance composite at or above sixty percent (60%).

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

The teacher is the first and foremost connection between student, learning coaches, and NCVA. The effective performance of their duties is critical to student success and retention. Clear expectations, paired with experience and training are key to their performance. During the initial Teacher Intake Training, the ongoing monthly trainings, and the year-long professional development, NCVA will focus on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as identified by an administrator as an area where development and mastery is needed, and other optional offerings particular to their areas of interest.

Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the programs educational philosophy and instructional techniques. Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. There is minimal "crowd control" for virtual school teachers. Lesson plans are already designed and assessments already developed. Basal instruction is delivered asynchronously. NCVA teachers will be focused on individualized diagnosis, prescription, and intervention. Interaction with parents and learning coaches will happen often. Teachers also participate in Virtual National Teacher Training (VNTT), a 40-50 hour synchronous and asynchronous training course immerses new teachers in the platform, tools, and activities they will use every day in their new role. Teachers learn critical virtual instruction strategies such as active listening, supporting the learning coach, identifying a variety of purposes and formats for delivering online instruction, and understanding how to guide students through a mastery based curriculum.

During the school year, teachers will participate in training sessions where they will display and practice exemplary examples of synchronous content that promotes an interactive, learner focused lesson. They will learn the promising practices that have been demonstrated effective when working with learning coaches and K-8 students to promote high academic achievement. They will understand how to identify various patterns of engagement in the learning environment and discover promising practices for a wide range of students, from those disconnected with school to those overly committed to

academic and personal activities.

The school will also provide comprehensive professional development to ensure all levels of staff understand the needs of the ELL population and understand the process for meeting their needs from developing individual student plans to the execution of those plans. Teachers will receive special training on integrating listening, speaking, reading and writing skills for ELL students into their instruction.

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

North Carolina Virtual Academy is a virtual charter school whose students are all full-time students following a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week, forty-two weeks per year as provided in the school calendar (see Appendix C) . Although North Carolina Virtual Academy will encourage students to learn at their own pace, they will exceed North Carolina state requirements for attendance days (a school year minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months) by attending school for 187 days over 11 calendar months.

Given the virtual nature of North Carolina Virtual Academy, however, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, North Carolina Virtual Academy will not have a set daily schedule with regular classroom periods. North Carolina Virtual Academy's model is fluid and flexible. With 24/7 access to the North Carolina Virtual Academy online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

In addition to ample learning time, our calendar provides opportunities for students, their learning coaches, and the staff of NCVA to prepare for their respective roles in the school. During the summer months before school opens, several days of family orientation will be provided. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a school handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the school's program and systems allows parents to access web-based lessons and data to see directly how their child is doing. The most fundamental role parents will play is to support their child's learning and to help continuously evaluate North Carolina Virtual Academy's operation, governance, and instructional program.

In the week before school opens, staff professional development will begin with 40-50 hours of Intake Training for new teachers and administrators and continues with Ongoing Training monthly for new and experienced teachers and

administrators. Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the programs educational philosophy and instructional techniques. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

Professional development for new NCVA administrators will consist of synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities for working with students at various grade levels. As an example of the focus of the professional development sessions, in the 2013-2014 school year the focus for leadership development by K12 will be on Data Driven Instruction. The basis for this series will come from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Bambrick-Santoyo and Doug Lemov as well as *Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo.

9-12 Curriculum and Instructional Design:

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

Students who struggle in a traditional education learning environment do so for many reasons and some of those reasons can be addressed through a virtual learning environment. This learning environment has no bell schedule. Struggling students can take two hours for math on the days that they need that extra time and not feel hurried off to the next class when the bell rings. The opposite is true for advanced learners. There will be no more getting bored in class. This learning environment has the potential to engage advanced learners through extended lessons, learning circles, and by advancing through the curriculum at their pace guided by a NC certified teacher.

This learning environment is more than just a delivery system. It is the comprehensive wraparound services that our partner K12 will bring to the table: from the development of strong community within the virtual academy to establishing unique settings for students and parents to interact. Within the virtual learning environments parents or caring adults play a strong and engaged role in the day-to-day success of the students. Instead of conferences with parents every nine weeks, teachers are communicating with parents regularly through emails and scheduled meetings. Students will be exposed on a regular basis to students across the United States in other virtual academies and across the world.

Classrooms will be both synchronous and asynchronous. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc. The teacher will manage the students Individualized Learning Plan, monitor progress, and focus on each students individual problem areas. The high school teacher will be responsible for conducting online lectures and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades.

Resources provided by teachers will include instructional and curricular support, differentiating instruction and/or assessment as necessary, organizational assistance, and encouragement.

For "at-risk" students, we are proposing an intervention model to be included as part of a student's Individual Learning Plan. These interventions will include both online and offline approaches to ensuring that struggling "at-risk" students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted synchronous tutoring sessions via a tool like Blackboard Collaborate, detailed use of Scantrons Achievement and Performance Series, instruction of study skills, and other interventions. Offline, regular and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face at local meeting centers if the need for these centers is demonstrated. The meeting centers and other approved sites could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for meeting centers if they are needed. Resources in our budget would provide funds to rent them if they are needed. All academic interventions implemented at sites can be accomplished online via Blackboard Collaborate with no diminishment of instruction.

Provide a synopsis of the planned curriculum, including:

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

NCVAs mission is to provide a high-quality virtual school learning environment, innovative in its design and implementation, complete with comprehensive student services, and, most importantly, accountable for developing each student's full potential.

The curriculum is built on over fifty years of cognitive science research in how students learn best, in structuring expert knowledge in subject areas, in general instructional design principles including e-learning methods, and methods for teaching specific topics. The innovative curriculum adapts a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on pre-requisites in lessons, taking care to build on knowledge that students mastered in previous grade levels, and teaching for mastery so that each topic learned provides a foundation for future learning (rather than needing to be reviewed repeatedly/multiple times in future grade levels). It also develops frameworks for organizing curricula around the "big ideas" in a subject area and for teaching for the integration of conceptual understanding and factual knowledge across the curriculum.

Metacognition, or self-monitoring of learning and thinking, is a key characteristic of effective learning. Instruction on metacognition is critically important for lower achieving students, who tend to be much less

aware of how to overcome obstacles to their own learning than higher achieving students. To improve students awareness of and ability to evaluate their own learning, the curriculum incorporates research-tested supports for metacognitive thinking that teach and model metacognitive skills. The curriculum explicitly reinforces how important concepts and skills will be necessary both for future learning and in many kinds of activities beyond school.

After these analyses are completed, precise learning objectives are written to reflect state standards and understanding in core subject areas. These objectives are then organized into a scope and sequence that guides production. High priority master objectives, representing the most important and difficult to master concepts in the course, are also identified, and additional resources are devoted to teaching them.

Finally, research and content specialists review lessons to monitor whether the recommended research strategies have been effectively incorporated. The Evaluation and Research team also conducts evaluations of the assessment materials that measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to ensure student growth in the curriculum and the best learning experience.

NCVAs curriculum aligns to the North Carolina Accountability Model through alignment to the Common Core State Standards in English language arts and mathematics, and to the North Carolina Essential Standards in all other subject areas. K12 core Math and English Language Arts curriculum are fully aligned to the Common Core standards. As they have done with the Common Core standards, K12 is committed to fully supporting the Next Generation Science Standards and is currently updating its science courses to meet this goal.

The school curriculum is also in alignment with the student assessments that are tied to the North Carolina Accountability Model and standards. This includes end of course testing, end of grade testing, state assessments, graduation rates, and career and college readiness measures. Prior to school opening in fall 2015 to prepare teachers for student instruction, state test blueprint alignments will be developed. Our school will be ready to be measured against the Annual Measurable Objectives (AMO) as required in the Elementary and Secondary Education Act (ESEA). In the performance composite, NCVA will show growth over 2 to 3 years or have an annual performance composite at or above sixty percent (60%).

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

The teacher is the first and foremost connection between student, learning coaches, and NCVA. The effective performance of their duties is critical to student success and retention. Clear expectations, paired with experience and training are key to their performance. During the initial Teacher Intake Training, the ongoing monthly trainings, and the year-long professional development, NCVA will focus on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a

combination of required professional development as identified by an administrator as an area where development and mastery is needed, and other optional offerings particular to their areas of interest.

Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the programs educational philosophy and instructional techniques. Successful virtual teaching takes a very different set of skills, knowledge, and competencies than those used in a brick and mortar setting. There is minimal "crowd control" for virtual school teachers. Lesson plans are already designed and assessments already developed. Basal instruction is delivered asynchronously. NCVA teachers will be focused on individualized diagnosis, prescription, and intervention. Interaction with parents and learning coaches will happen often. Teachers also participate in Virtual National Teacher Training (VNTT), a 40-50 hour synchronous and asynchronous training course immerses new teachers in the platform, tools, and activities they will use every day in their new role. Teachers learn critical virtual instruction strategies such as active listening, using effective communication to improve students academic performance, supporting the learning coach, identifying a variety of purposes and formats for delivering online instruction, and developing best practices in grading and providing quality instructional feedback. Initial training gives teachers effective strategies monitor, engage and motivate students, as well as the ability to manage the online sessions and the virtual classroom.

During the school year, teachers will participate in training sessions where they will display and practice exemplary examples of synchronous content that promotes an interactive, learner focused lesson. They will learn the promising practices that have been demonstrated effective when working with learning coaches and students to promote high academic achievement. They will understand how to identify various patterns of engagement in the learning environment and discover promising practices for a wide range of students, from those disconnected with school to those overly committed to academic and personal activities.

The school will also provide comprehensive professional development to ensure all levels of staff understand the needs of the ELL population and understand the process for meeting their needs from developing individual student plans to the execution of those plans. Teachers will receive special training on integrating listening, speaking, reading and writing skills for ELL students into their instruction.

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

Training a prepared and educated workforce with 21st century knowledge and skills is the key to a successful and productive economy and society. NCVA will provide a Career Pathways program designed to achieve high academic performance that meets rigorous state standards as well as prepares North Carolina students for college, career, and citizenship by providing them with the vision, motivation, and the practical and technical skills they need in a rapidly changing workplace and society. NCVAs Career Pathways program is modeled on the national Career Cluster model designed by the

National Association of State Directors of Career Technical Education Consortium. Each pathway is designed to accommodate a student's specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education. NCVA students who choose to be a part of the Career Pathways program benefit from a comprehensive system of education that enables both academic and applied learning based on individualized learning plans, exploratory, foundational and advanced level Career Pathways courses, concurrent enrollment and dual credit options, internships and mentorships, community, post-secondary, enterprise and organizational partnerships, ultimately resulting in college and career readiness and the highest achievement standards.

A key part of the NCVA education program is the Individualized Learning Plan (ILP). The ILP is designed to organize and properly sequence the high school student's course work while helping articulate the student's academic strengths and weaknesses. It includes academic objectives, specifically post-high school goals. The development of the ILP is a collaborative team process involving all parties: the high school student, parent, teachers, guidance counselor, and advisor to ensure each student is ready and prepared for college or other postsecondary opportunities. NCVA also stresses a comprehensive school counseling program that focuses on academic success, personal and social development, and career and college guidance for all students. Counseling services are provided through guidance curriculum, individual planning, responsive services and support services. Services may be delivered through individual and group activities.

Gifted and talented high school students may also enroll in a range of AP courses to promote college readiness. NCVA currently offers 19 Advanced Placement courses that have been approved by the College Board. These courses were officially approved through the AP Audit process in the summer months of 2011 as college-level courses. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities.

NCVA will be a leading 21st century public charter school in North Carolina and will improve student learning outcomes through individualized instruction, as evidenced by student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. NCVA will empower students to acquire the academic and life skills needed to succeed in post-secondary education and career opportunities. Our graduates will be ready for college or other post-secondary career training opportunities.

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

NCVA will require 22 credits for high school graduation complying with the North Carolina "Future-Ready Core Course and Credit Requirements" for ninth grade students entering school in 2012-2013 and later. NCVA will meet the Future-Ready Core course requirements by providing standards aligned coursework as follows:

English - 4 credits

Mathematics* - 4 credits to include the following:

- 1 credit in Algebra I
- 1 credit in Geometry
- 1 credit in Algebra II
- 1 credit elective math course

Science - 3 credits to include the following:

- 1 credit in Biology
- 1 credit in Earth/Environmental Science
- 1 credit in a physical science

Social Studies - 4 credits

- 1 credit Civics and Economics
- 1 credit in US History I
- 1 credit in US History II or AP US History*
- 1 credit in World History

Health and Physical Education 1 credit
1 credit

Electives or other requirements 6 credits
2 elective credits in any combination of either
Career and Technical Education (CTE)
Arts Education
Second (World) Languages

4 elective credits (four course concentration)
Career and Technical Education (CTE)
Arts Education
Other subject areas (e.g., math, science, social studies, English)

*A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.

**A student who takes AP US History instead of taking US History I and US History II must also take an additional social studies course in order to meet the four credits requirement.

Students will earn credit hours via Demonstrated Mastery as outlined in the State Board of Education Policy GCS-M-001, section 13.

Grade Point averages in high school will be calculated using a standard scale of letter Grades without Pluses and Minuses:

- A = 4 D=1
- B = 3 F=0
- C = 2

In high school grade point averages NCVA will provide both weighted and non-weighted GPAs for all high school credits, for K12 credits only, for all

core credits taken and for all core K12 credits taken. These averages are then used to calculate a students rank based on the other classmates.

The grading scale used in elementary and middle schools will be SBE policy GCS-L-004 note: LEAs are allowed to use grading systems approved by their local boards of education. It is recommended that local boards of education base their grading scales on the conceptual framework of a grading scale representing 93% -100% = A; 85% -92%=B; 77%-84%=C; 70%-76%=D; 69%=F.

Grades for Elementary/Middle Schools

S (Satisfactory)	N (Needs Improvement)	U
(Unsatisfactory)		
PR (Promoted)	RE (Retained)	

The following information will be provided on student transcripts:

- * Student Name, ID, State ID, Grade, Gender, Birth Place, Date of Birth, and Home Address
- * Enter Date, Leave Date, Class, Diploma Type
- * Courses Taken, Grade and Number of Credits Received for Each Course
- * GPA Summary
- * Comments by School Official

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

North Carolina Virtual Academy is a virtual charter school whose students are all full-time students following a self-paced schedule according to a functional equivalent of the instructional model of attending school five days per week, forty-two weeks per year as provided in the school calendar (see Appendix C) . Although North Carolina Virtual Academy will encourage students to learn at their own pace, they will exceed North Carolina state requirements for attendance days (a school year minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months) by attending school for 187 days over 11 calendar months.

Given the virtual nature of North Carolina Virtual Academy, however, student learning time will not be confined to a traditional academic calendar or school building hours. As a virtual charter school, North Carolina Virtual Academy will not have a set daily schedule with regular classroom periods. North Carolina Virtual Academys model is fluid and flexible. With 24/7 access to the North Carolina Virtual Academy online school and lessons as well as books and other materials, students will be able to complete lessons and assignments at any time and have it credited to meet their required instructional hours.

In addition to ample learning time, our calendar provides opportunities for students, their learning coaches, and the staff of NCVA to prepare for their respective roles in the school. During the summer months before school opens, several days of family orientation will be provided. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive

a school handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the schools program and systems allows parents to access web-based lessons and data to see directly how their child is doing. The most fundamental role parents will play is to support their child's learning and to help continuously evaluate North Carolina Virtual Academy's operation, governance, and instructional program.

In the week before school opens, staff professional development will begin with 40-50 hours of Intake Training for new teachers and administrators and continues with Ongoing Training monthly for new and experienced teachers and administrators. Each school year, virtual teachers undergo intake training that is based on an effective model developed for virtual academies and customized to meet the needs and goals of the program. Professional development goals are aligned with the program's educational philosophy and instructional techniques. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

Professional development for new NCVA administrators will consist of synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities for working with students at various grade levels. As an example of the focus of the professional development sessions, in the 2013-2014 school year the focus for leadership development by K12 will be on Data Driven Instruction. The basis for this series will come from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Bambrick-Santoyo and Doug Lemov as well as *Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo.

Whole Child Development

1. *Discuss all extra-curricular programs that will be offered to students that may attend the proposed virtual charter school.*

Our extracurricular activities will focus on developing a strong sense of "community" among our students. We plan to offer a school council, a community service club, and additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.).

NCVA will determine initial student interests and ideas for additional clubs by a survey distributed as part of orientation activities or during summer and fall welcome meetings and calls. This process will engage and empower our students and will determine the exact extracurricular programs the school plans to offer. Establishing a sense of school community is a high priority of NCVA and is an important part of a successful virtual school in just the same way as in a traditional school.

Clubs are run by school staff. Generally each teacher will sponsor a club. Most clubs will meet at a regular time - weekly or biweekly or monthly - in the web based classroom using Blackboard Collaborate. In that platform clubs can play chess, work to prepare for an upcoming event, give speeches or conduct elections, etc. Many clubs will meet face to face at times. For example, the robotics clubs or LEGO clubs will usually find a central area in which to meet, say weekly, and then will work towards competition. Other K12 managed schools have had travel clubs with destinations all over

the world and student councils that attend state conventions.

In addition, unlike most other schools, NCVA students will be able to connect with other students around the world in robust online extracurricular programs via K12 student clubs. Examples of some of these clubs include Brain Teasers, Culinary, Creative Writing, Debate, Living Green, International Travel, Health and Fitness, Music, Mathematical Mysteries, Photography, Sports, and Yoga.

NCVA will list clubs and activities, and host a web-based "Meet the Clubs and Activities" night that leads to greater student awareness and participation of the schools offerings. Each interest or activity group develops a presentation for ClassConnect. Information about student clubs will be available on the school website as well as this K12 website: <http://www.k12start.com/>.

The NCVA administration will survey the families and teachers at least once a year on the success of the clubs and events and gather feedback for future planning.

- 2. Describe when and how the virtual school will bring students together for social functions thereby creating and promoting the school's culture.*

NCVA will provide its students with many opportunities for in-person social interaction. Teachers, parents, and administrators will strive to engage students in constructive activities that will educate the whole student. There will be frequent opportunities for interaction with school staff and with fellow NCVA students in special interest clubs, community-based service projects, leadership training, and field trips. Student extracurricular activities are key resource and service NCVA provides to meet the social and emotional needs of its students and to foster social interaction between students as well as between students and staff. These activities will focus on developing a strong sense of "community" among our students and staff. We plan to reach out to various organizations to provide community service or other service learning opportunities to students. Students will be encouraged to work with school staff, with others in their community, with their family, and with other students to address social issues like poverty, inequity, and injustice. We also plan to offer a school council, a community service club, and a number of additional clubs depending on student interest (e.g. Arts, Debating, Chess, Computer and Network Repair, Robotics, Model United Nations, etc.). Students are encouraged to ask their teachers to sponsor a student club and to seek school staff advice in setting up or running student clubs.

The development of a school community is a top priority of the NVCA governing board. At the simplest level, students, teachers, staff, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. Each K12 affiliated school also has its own virtual subcommunity within the larger virtual social community to generate school pride and promote school culture, as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings. The NCVA parent association will be involved, along with the administration, in organizing field trips and social meet-ups as well as functions like prom and graduation for NCVA students.

- 3. Explain the process utilized to attend to student health through physical education class, healthful living instruction, and other activities.*

NCVA recognizes the important role of physical education in the education of our students. The school will have a variety of PE elective courses that promote the value of lifetime physical activity through student participation in weekly cardiovascular, aerobic, muscle-toning, cardiorespiratory, and other activities and exercises. They are also designed to engage students in activities that reinforce basic

physical skills and improve overall fitness levels. Each PE lesson provides a schedule of instructions for five days of activities. Parents/guardians are also an integral member of the students educational team. The in-home nature of the "virtual school model" requires parents to assume the primary responsibility for the implementation of physical education activities. Acceptable activities include; daily walks of at least hour duration, participation in community activities at local YMCA/YWCA, organized "mall walks", jumping rope, activities, etc. These activities must be approved by the childs teacher and monitored in accordance with NCVA attendance requirements. Physical Education forms are available for third party completion.

NCVA will also have a number of health courses focused on important skills and knowledge in nutrition; the value of physical activity; the dangers of substance use and abuse; injury prevention and safety; growth and development; and personal health, environmental conservation, and community health resources. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The courses help students build the skills they need to protect, enhance, and promote their own health and the health of others.

- 4. Provide an overview of the virtual charter school's counseling services to address development of the whole child. Be sure to include specifics related to future academic decisions, student disengagement, and emotional growth.*

Involvement with a committed adult is the number two reason students cite when asked why they stay in school (Christenson et al, 2000). It is the goal of North Carolina Virtual Academy to provide a meaningful connection between each student and a credentialed counselor. Although most of the NCVA counselors will be credentialed as secondary guidance counselors, they will receive training in serving K-6 students. The counseling team will be accessible to the K-6 instructional team to provide student support and transition into middle school. Elementary students will also have annual ILPs to ensure a holistic focus on student success from the first time he/she enters the virtual instructional setting.

Students in middle and high school are assigned to a guidance counselor upon enrollment. The guidance counselor is integrated into the students instructional team and is responsible for on-boarding a student into the virtual learning environment. The primary goal of the on-boarding plan is to ensure students are engaged in all course content and actively participating in orientation and classroom activities. The counselor is part of the team that creates, reviews and implements the individualized learning plan (ILP). The ILP provides each student with a holistic roadmap to support his or her journey through high school and onward to post-secondary opportunities. The ILP captures course plans, personal interests and a students college and career aspirations. The plan also describes a students potential challenges to meeting these goals. The ILP is revisited at least two times a year.

The counselor is responsible for monitoring a students holistic progress, including active participation in all courses and maintaining the academic progress described in the ILP. Effective counseling can address the major factors contributing to students dropping out, such as earning poor grades/failing, the number one reason for dropping out for 31 percent of drop outs (National Educational Longitudinal Study, 1988-2004). Counselors participate in advisory sessions with students as part of a Social and Emotional Learning program to ensure students are ready-to-learn by increasing their self-confidence, resilience and interpersonal skills. The high school faculty members receive training in this specific social and emotional learning program model.

In addition to receiving traditional guidance counseling services, students transitioning from eighth to

ninth grade receive intense support to ensure success in the first year of high school. Students participate in an orientation course that makes students aware of counseling services, introduces them to online tools, and collects interest inventory information.

Students have the opportunity to participate in a weekly workshop series designed to help students identify their interests so they can make informed decisions about life after high school, including college, careers, and beyond. The workshops are hosted live by experts on college and career preparation and guest speakers from a range of exciting job industries. Topics include: What to look for on college visits, completing the FAFSA, exploring two-year/business/vocational institutions, completing college applications, and exploring careers. Students have access to an online counseling portal, Pathfinder, that provides students, parents, and staff a collaborative space with tools to explore and plan for life after high school. The portal is a repository of individual student college application materials, interest inventories, and planning tools. Pathfinder provides students with career, vocational and college information. The Pathfinder tool is integrated into the high school orientation course and the ILP.

Counselors participate in training provided by K12s counseling department and school-level instructional leaders. Counselors participate in ongoing professional development with peers and the entire secondary team.

- 5. List strategies teachers will use to build positive, nurturing relationships for instruction through the proposed portal.*

Respectful relationships with instructors and family support are among the top reasons students stay in school (Christianson, 2001). As expected, not getting along with teachers, earning poor grades and not liking school top the list of reasons students drop out (National Education Longitudinal Study, 1988-2004). Recognizing the importance of student relationships, the virtual instructional model includes three components aimed at engaging students and building relationships: Individualized Learning Plans, Family Support Teams and a Social/Emotional Learning advisory program.

The individualized learning plan (ILP) is the foundation upon which the instructional program and student support is built. The ILP provides an opportunity for parents, students and faculty members to work together to identify student goals, challenges, and strengths. Family relationships and support systems are discussed and addressed through the ILP process. The plan addresses specific goals in the areas of problem-solving and describes how attaining these goals will impact instructional outcomes. The ILP is monitored throughout the year and formally revisited at least twice a year. The frequency of ILP meetings is based on student progress against the plan. Student satisfaction with the learning process increases when the student is empowered. The ILP provides a roadmap and places students in the drivers seat.

Family support teams foster caring, sustained relationships between team members, parents, and students. Family support team members are typically paraprofessionals and may be people who have demonstrated success in the virtual learning model. Family support team members work to get the student and parent engaged in school and community activities. Primary goals of this teamwork are developing a students interpersonal skills and relating these skills to the instructional program. Family support team members also support families through the on-boarding process and work to get the student engaged in all course content at the beginning of the school year. Data from K12 demonstrates a direct relationship between engagement and academic success. The family support team also provides communication to teachers regarding student engagement levels. The scope of the family support team changes with the needs of the family.

The social and emotional learning advisory program is aimed at the holistic development of students. Faculty members receive training on the social and emotional learning program. A faculty member is assigned as an advisor to students, somewhat like a "homeroom teacher." This advisory role focuses on social and emotional learning. The advisor creates dedicated communication channels and activities to promote these concepts with students. Parents or learning coaches are expected to get involved in the advisory sessions, as needed, to provide continuity of goals. The advisor interacts and coordinates with the students entire instructional team with respect to this program area. Students establish realistic, hopeful pathways with support from the advisor.

Special Programs and "At-Risk" Students

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

NCVA uses a three tiered Response to Intervention (RtI) process for students who are not performing at expected levels. All students will be served appropriately based on their placement within these tiers.

In Tier 1, students are screened (universal screening) for potential problems. All students also receive appropriate standards-based core instruction including any classroom, grade level, or school-wide interventions (universal interventions) for academics and behavior. Tier 1 universal interventions are provided in the general education classroom.

In Tier 2, students who have not responded significantly to the Tier 1 core program with universal interventions are referred to the schools RtI team and may receive a targeted, individual intervention plan. This plan could include more intense instruction, individually or in a small group, and is provided in addition to the general education curriculum.

In Tier 3, students who have not responded significantly to the Tier 2 interventions will be considered for more intensive interventions through the general education staff or for a referral for evaluation to determine if the student qualifies for special education services and receives specially designed instruction and related services through an IEP.

The process for the provision of general education interventions will include:

- a. Documentation for every student, prior to entering the general education intervention process, as the basis for appropriate instruction in reading, appropriate mastery-based instruction in math; appropriate instruction in the writing process; and positive behavioral supports;
- b. A team-based (team may include the RTI coordinator, special and general education teacher(s), parent(s), and at times administrators, if necessary) decision-making process;
- c. Data analysis of results focusing on determining to what extent all students are progressing toward meeting NCs Common Core Standards in English Language Arts and Math, the NC Essential Standards and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- d. Data analysis of prior End of Grade state assessment scores to determine

if students are performing below grade level;

e. Provision of research-based general education interventions targeted at students presenting academic and/or behavioral concerns as determined by screening results;

f. Regular progress monitoring through formative assessments of student responses to targeted interventions, conducted at reasonable intervals, generating measurable data for both specifying academic concerns and monitoring student progress during general education interventions;

g. Screening occurs for all students during the monitoring process. Students who are not experiencing success are scheduled to additional sessions in smaller groups. When this is an ongoing area of concern, the teacher will convene the team to review all the data and determine if further interventions and plans are necessary. If so, interventions following the tiered structure, are then applied, monitored, and documented.

h. Progress monitoring will be added to the students ILP to provide parents with information on the interventions and the process. Parents will be given the opportunity to participate in the instructional decisionmaking, and will be kept informed of their child's progress.

i. The ILP will be adapted to include:

* Specific, diagnosed academic needs that need to be remediated

Success-based intervention strategies

An intense variety of remedial instruction

Monitoring and reevaluation activities

j. Provisions for targeted general education interventions to continue during any subsequent special education referral. The frequency, time and intensity of these interventions, and the student's response to interventions will determine where the student resides in the Schools three-tiered RtI process.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

a) *Methods for identifying ELL students.*

b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*

c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1. NCVA will comply with the requirements of federal and state laws and case law regarding the education of English Language Learner students.

During the enrollment process, all families will answer a series of online questions as a first effort for Child Find including the Home Language Survey (HLS) questions. Any positive responses will be routed to the ELL point of contact for further investigation which will include a series of verbal questions and a request of school records from the sending district for review.

If deemed appropriate, the School will use the WIDA Access Placement Test (W-APT) for initial identification and placement of students, thus, ensuring the skills needed in school to achieve academically at high levels. If the W-APT determines that the student qualifies for ELL services, parent notification and acceptance of services will be provided to the parent prior to implementing services.

2. NCVA will hire ESL licensed teachers who will be highly qualified teachers in their core subject area. The School will provide comprehensive professional development to ensure all levels of staff understand the needs of the LEP population and understand the process for meeting their needs from developing individual student plans to the execution of those plans. Teachers will receive special training on integrating listening, speaking, reading and writing skills for LEP students into their instruction.

NCVA will utilize both sheltered and mainstream/inclusion models as described above to meet the needs of ELL students. Sheltered instruction can be done during synchronous sessions by the teacher utilizing the breakout rooms within the web conferencing tool. Students are "sheltered" in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

The primary model for NCVA LEP program will be the "mainstream/inclusion" model for instruction. The students will be immersed into the regular online classroom sessions. All classes will be taught by ESOL endorsed or certified teachers (K-12 coverage) using ESOL strategies for instruction. Students will be placed in the Language Arts through ESOL class according to their grade level.

Teachers will work with students in small groups on a regular basis. Small group instruction can occur during the regular scheduled general education synchronous session or during specific small group sessions. NCVA will ensure that LEP students are educated in the least segregative manner based on the educational needs of the student

The proposed online curriculum integrates features designed to support learners at every stage, which are particularly important for ELL students. For example, online games and animations illustrate concepts. The engaging approach features colorful graphics and animation, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for families at home to support their students to succeed.

3. The ACCESS for ELLs will be given annually to LEP students each spring. Participation is based on the W-APT or ACCESS for ELLs score from the most recent test administration. Scores on the test will determine state test accommodation eligibility and LEP status. LEP students will participate in the statewide testing programs but may be granted accommodations as necessary.

A student may exit LEP status by achieving the Comprehensive Objective Composite (COC) on the ACCESS for ELLs. Students who have exited LEP identification will be monitored for two years.

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

a) *Specific instructional programs, practices, strategies, and opportunities the school will*

employ or provide to enhance their abilities.

b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

1. NCVAs ability to accommodate gifted and talented and academically advanced students represents the ability of our model to provide an individualized and self-paced education program for each student. NCVA will first identify our gifted population through the Child Find process which includes parental input, teacher input and a records review. Students who are demonstrating characteristics of gifted exceptional learning may be referred for an initial evaluation that determines eligibility for services. If services are warranted, the students individual learning plan (ILP) will be written to determine the appropriate services and delivery model to meet the students exceptional needs. Differentiated learning experiences will be developed with student input. NCVAs curriculum allows for individualized levels, pace, style and subject for all students unique learning needs. A continuum of programming services will be inherent to the mastery-based distance learning curriculum used by NCVA.

Enrichment opportunities will be available to students who excel and show mastery of expected skills and standards as well as advanced progress in the K12 curriculum. To augment their learning experience, small group advanced work, including project-based will be available. This includes, but is not limited to, self-paced labs, academic challenges, and projects. Some students may also take advantage of Independent Study experiences, internships, or other job opportunities to support their studies. These opportunities will be made available through the school Guidance Counselors and by utilizing other resources within students local communities.

An instructional program for gifted students is based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs; that students have learning opportunities that help develop their abilities to the highest level; and that students intense interests and talents change over time.

2. NCVA is committed to meeting the needs of gifted students by preparing staff members through the provision of in-service training, networking, ideas, national and local events, and other support. The school will promote the use of strategies found by research to support the diverse range of accelerated learners including:

- individual and small group research and contract work with active student ownership;

- flexible progression strategies within content areas, (including a variety of acceleration options (see below) with the agreement of the parents and student and subject to ongoing review);

- extension activities with self-selection by students, as well as suggestion by learning coaches and teachers, and

- the provision of monitoring and review of accelerated program offerings, to help decide which should get wider dissemination and which should be phased out.

Student progress will be monitored using the individualized learning plan (ILP) which ensures a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes and is a key part of

the NCVA education program. Parent engagement, mastery of standards, focus on readiness skills for each students life after secondary school, and providing enhanced academics for gifted students are all components of the program. Like all high-performing charter schools, NCVA will be committed to data-driven instruction and decision making.

NCVA will evaluate gifted students via a variety of progress monitoring strategies, including, but not limited to Scantron, end of grade test scores and class-based quizzes and tests.

Exceptional Children

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

Identification and Records

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

1. The NCVA enrollment application, conference calls with a K12 placement counselor and a NCVA general education teacher will all provide a query for the parent to indicate a student with special education needs for services. In addition, a careful review of previous school records by the schools special education coordinator will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. NCVA general education teachers will be provided professional development prior to and during the school year on their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since NCVA will be enrolling students in communities across the state, posting and public notification within school districts concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

2. NCVAs online enrollment application will include questions designed to identify students who have a current IEP or 504 plan. The next layer of

Child Find is done through the initial conversation between the legal guardian enrolling the student and the admissions liaison who will ask the same series of questions to again determine if the student may need additional services in order to access the general curriculum.

Once students are enrolled in NCVA, they will be assessed using formative pre- and post- assessments such as Scantron or a comparable alternate assessment system. These assessments will be provided online. If teachers find that a student scores significantly below grade level, the teach will then move the student through the RtI process.

If a student is referred for special education evaluation, contracted evaluators are used to assess the child face to face. Once students are identified, NCVA starts the process to ensure that each student receives the appropriate services in order to be successful academically.

3. NCVA and K12 will maintain accurate student records pertaining to students enrolled in the program in the manner required by Applicable Law, and retain such records at the School Facility and online. 504 and special education records are stored onsite in a locked file cabinet with limited access only to those who have educational interest in the record, or online, in a secure site with limited access. Records are reviewed locally by the special programs manager to ensure ongoing compliance and are scheduled for a quarterly audit by the southern region special programs manager.

In addition to the requirements of FERPA, IDEA provides additional privacy protections for students who are receiving special education and related services. Part B of the IDEA incorporates and cross-references FERPA. NCVA is aware of the cooperation between FERPA and IDEA and will adhere to the requirements of both.

The school will also comply with the Protection of Pupil Rights Amendment and the Children's Online Privacy Protection Act of 1998 ("COPPA"). Under FERPA an enrolling student would fall under one of certain exceptions that would allow for NCVA to receive student education records from a previous school without the prior written consent of parents. However, NVCA, will request parents to provide sign a Release of Records form allowing the school to receive the information from the students' previous district. Per FERPA, there are other exceptions to the release of student education records without the prior written consent of parents.

Exceptional Children's Education Programming

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

1. Students with disabilities will participate in the general education program to the greatest extent possible offered by NCVA and as determined by the IEP team. The special education teacher will support students with

disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and "real-time" interaction through web conferencing. With web conferencing, the special education teacher and general education teacher can provide real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

Due to the ability of the student to access the general education web based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

2. The Board will ensure that NCVA provides a FAPE to all students with disabilities in accordance with all state and federal special education laws and regulations as provided in IDEA, Section 504 of the Rehabilitation Act of 1973, and the ADA.

The IEP team will be convened to review and revise the students IEP as appropriate. As part of this process, the IEP team will determine the least restrictive environment in which to include the services and supports needed for the student with a disability.

3. Oversight and compliance monitoring in a distance learning setting are assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education and/or special education teacher; file review and monitoring of timelines and processes by the Director of Exceptional Students at the School; and regional oversight and monitoring of the program by K12s Southern Region Special Programs Manager.

4. Related service providers, if required, will be located within the geographical vicinity of the student. These related services may be provided through contracts with a private agency/provider. NCVA will ensure that all individuals contracted or in employment with the School have appropriate licensure to provide the assigned services and background checks are completed prior to beginning direct service with NCVA students.

Services may be delivered virtually or face-to-face either at the providers place of business, a neutral location such as a local library or community center, or in special circumstances, in the students home. The parent may provide transportation to a contracted provider within a reasonable distance of their home. Reimbursement will be provided to the family for mileage.

Examples of related services:

- Mobility Training
- Assistive Technology Evaluations
- Counseling Services
- Psychological Services
- Speech and Language Services

Occupational Therapy
Physical Therapy
Transportation (when required)
Interpreter services for the deaf or hard of hearing
Braille Instruction

Special Services

Describe how the virtual charter school will do the following:

1. *Identify students with special needs as identified by the Child Find mandate within the virtual environment.*

NCVAs approach to the Child Find mandate is quite similar to that of brick and mortar schools. NCVAs online enrollment application will include questions designed to identify students who have a current IEP or 504 plan. The next layer of Child Find is done through the initial conversation between the legal guardian enrolling the student and the admissions liaison who will ask the same series of questions to again determine if the student may need additional services in order to access the general curriculum. Once these students are identified, NCVA starts the appropriate process to ensure that each student receives the appropriate services in order to be successful academically.

In addition, a careful review of previous school records by the schools special education coordinator will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. NCVA general education teachers will be provided professional development prior to and during the school year on their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since NCVA will be enrolling students in communities across the state, posting and public notification within school districts concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

NCVAs general education teachers will be provided with professional development prior to and during the school year on their child find responsibilities. Throughout the school year, students may participate in various assessments that could show at risk indicators in various academic areas. Teachers will use these data to design targeted interventions for students who may be struggling.

2. *Provide specified services to the enrolled students with special needs regardless of where the student resides within North Carolina.*

A certified special education teacher will be assigned to each student with a disability to serve as their teacher/case manager. The case manager will coordinate the development, monitoring and evaluation of the effectiveness of the IEP, facilitate communication between home and school, coordinate the annual review and re-evaluation process, ensure provision of services as indicated on the students IEP, and serve as the contact point for the IEP team.

The case manager will ensure each parent/guardian has received a copy of the Parental Rights (Notice of Procedural Safeguards) when required and understands their rights throughout the special education process.

NCVA will ensure that each student with a disability is placed in the least restrictive environment. All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. The IEP include a statement of the students current level of performance and how the students disability affects his/her ability to progress through the general education curriculum, a statement of measurable goals, and a statement of educational services, program modifications and support necessary for the student to be involved in the general education coursework, including assistive technology. Assessment accommodations will be consistent with the students IEP. The IEP Committee will meet, as needed, throughout the school year and the IEP Committee will conduct an annual review of student progress, strengths, and needs. The necessity of extended school year services will be discussed by the IEP team and, if the student is found eligible, then appropriate services will be provided by NCVA.

Students with special needs will be supported by their assigned NCVA regular education teacher in the least restrictive environment (typically the students home), in addition to receiving the supportive services of a special education teacher. The students IEP will determine the type and amount of services necessary to meet the goals of the IEP.

Students with disabilities will participate in the general education program to the greatest extent possible offered by NCVA and as determined by the IEP team. The NCVA special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact, which may include phone conferencing, email, and direct "real-time" interaction through a web-conferencing tool. With web conferencing, the special education teacher and general education teacher can provide real time support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing could be presented within a co-taught online classroom, small group, or individual session with the special education teacher. In addition, parent education and support can be effectively delivered using web conferencing.

Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips.

3. Hold Individualized Education Plan (IEP) meetings and where such meetings will occur.

The IEP Committee will include the general education teacher(s), ESE teacher(s), parent(s), the student if appropriate, and administrators, if necessary, and other individuals who have knowledge or special expertise regarding the student. IEP meetings will take place within an online classroom or via teleconference with all appropriate IEP team members. At the conclusion of the meeting, all members of the IEP team will be asked individually if they agree to the content of the IEP and the decisions discussed during the meeting. If all are in agreement, the meeting will be adjourned and the documents sent electronically or via U.S. postal service to all attendees for signature. The signed documents will be returned by fax, electronic communication, or U.S. postal service to the case manager to be added to the student file. At any time, any member of the IEP team may request a face to face IEP meeting which would be held at the NCVA administrative office.

4. Implement Americans with Disabilities Act (ADA) and Rehabilitation Act standards for accessibility to web-based curricula.

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that

will ensure students achieve the North Carolina Essential Standards/Common Core State Standards. Accommodations will be determined by the IEP team based upon students disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

As required, NCVA will work to accommodate students with all disabilities who are using the K12 web-based courses in a distance learning setting. Assistive technology will be provided to students based on the recommendation of the IEP Committee and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, screen magnifiers, speech to text devices, word prediction software, audio books or other more traditional technologies and supports such as a calculator, graphic organizer, or math fact table.

NCVA will offer necessary accommodations by procuring the agreed-upon technology and other services to aid students in navigating through their courses. Further, K12s experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Exceptional students who are working below grade level in one or more subject areas will have access to the services, supports, and accommodations deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum component. Students with disabilities, as well as other at risk learners, will have the opportunity to have daily exposure to grade level content material and supplemental support in programs such as Study Island at their instructional level. Continual assessment of progress made in both settings will assist in closing the learning gap to ensure all are moving toward their instructional level being their grade level standards. The exceptional student education teacher and other personnel, as appropriate, will provide the support deemed necessary in each students IEP in these settings. This may include co-teaching, small group mentoring within the general education classroom, pull out for individual or small group sessions with the amount of pull out time dependent on student needs. Teachers will be able to accomplish these strategies through using the breakout rooms within the Blackboard Collaborate synchronous sessions. Examples of possible accommodations are: change of setting, timing, pace of learning, scheduling and how the student responds to the materials.

5. Provide information about how the charter school will accommodate non-English speaking students while also addressing their needs in online and offline instruction or other educational activities.

Student LEP Plans will be developed and reviewed by the LEP committee to ensure that students are appropriately placed and provided with instructional options to help them make academic progress in the general curriculum and acquire English language proficiency. The LEP Plan is a written document which contains the LEP services and programs, amount of

instructional time or the instructional schedule, the date of LEP identification, student progression, progress meetings convened, assessment data used to classify the student as an LEP, date of exit, and assessment data. The LEP Plan may be included in or attached to an existing student plan, such as an IEP, or may be a separate document. The ESOL contact is responsible for developing and updating the LEP Plan.

Students will be provided curriculum that is age- and grade- appropriate and tailored to the students proficiency level. LEP students will receive comprehensive instruction for the core curriculum to ensure progress that is comparable to that of native English speakers. NCVA will provide comprehensive instruction through a program of sheltered instruction and mainstream/inclusion delivery models that will provide LEP students equal access to the same scope and sequence as the instruction provided to the non-LEP students at the same grade levels, while providing specific accommodations.

Students in the ESOL program will be required to meet the same curriculum standards as non-LEP students in English/Language Arts and content area instruction. A program of ESOL instruction will be implemented according to the students individual needs based on their LEP plan, and will be delivered by teachers with appropriate certification and/or endorsement. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ESOL instruction, the School will also ensure that teachers are implementing ESOL strategies core and other courses on the students schedule.

Teachers of LEP students will work with their students teachers to coordinate the development of their ILP and LEP plan. In addition, the LEP team will meet to discuss interventions and strategies to support the LEP students continued academic success. The effectiveness of these ESOL strategies will be determined by the teachers observations, administrative classroom walk through, data summits, ESP site visits, and fidelity checks.

School administrators will be responsible for monitoring the implementation of ESOL strategies by the teacher. Evidence will be observed through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of LEP students will document the ESOL strategies used for each lesson in their plan book.

NCVA will utilize general ESOL instructional strategies such as:

- A learning environment that provides a sense of comfort
- Establish a daily routine for the student
- Use as many of the senses as possible to present information to students
- Provide ESOL students guidelines for written work
- Provide alternative instruction when appropriate
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the LEP student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus,

counters and computation charts

Teach math concepts and computation procedures through games and kinesthetic activities

The following progress monitoring tools will be used to ensure all LEPs master the grade level academic content standards and benchmarks:

- * Study Island Weekly Assessments
- * ACCESS for ELLs
- * Report Cards
- * Other Teacher Designed Criterion Reference Tests

Student Performance Standards

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

1. 1. Performance Standards (see Appendix T for Goals and Action Steps)

1: The school will show improvement in the percentage of students performing at the proficient level in Reading and Math as measured by the Phonological awareness Literacy Screening Form (C-PALS) and North Carolina state- developed assessments.

2: To have 90% of students reading on grade level by the end of 2nd grade utilizing DIBELS for baseline data and assessments throughout the school year to measure growth and performance.

3 and 4: As indicated by End of Grade (EOG) scale scores in Math and Reading for grades 3-8, and for Science in grade 5 students will perform at Level III or higher proficiency on EOG reading tests as measured by the North Carolina ABCs Accountability Model.

5: The percentage of students in grades 3-8 scoring at a Level IV will increase year over year measured by the EOG reading tests, mathematics tests and on the EOC composite; while students scoring at the top half of the Level IV range will also increase year over year on the composite score for EOG reading, EOG mathematics and on EOG composite.

6. To reduce the achievement gap among various groups each year.

7: Increase the high school courses offered to middle school students and increase the number of middle school students taking high school courses.

8: Maintain a student retention rate of at least 30% of the states average rate in each of the first three years.

9 and 10: Increase awareness among parents around best practices they can use to support their child's learning and increase the number of parent and students who view NCVA as a positive and nurturing learning environment as measured by annual parent survey and student retention rates.

11: Ninety percent of students will score at a Level II or higher on the eighth-grade computer skills assessment.

12: Show growth over 2 to 3 years OR have an annual performance composite at or above sixty percent (60%).

2. Several assessment instruments both online and on paper--will be used to measure student learning including the North Carolina state required tests which will assess the Common Core State and North Carolina Essential Standards (End-of-grade tests, End-of-course tests, NCEXTEND1 Alternate Assessments, and NCEXTEND2 Alternate Assessment), early literacy screening (DIBELS), pre- and post- diagnostic benchmark assessments (Scantron Performance Series), standards-mastery assessments (Study Island), and embedded lesson, unit and semester curriculum assessments. Student progress in the curriculum will be regularly measured and reported to students, parents, teachers, administrators, the Board, and the district throughout the school year.

(continued in the next box)

Because NVCA is committed to student learning, assessment is an integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives. Assessments show growth and progress, as well as any areas that might need extra work. The assessments will also help our school to improve the school by providing information on the effectiveness of specific instructional activities and the curriculum overall. Student achievement gains will be continuously measured and reported to students, parents, teachers, administrators and the Board during the school year. Throughout the year, students demonstrate their acquisition of course objectives by completing various assignments, participating in synchronous discussion activities, and taking quizzes, tests and exams. While

some assessments and assignments are scored by the LMS, assessments accounting for the majority of course points and those addressing higher-level thinking skills are submitted by students directly to our teachers for grading through the Learning Management System's electronic dropbox. Teachers grade these assignments and provide direct instructional feedback on each assignment before returning the graded assignment to the student. Graded activities are assigned points and a student's final grade will reflect the actual points earned compared with the total points possible. A percent grade can be calculated using these points and the school will then assign letter grades according to the grading procedures for that course. During the semester, students can view grades in MyInfo or the student gradebook sections of the Learning Management System. One of the many features afforded by the school's Learning Management System is a current report of a student's academic progress and attendance information. Teachers, administrators, and parents also have access to graded information online at any time of the day or night. Conference calls with families are conducted on a monthly basis. At

that time student progress and attendance are discussed. A detailed progress

report for each K-12 student will be provided mid-semester. Formal report cards will be issued to students twice a school year. Report cards will be issued once after the end of the first semester and again shortly after the end of the school year. Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. NCVA will utilize NC Wise to insure proper student record maintenance and ease of transfer of student records from NCVA to other public schools within North Carolina.

3. The NVCA board will review promotion policies and standards annually. Initial policies may include completion of courses at 80 percent mastery level in grades K-8 and participation in required teacher-led instructional sessions and school/state assessments. Initial high school promotion standards require a grade of C in courses required for graduation and D in elective courses. Promotion criteria and student expectations will be communicated to parents and students through the parent/student handbook and orientation sessions. Promotion criteria are discussed during the individualized learning plan team meetings.

4. All students will have an individualized learning plan (ILP) that addresses all requirements for student graduation and expectations for post-secondary goals. NCVA will implement a Response to Intervention program consistent with state and federal guidelines. The school is also utilizing family support teams and a social and emotional learning advisor model to address needs of at risk students.

Student Conduct:

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

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

Be sure to include:

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

A North Carolina Virtual Academy Student Code of Conduct will be developed and adopted by the school Board after charter approval and before the opening of school in the fall of 2015. A draft example of another virtual schools Student Code of Conduct (Maine Virtual Academy) has been included as an example in the Student Handbook in Appendix D of the application. This example will be reviewed by the Board as a possible model for our school with appropriate modifications addressing applicable state and federal laws and regulations. It should be noted that, in a virtual learning environment, behaviors that merit expulsion are different than in a brick and mortar school. In a virtual school, these types of behaviors focus more on issues

of attendance and inappropriate electronic communication.

When responding to instances of misconduct, the school will use a full range of disciplinary actions, including, among other things, counseling, mediation, suspension, dismissal, and expulsion. Students whose offenses also constitute violations of criminal laws will be reported to appropriate law enforcement officials, with other serious misconduct reported at the discretion of NCVA teachers and administrators.

If the student in question is a student who has been identified as having a disability then the IEP team must convene with all parties related to the grievance to determine if the behavior was a result of the child's disability. This manifestation determination meeting will serve to determine if further behavioral interventions need to be implemented or if school disciplinary procedures will continue to be enforced.

While special education students will be expected to adhere to the same standards of conduct for all students, review and processing of discipline and behavioral concerns involving special education students will adhere to the specific procedures and substantive protections provided under the IDEA 2004 amendments, and/or Section 504 of the Rehabilitation Act of 1973.

The Board delegates to the Head of School the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Students who are suspended for up to 10 school days shall be afforded a conference with an administrator before being suspended, and will be informed of the alleged violation, the remedial measures, and the consequences of future infractions, as well as be given an opportunity to respond. NCVA will follow due process in the event of possible student expulsion. The Head of School will give notice to the parents and the student concerning the details and procedures of the hearing, their rights to review school records, and an explanation of the consequences of expulsion.

In the event of a grievance that is not resolved by initial discussion with the teacher, the student and parent(s) or legal guardians(s) may, within ten school days, request a meeting with either the Academic Administrator or the Head of School to discuss the concern or grievance. He/she shall investigate and respond within ten school days. In the event that the response of the HOS is not considered satisfactory by the student and parent(s) or legal guardian(s), they may, within 3 school days, request a review with the Governing Board. The Governing Board shall investigate and respond to the student and parent(s) or legal guardian(s) within 10 school days after the review. The decision of the Board will be accomplished by the vote of a simple majority, and the decision is final.

The student handbook being provided as an example is attached as Appendix D. The board and the NCVA staff will ensure compliancy with appropriate NC code and regulations.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: North Carolina Learns, Inc.

Mailing Address: 203 Autumn Winds Drive

City/State/Zip: Goldsboro NC 27530

Street Address:

Phone: 919-429-9764

Fax:

Name of registered agent and address: Michael R. Burgner
71 McCachern Blvd.
Concord, NC 28025

FEDERAL TAX ID: 45-4414272

Tax-Exempt Status 501 (c)(3)

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

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

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Steven Moody	Member	BURKE	Principal,

			Western Youth Institution
William Fred Pilkington	Member	CABARRUS	CEO, Cabbarus Public Health Interest
Marjorie Benbow	Member	CABARRUS	Managing Director, Wake Forest University
Sara Whitaker Card Struhs	Member	MECKLENBURG	Dir. of Professional Dev., Fdn for Exc. in Educati
Travis Mitchell	Member	WAKE	President, Communities in Schools
Chris Withrow	Chairperson	WAYNE	Chief Technology Officer, Warren County Schools

Operational Components

1. *Explain where the administrative office(s) of the proposed charter school will be located in North Carolina. Please provide assurances that this office will not be located within a private residence or sectarian institution.*

As a virtual charter school, North Carolina Virtual Academy will only require leased facilities for administrative offices. The NCVA plans to also use the facility for meeting space for North Carolina Virtual Academy related activities, such as Board meetings, learning coach and teacher meetings and workshops. The NCVA intends that the lease for the space will be approximately three to five years.

The facility will be conveniently located in the Cabarrus County school district in Concord and/or nearby with easy access to I-85, occupying an estimated 3,000 square feet. The facility will have space to accommodate our administrative staff, meeting/conference rooms, and restrooms. The facility should provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. It will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA).

NCVA has analyzed local property rental rates and utility rates (phone, Internet, water, electricity) and has factored that information into our estimated facility costs. We have assumed in our proposed budget that the costs of operation and maintenance of facilities will be included in the lease payments. The proposed office facility may need minor renovation. Since the exact location of the administrative offices and facilities are unknown at this time, the renovation needs are unknown as well. We have estimated anticipated Year 1 facility costs of \$96,000 rent; \$5,000 maintenance; and \$12,000 utilities (phone and Internet only; other utility costs are included in the rent).

This type of office is readily available throughout the area in private commercial facilities as there is a ready stock of re-useable, vacant small professional offices, such as doctors offices, law offices, or real estate agency locations. If the NCVA is unsuccessful in its first attempt to find the appropriate real

estate, we will plan to hire a local, licensed commercial real estate agent to assist in the search and securing of the needed administrative space. The NCVA estimates that the timeline to identify, secure and occupy suitable space is less than 3 months.

NCVA facilities will not be located within a private residence or sectarian institution.

- 2. Describe in what format will the non-profit governing board meet. If these meetings occur "virtually", how will the school ensure meaningful public access to comply with North Carolina Open Meetings Law.*

Members of the Board of Directors or any committee designated by the Board of Directors, including the executive committee, may meet in a physical setting and may participate per G.S. 143318.13 in a meeting by means of conference telephone or similar communication equipment. The School will provide a location and means whereby members of the public may listen to the meeting and the notice of the meeting required shall specify that location

The Board will be committed to complying with the NC Open Meetings Law (G.S.143.318.9 et seq) in the conduct of their business. Article IV, Section 3 of the Bylaws state that the quarterly meetings of the Board of Directors shall be held on the fifteenth day of every third month or as otherwise directed by the Board of Directors. Per article 143-318.12 of NC statutes, public notice of official meetings, scheduled meetings will be on file with the Schools administration. Board meeting schedule will also be posted on the Schools website.

- 3. Explain when the governing board members of the proposed virtual charter school first came together to write the actual application. Include information about the selection process for these individuals and who led the selection process.*

The Articles of Incorporation for NC Learns was filed on January 19, 2012. This charter application is the second application filed with the North Carolina State Board of Education to create the North Carolina Virtual Academy. The first application was submitted to the Cabarrus County School Board by Chris Withrow, NC Learns Chairperson. At the time of that application individuals could apply for a charter with preliminary approval from a local board. Again, in November 2012, that application was revised for Cabarrus County Schools to align with the updated state application.

The members first came together to begin writing the application in October 2011. NC Learns initially had four individuals interested in forming a board led by Chris Withrow, the current Chairperson. Those four individuals became the original board members. Of these original four members, three remain on the Board today, committed to the mission of NCVA. The original board members have since recruited three new board members for a total of six board members. These members were introduced to the Board and were selected based on their skills, expertise and interest.

As a Board we have collaborated on all aspects of the schools mission and education plan. This application is a result of the Boards continued efforts since the fall of 2011.

- 4. Provide assurances that these board members have the qualifications, skills and/or experiences to "decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures".*

Chris Withrow, Chairperson: Since 2005, Chris has served as Chief Technology Officer of Warren County Schools. He is responsible for all operations and management of Quest Academy, a virtual school within Warren County Schools. Since the opening of Quest Academy, Warren County Schools have increased their cohort graduation rate from 89.3% to 96.7% and reduced the dropout rate. As a

member of the executive team, Chris is charged with the authority, leadership, and strategic planning for developing the school districts technology infrastructure and operations. Chris was previously an instructor for Wayne County Public Schools from 1987-1996.

Marjorie Benbow: Marjorie Benbow is currently serving as the Managing Director of the Wake Forest University Charlotte Center. Benbow earned a joint MBA/JD degree in 1999 from Wake Forest, had been serving as the Executive Director of the North Carolina Biotechnology Center of Greater Charlotte for the past six years. Prior to that, she worked as a Managing Consultant with Scott Madden & Associates and remains active as a licensed patent attorney.

Travis Mitchell: Travis joined Communities In Schools of Wake County, the areas largest drop-out prevention agency, as its president in October of 2010. In addition to his experience with at risk youth, he brings more than 18 years of executive management and media experience in the cable television, national network radio and magazine publishing industries to the NCVA Board. In 2005 Travis worked on the acquisition (and re-launch) of a 24-hour satellite radio music network from ABC Radio, where he grew the base of radio affiliates from 38 to 54 and increased revenues by 100%.

Steven Moody: Has served as the Education Director/Principal of Western Youth Institution in Morganton, North Carolina since 2002. He facilitates an education program offering curriculum that includes early literacy and ABE programs, GED and freshmen level college courses, and introductory vocational classes. He supervises a staff of 32 educators providing special education, core curriculum, and Title I services, as well as numerous GED and vocational instructors from Western Piedmont Community College. Steven earned an Ed.D. Curriculum and Instruction from the University of Virginia and a M.S. Educational Administration (1993) and B.S. Elementary Education (1985) from Bob Jones University. He is also certified in the state of North Carolina in the areas of School Administration, Curriculum Specialist, Elementary Education, and PK-6.

William Pilkington: In 1997 William became Chief Executive Officer and Public Health Director of the Cabarrus Health Alliance. From 1981 to 1997 he served as the Health Director of the Cabarrus County Health Department. Since 1997, William has served in many capacities at North Carolina University at Charlotte and Chapel Hill, most recently as the interim director of the M.H.A. program and also in other capacities including faculty and adjunct instructor positions. William also serves as a Fellow in the Center for Excellence in Municipal Management at the George Washington University and as a Professional Affiliate Member of the graduate faculty at UNC Charlotte.

Sara W. C. Struhs: Sara has an extensive history in working in education and Government. Her current position is the Director of Professional Development for the Foundation for Excellence in Education. From 2002 2006 Sara served under Governor Jeb Bush in various capacities. She was Senior Staff, Director of Professional Development in the Executive Office of the Governor, the Executive Director of the Gubernatorial Fellows program, and the Transition Team Leader and Legacy Project Lead.

- 5. Describe when and how this governing board will evaluate the virtual charter school vendor to gauge progress with meeting the terms of the charter. Specifically address the protocol for the governing board decision to change vendors without significant disruption to the charter school's operations.*

Section 2.5 of the executed Educational Products and Services Agreement (Appendix L), "Standards of K12 Performance," lists the measurable objectives that can be used by the Board to determine if K12 has fulfilled its responsibilities stated in the Services Agreement including a detailed list in Exhibit A

(Curriculum and Services). Likewise Section 3 describes the Schools responsibilities as agreed by both parties in the services agreement. The Board shall be responsible for overseeing the school's quality, operational and financial performance. The Board shall be responsible for monitoring and supervising K12s performance under, and compliance with, the terms of the Services Agreement in accordance with Applicable Law (see Section 3 of Appendix L). K12 shall cooperate with such monitoring and oversight. The Board will monitor K12, including the administrative, instructional and support staff, through a variety of tools, including, among other things: staff evaluations; frequent direct reporting from the administrative staff; suggestions from the Parent Advisory Council; parent surveys; and the multiple data collecting/reporting tools which are built into the NCVA/K12 technological frameworks. To monitor the financial performance of the school the governing board will ensure the services of an independent auditor to audit the schools financial statements. In the event that issues arise regarding the performance of K12 staff, such issues will be addressed as set forth in Section 7.2 of the Services Agreement.

According to the terms of the services agreement none of the governing boards voting power shall be vested in K12 or its directors, trustees, members, managers, officers, shareholders, or employees, and none of the voting power of K12s board of directors or shareholders of K12 shall be vested in the Governing Boards or its sponsors directors, trustees, members, managers, officers, shareholders, or employees. The services agreement also provides that, during the term of the services agreement and for a period ending twelve months after the expiration or termination of the agreement, unless mutually agreed in writing, neither the governing board nor K12 shall directly solicit, recruit for employment, offer employment to, offer subcontracting opportunities to, or otherwise employ or use the services of any employees of the other or their related companies if that employee had been assigned to or worked under the services agreement.

Section 11 of the services agreement provides events of termination. The Board may termination the Agreement at any time with ninety days prior written notice for cause. Termination for cause is breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this agreement and failure to cure such a breach within forty-five days of written notice. If K12 were to have a breach, the Board has a remedy in place and would have the option to vet and assign a different management company.

In the unlikely event that the governing board would need to take steps to change vendors, a collaborative process would be undertaken with the current and prospective vendor to effect a transition without significant disruption to the charter school's operations. The current vendor, under the terms of the services agreement would be obligated to provide continued services through the end of the school year. A new vendor services contract would be completed to provide for uninterrupted services during the transition and the startup of new educational programming and management services beginning with the new school year. The transfer would be arranged and completed in full consultation with approvals as required from our authorizing sponsor.

- 6. Share the level of involvement by the governing board in drafting the management agreement with the proposed vendor. Did the board have the authority to add or change the documents (i.e. specifically setting the goals by which the vendor would be held accountable)? Were there any changes based on the board negotiations? If so, please explain.*

The Educational Products and Services Agreement was negotiated between the Board, the Boards attorney, and K12 and was signed in 2012 during NCVAs first application cycle. Numerous board meetings were held, with all members participating, to fully evaluate and discuss the terms of the

agreement. The boards independent legal counsel provided legal assistance to the board throughout the proceedings. The vendor was invited to some, but not all, of the boards meetings, to ensure that members could conduct a fully independent process. The board had full authority to negotiate any and all terms and goals of the agreement, and obtained several changes from the original draft agreement. The Services Agreement will be amended, as required, to reflect all specific terms of a charter application approval.

Please provide the following in this location of the APPLICATION:

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

The NC Learns Board will govern North Carolina Virtual Academy. Please see Appendix F for a complete organizational chart. According to Article IV, section 1 of the Bylaws (Appendix H), the Board of Directors primary duties include the hiring and evaluation of the teachers, the setting of general institutional policies, strategic planning, fund-raising, and assessment of the School's effectiveness in manifesting the mission of the corporation.

The North Carolina Virtual Academy Board of Directors governance of the school will be manifested in large part through development of operational and student policies, with implementation of those policies established through the budget and rulemaking processes. Under the terms of the Services Agreement (Appendix L), it is agreed that the Board will govern the school while K12 will provide comprehensive educational products and services, including management services, and will assure the financial solvency of the school in accordance with the terms of the services agreement. The Board will utilize local counsel and resources for policies which are specific to North Carolina law and North Carolina Virtual Academy.

The Head of School will be an employee of K12 (pursuant to NC Attorney General Opinion dated 2/12/98) and the NCVA Board of Directors will participate in the interview, hiring, and evaluation of the HOS. The process to advertise for, select and employ the Head of School for the charter school will begin after the SBE approves the charter and the charter contract has been signed. The Head of School will be recruited with advertisements in well-known educational trade publications such as Education Week, via online job recruitment sites such as Monster.com, and in local media throughout North Carolina K12 shall provide the Board with background information on finalists for the position, and an opportunity to interview finalist if the Board so chooses, and a reasonable time for the Board to provide K12 with comments upon the finalists. In the event the Board has a concern or is not satisfied with the HOS job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues with supporting documentation. K12 shall review such request and respond within thirty (30) days to the Board with a six (6) month corrective action plan for the HOS. At the conclusion of the corrective action plan, K12 and the board shall discuss the results of the corrective action plan. If, at the conclusion of the corrective action plan, the Board requests K12 to assign a new HOS to the Program, K12 shall do so within ninety (90) days.

The responsibilities and performance of K12s staff will be consistent with Applicable Law. Such administrative personnel may be assigned to the Program on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

The Head of School will be evaluated by both the Board and K12s Regional Vice President of School Services. All Board members will be provided an evaluation rubric, on which to rate the Head of School. At the beginning of each school year, the Head of School and Regional Vice President will set targets for the HOS and the HOS will be evaluated on these targets which may include items such as student academic achievement and growth on state assessments, student growth and gains on internal assessments like Scantron and Study Island, parent satisfaction with the school, compliance with district, state, and federal reporting, and relations with stakeholders, including boards, partners, etc. Subsequent reviews will be based on these goals and will take place during a mid-year review and an end of year final evaluation. Evaluations from the Board will be reflected in the end of year performance evaluation.

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

The Bylaws (Appendix H) outline the composition, powers and duties of the Board. The Board of Directors shall consist of no less than five and no more than fifteen voting members. The current Board has six members. Upon approval of the charter application, the Board will recruit new members, as needed, up to fifteen.

Potential members for the board shall be nominated and selected by the Board from a pool of stakeholders that may include parents, past parents, alumni, patrons, and community members. Board member areas of expertise should be well-rounded and include individuals with backgrounds in education, law, business, marketing, technology, and accounting.

All newly elected board members shall serve an initial term of three years and may be reelected for a three year term. The Board shall be divided into staggered classes so that the terms of only approximately one-third of the voting Directors shall expire each year. This is imperative to maintain continuity and a historical framework for the entire board. The fiscal year of the corporation shall begin on the 1st day of July and end on the last day of June in each year in order to comply with the States education funding system.

The affairs of the corporation shall be managed by its Board of Directors. The Boards primary duties include the hiring and evaluation of the teachers, the setting of general institutional policies, strategic planning, fund-raising, and assessment of the School's effectiveness in manifesting the mission of the corporation.

NC Learns will strive to be a diverse board with a vast array of experience

in order to best drive the vision and mission of NCVA. The composition and expertise of the Board will ensure the Schools success. Additionally the Boards collective experience in education, business, management, and oversight will give the Board a strong foundation on which to evaluate the Head of School (HOS). The HOS will be evaluated by both the Board and K12s Regional Vice President of School Services. All Board members will be provided an evaluation rubric, on which to rate the HOS. At the beginning of each school year, the HOS and Regional Vice President will set targets for the HOS and the HOS will be evaluated on these targets which may include items such as student academic achievement and growth on state assessments, student growth and gains on internal assessments like Scantron and Study Island, parent satisfaction with the school, compliance with district, state, and federal reporting, and relations with stakeholders, including boards, partners, etc. Subsequent reviews will be based on these goals and will take place during a mid-year review and an end of year final evaluation. Evaluations from the Board and parent surveys will be reflected in the end of year performance evaluation.

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

The founding board members were recruited in a variety of ways. The three founding board members that have been on the board since its creation are Chris Withrow, Travis Mitchell, and Steven Moody. Chris Withrow has been working to form a virtual charter school since 2007 and reached out to other like-minded individuals to form NC Learns. In his role as Executive Director of Communities in Schools, Travis Mitchell was exploring online credit recovery courses and learned that a nonprofit group was forming to develop a virtual charter school and was led by his interest to this Board. Steven Moody is a proponent of charter schools, specifically virtual charter schools and was led to NC Learns by a common interest. These three Board members then proceeded to select other members based on their skills and interests and recruit them accordingly. The way in which each Board member became involved with the Board is clearly outlined in Appendix G, the Charter School Board Member Information Form.

According to the Bylaws, potential members for the board shall be nominated and selected by the Board from a pool of parents, past parents, grandparents, alumni, patrons, and community members by criteria defined by the Board. All newly elected board members shall serve for a term of three years beginning on July 1. Following the first term of service, Directors may be re-elected to serve a second three year term. New members will be recruited and added to fill open board member positions as soon as they occur or are anticipated while ensuring a thorough, high-quality process is conducted to secure strong and effective board leadership reflecting the mission and goals.

It is the Boards goal that its members will represent diversity of expertise and interests including teachers, parents, community members and business leaders. The current board members each have track records which demonstrate successful performance in at least one of the following areas: education, parent involvement programs, community service, fund raising, marketing, law, finance, management, public relations, personnel, legislative affairs as well as a commitment to public education in North Carolina. Their intent

is to recruit other members who share their commitment to NCVA and have a variety of experience and talents including:

Elementary and secondary education, including at risk students, curriculum, instruction, assessment, data analysis, special needs populations, and online learning

Startup organizations

Finance, especially school finance

Law

Community outreach

Fundraising and partnerships

Communications, marketing, and public relations

New Board members will be recruited in numerous ways including posting open positions on the NCVA website and by advertising in various media. Referrals will also be accepted.

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

According to the Bylaws, meetings will be held, at a minimum, on the 15th da

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

Board member development will be a priority of the Schools Board. Board member development will focus on developing skills in the areas of academic, administrative, fiscal and operational accountability as they apply to our School.

NCVA will contract with or provide a trainer, such as "The High Bar" that delivers governance training that is consistent with the schools governance training plan. Existing Board members and new Board members will attend, as appropriate, school board and charter school conferences; curriculum training; school funding training; team-building sessions; School mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; networking; and committee and task force assignments. The timetable will be set and conducted annually to coincide with the meeting schedule as defined in the Bylaws and set by the board.

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

Article IV, Section 15 of the Boards bylaws describe the ethical standards and procedures for identifying and addressing conflicts of interest. The Board of Directors affirms that the Directors, officers, administrators, faculty and other employees of the School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Directors of the circumstances resulting in the potential conflict so that the Board of Directors can

provide such guidance and take such action as it shall deem appropriate. Areas of potential conflict of interest are:

1. Financial Interest.

(A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which the School obtains goods or services, or (ii) which is a competitor of the School.

(B) Competition by the individual, directly or indirectly, with the School in the purchase or sale of property or any property right or interest.

(C) Representation of the School by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.

(D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by the School in which he or she participates, or which he or she has knowledge.

2. Inside Information: Disclosure or use by the individual of confidential information about the School, its activities or intentions, for the personal profit or advantage of the individual or any person.

3. Conflicting Interests other than Financial: Representation as director, officer, agent or fiduciary of another company, institution, agency or person in any transaction or activity which involves this School as an adverse party or with adverse interests.

4. Gifts and Favors: Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, the School under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

No Director who directly or indirectly is involved in a potential conflict of interest shall be counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the Director vote on any action of the Board regarding that potential conflict.

In order to avoid any conflict of interest with K12, section 9 of the Services Agreement (Appendix L) explicitly states that none of the Boards voting power shall be vested in K12 or any associates of K12. Section 4 also guarantees an independent audit of the programs financial statements.

There are no known existing relationships that could pose actual or perceived conflicts if the application is approved.

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

The Boards major roles and responsibilities will be to establish and approve all major educational and operational policies as they relate to the school, approving all contracts, establishing the schools annual budget, and overseeing the schools fiscal affairs. The Board will be committed to complying with the NC Open Meetings Law (G.S.143.318.9 et seq) in the conduct of their business while developing school policies. The Board will fulfill its obligations relative to the day-to-day management of the school

through a Services Agreement with K12. The Services Agreement (see Appendix L) reflects the Boards determination that K12 is uniquely situated with 12 years of experience providing not only the K12 end-to-end curriculum and learning system, but also the associated administrative and technology services necessary to deliver that curriculum and maximize student academic achievement.

Under the terms of the Services Agreement, K12 will assist the Boards duties by proposing policies which are especially suited to a virtual charter school, the K12 curriculum, and the technological infrastructures necessary to both. The Board will utilize local counsel and resources for policies which are specific to North Carolina law and North Carolina Virtual Academy. Likewise, K12, with its specialized experience assisting boards of virtual schools throughout the country, will assist North Carolina Virtual Academy in the budget preparation process.

The Board, according to the explicit terms of its agreement with K12, will maintain full control for adoption of all school policies and overseeing K12's implementation of those policies. Section 3.2 of the executed Services Agreement (Appendix L of the charter application) clearly states that "The Parties acknowledge and agree that in providing the Services, it shall be the responsibility of K12 to recommend various policies for the operation of the Program ("Program Policies"). K12 will implement procedures consistent with such policies, but the School retains ultimate responsibility for adopting policies and for overseeing K12 s implementation." This proposed operation of the school is entirely consistent with charter school law and the role that education service providers play in numerous successful charter schools both in North Carolina and around the nation.

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

The Bylaws permit committees to be formed and the Board intends to form an executive committee that is comprised of the Chair and two other selected board members. The executive committee will function as a long-range planning committee to set goals and objectives for the Board.

NCVA will seek to involve the community and parents in a variety of activities concerning the school, from leadership and governance to participation in a formal parent advisory organization or other ad-hoc committees appointed to address specific issues. The Parent Advisory committee will be parent-driven and recognized as the official voice of the schools parents. The group will serve as a direct communication link between the families and the school. It will be a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration and the Board.

A student advisory committee will be formed to give an administrative voice to NCVAs students. This committee will help build a school community and provide leadership opportunities for NCVAs students. This committee will work hand-in-hand with the community and parent advisory committee and have direct access to the Board.

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

NCVAs Student Handbook and Personnel Policies will be adopted by the Board after charter approval and before the opening of school in the fall of 2015. However, draft policies are found in their entirety in the Appendices.

Grievance/Complaint Policy for Parents

NCVA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin or religion.

Grievance and complaints should be addressed in writing to the Head of School (HOS) who will respond within ten working days. If the concern or grievance is not resolved by the HOS, a meeting may be requested in writing to the HOS and the HOS will respond within ten working days. If the familys concern is not resolved at the meeting with the HOS, the family may file a complaint with the NCVA Governing Board.

Staff Anti-Harassment and Discrimination Policy

All reported or suspected occurrences of discrimination (including, but not limited to, harassment) will be promptly and thoroughly investigated. Where discrimination is determined to have occurred, management will immediately take appropriate disciplinary action, including written warnings and possible suspension, transfer, and/or termination.

Complaint Procedure

Employees may inform the alleged harasser that the behavior is unwelcome. If an informal discussion with the alleged harasser is unsuccessful in remedying the problem or if such an approach is not desirable or possible, the employee should immediately report the complained-of conduct to his or her, manager, executive, or the Human Resources Department.

A third party may also file a complaint of sexual harassment if the sexual conduct of others in the work environment has the purpose or effect of substantially interfering with the third partys welfare, or work performance, thus creating a hostile environment

NCVA will conduct an investigation of any complaint that will require limited disclosure of pertinent information to certain parties, including the alleged harasser.

Once a complaint is received, management, through the Human resources department, will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred.

If it is determined that harassment has occurred, prompt, remedial action will be taken. This may include some or all of the following steps:

1. Restoring any lost terms, conditions, or benefits of employment to the complaining employee.
2. Disciplining the harasser. This discipline can include written disciplinary warnings, transfer, demotion, suspension, and termination.

If the harassment is from a vendor or customer, management will take

appropriate action to stop the complained-of conduct.

Whistleblowing and General Complaint Resolution Procedure for Staff
NCVA treats complaints about accounting, internal accounting controls, auditing matters or questionable financial practices seriously and expeditiously. Employees may confidentially and anonymously submit such complaints for review.

General Complaint Resolution

In addition to whistleblower complaints, misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be resolved before serious problems develop.

1. Discussion of the problem with your immediate supervisor is encouraged as a first step. If, however, you do not believe a discussion with your supervisor is appropriate, you may proceed directly to Step Two.
2. If your problem is not resolved after discussion with your supervisor or if you feel discussion with your supervisor is inappropriate, you are encouraged to request a meeting with your Human Resource Generalist. In an effort to resolve the problem, the representative will consider the facts and may conduct an investigation.

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

Include in the Appendices:

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

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

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

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: K12 Virtual Schools LLC
Address: 2300 Corporate Park Drive
Herndon VA 22171
Website: www.k12.com
Phone Number: 904-477-6938
Contact Person: Joe Chisholm
Fax: 888-888-8888
Email: jchisholm@k12.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include a copy of the proposed management agreement as Appendix L of the specified EMO or CMO.*

The Board intends to fulfill its obligations relative to the day-to-day management of the school and the provision of curriculum, technology, and other educational services, through a Services Agreement (Appendix L) with K12. The Services Agreement reflects the Board's determination that K12 is uniquely situated with 12 years of experience providing not only the K12 and learning system, but also the associated administrative and technology services necessary to deliver that curriculum and maximize student academic achievement.

The following attributes of K12 substantiate why the management agreement will be in the best educational and financial interest of the charter school:

During the 2012-2013 school year, K12 provided similar educational products and services to 120,000 K-12 students in online public schools in 33 states and the District of Columbia including statewide virtual charter schools, programs of statewide virtual charter schools, and statewide virtual schools.

K12's mission is to maximize a child's potential by providing licensed access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception in 2000, they have invested more than \$330 million to develop curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for blended schools and other education applications. K12 Inc. is accredited through AdvancED.

In these 33 statewide programs using the K12 program, public school districts, charter school boards, and/or state education agencies have developed virtual schools which meet both the sponsors and each state's attendance, enrollment, academic, legal, financial, and all other forms of compliance. At the federal level, these schools have also met NCLB, Title I, IDEA, and all other aspects of accountability required of all public schools.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

The Founding Board members independently researched providers of virtual education charter management services as part of their interest in making

virtual learning options available to NC students. These providers include K12 and Connections Academy (currently partnered with another non-profit board). During our research we discovered several things that led us to contact K12 to work with the Board to develop and submit an application for a virtual school. Of the providers, K12 was the largest and most experienced. K12 has a strong record of operating full time virtual schools for over 12 years in 33 states and the District of Columbia. K12 is also aligned to the Common Core Standards. These traits give us the confidence that, as a partner, K12 will be able to provide quality and scale for an open-enrollment virtual charter school in NC.

K12 is also the strongest provider in blended learning, particularly in urban settings which is of importance to this Founding Board. The blended charter model is being used to address particular groups of students who have struggled in other settings. Youth Connections Charter School (YCCS) Virtual High School in Chicago is a partnership of the city's school system, YCCS, and K12 that targets high school dropouts. In its first year of operation, the school's graduation rate was 94%, with an 88% student-retention rate.

Due to the unique nature of virtual charter schools, there is a very limited marketplace of virtual charter school management providers. Each provider offers differing curriculum and service structures making a direct comparison of fees impractical. Further, while academic records are sound, there is no direct comparison available due to the differing products and services, non-profit boards and school districts they serve, in addition to the variances in state standards, student populations served, and school structures. As such, our primary comparisons were based on experience, scope of services and operations and curriculum.

- 3. Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*

In February of 2013, K12 released its 2013 Academic Report. This report may be viewed at <http://www.k12.com/sites/default/files/pdf/2013-K12-Academic-Report-Feb6-2013.pdf>. This report takes an in depth look at student performance in all of K12's managed schools.

Student Performance

One major finding in this report, based on the progress a student makes over the course of a school year, also known as a "growth measure," is that for the 2011-2012 school year, students in K12-managed public schools, in aggregate, achieved 97% of the norm group gain in math and 196% of the norm group gain in reading based on the results of the Scantron Performance Series™ online computerized adaptive test. K12 has also found that the longer students have been enrolled in a K12-managed public school, the better the students perform on state exams relative to their student peers with shorter tenures.

Governance Performance

In school year 2001-2002 K12 began working side-by-side with two nonprofit boards to manage virtual schools. Twelve years later K12 is still working with both boards and managing both schools. In addition, K12 has been

solicited by countless other boards to manage schools and has built schools via partnerships with nonprofit boards in 31 additional states. The longevity of these partnerships and the schools themselves point to exceptional governance performance when partnering with K12.

Financial Data

On average, K12-managed public schools deliver a quality education for approximately 60% of the national average per-pupil expenditure. K12 invests in its resources deliberately and accountably in innovative delivery methods, and to make the most of economies of scale. For example, technology is employed to help keep down materials costs by offering virtual labs and by creating online books that can be instantly updated. Instructional time is also efficient by allowing teachers to focus on the needs of individual students rather than classroom management or lesson preparation.

High and Low Performing Schools

Please see Question 3 in Virtual Historical Context.

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

The governing board will govern NCVA. The Board's governance of the School will be manifested in large part through development of operational and student policies, with implementation of those policies established through the budget and rulemaking processes. Under the terms of the Services Agreement, it is agreed that the Board will govern the school while K12 will provide comprehensive educational products and services. K12 will assist the Board in fulfilling its duties by proposing policies which are especially suited to a virtual charter school, the K12 curriculum, and the technological infrastructures necessary to both. The Board will utilize local counsel and resources for policies which are specific to North Carolina law and NCVA. Generally, the Board will provide governance and oversight and K12 will implement the Board's policies.

As the party who contracts with K12, the governing board shall be responsible for monitoring K12's performance under, and in compliance with, the services agreement in accordance with applicable law. The board will also be responsible for overseeing the school's quality, operational and financial performance. To monitor the financial performance of the school the governing board will ensure the services of an independent auditor to audit the school's financial statements. K12, by entering into the services agreement, agrees to reasonably cooperate with the school's monitoring and oversight, including the audit.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

Please see Appendix F for an organizational chart.

Teacher candidates will be interviewed by the HOS and the HOS will make hiring recommendations to the Board. Teachers will be hired by the school via the Board. The Head of School will be an employee of K12 and the NCVA Board of Directors will participate in the interview, hiring, and evaluation of the HOS. K12 will also employ and determine the employment terms for other administrative personnel and such other staff as K12 deems necessary to deliver the Educational Products and Services

described in this Agreement.

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

Section 2.5 of the executed Educational Products and Services Agreement (Appendix L), "Standards of K12 Performance," lists the measurable objectives that can be used by the Board to determine if K12 has fulfilled its responsibilities stated in the Services Agreement including a detailed list in Exhibit A (Curriculum and Services). Likewise Section 3 describes the Schools responsibilities as agreed by both parties in the services agreement. The Board shall be responsible for monitoring and supervising K12s performance under, and compliance with, the terms of the Services Agreement in accordance with Applicable Law (see Section 3 of Appendix L). The Board will monitor K12, including the administrative, instructional and support staff, through a variety of tools, including, among other things: staff evaluations; frequent direct reporting from the administrative staff; suggestions from the Parent Advisory Council; parent surveys; and the multiple data collecting/reporting tools which are built into the NCVA/K12 technological frameworks. To monitor the financial performance of the school the governing board will ensure the services of an independent auditor to audit the schools financial statements. In the event that issues arise regarding the performance of K12 staff, such issues will be addressed as set forth in Section 7.2 of the Services Agreement.

Section 11 of the services agreement provides events of termination. The Board may termination the Agreement at any time with ninety days prior written notice for cause. Termination for cause is breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this agreement and failure to cure such a breach within forty-five days of written notice. If K12 were to have a breach, the Board has a remedy in place and would have the option to vet and assign a different management company.

- 7. *Is the facility provided by the EMO/CMO? N*
- 8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

Not applicable. K12 has not managed any schools in North Carolina in the last three years.

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

X Not Applicable

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

X Not Applicable

Virtual Historical Context

- 1. *The virtual school vendor must discuss its academic and financial track record exclusively within the charter school sector. Supplemental services and partnerships with district schools should not be a part of this consideration.*

The Board has selected K12 as their management organization, in part, because of national recognition for the various components of the curriculum. K12, using the entire K12 suite of services and instructional curriculum to include world languages, credit recovery courses, remedial courses, and AP courses, has shown academic success and achievement in the schools it serves across the country.

Academic assessments of students in K12 managed schools show positive student academic growth. Since the 2008-09 school year, Scantron Performance Series assessments were implemented to determine annual growth for students in the K12 virtual academies and to inform teachers of students strengths and challenges in the fall so that, by spring, strengths could be built on and challenges could be remedied. Student growth is compared to the Scantron norm group which is comprised of thousands of students who represent the national demographics in terms of socio-economic status and ethnicity. The Scantron Performance Series provides administration and teachers with data on students that they dont often get from prior year cumulative files or test scores. Continuity with a test is critical for meaningful comparisons across schools and to measure progress for individual students. K12 has several years of data to support the finding that the K12 students continually perform at or above the Scantron Norm Group in Math and Reading.

In the fall of 2011, and again in the spring of 2012, approximately 38,700 K12-managed public school students in grades 3-10 took the Scantron Performance Series tests in Math and Reading to determine annual growth for students and to inform teachers of students strengths and challenges in the fall so that, by spring strengths could be built upon, and challenges could be remedied. Results:

* In Reading gains, K12 managed schools for the 2011-2012 school year, had an overall achievement of 196% of the Norm Group gain. In Math, K12 managed public schools achieved 97% of the Norm Group gain across all grades for the 2011-2012 school year.

When state test proficiency percentages of students from the resident districts where the largest numbers of students enroll in K12-managed public schools are analyzed, a positive trend is noted: the longer students have been enrolled in a K12-managed public school, the more likely the students are to be "Proficient" on state exams relative to students with shorter tenure, and the better the students perform compared to students enrolled in their resident districts.

2. *Offer an explanation as to whether the virtual charter school vendor is a for-profit or non-profit entity. A financial history of the vendor should be included in this section. The management agreement with all fees clearly provided should be attached as Appendix L.*

The Services Agreement and associated fees can be found in Appendix L. The budget narrative also outlines the management companys fee structure.

K12 Virtual Schools LLC, is a wholly owned subsidiary of K12 Inc. The Board intends to fulfill its obligations relative to the provision of curriculum, technology, and other educational services, through a Services Agreement with K12 (see Appendix L). Due to the strength of their current school operations, the strength of their financial statements (viewable in real-time since they are listed on the New York Stock Exchange: LRN), and the tested value of their service agreements in over thirty states, we believe we will have a partner that will invest in our success.

K12 has twelve years of experience as a full time virtual education service provider. In the 2012-2013 school year, K12 provided similar educational products and services to 120,000 K-12 students in online public schools in 33 states and the District of Columbia including statewide virtual charter schools, programs of statewide virtual charter schools, and statewide virtual schools. This equates to more than one million online semester courses. K12s annual report can be found at: <http://investors.k12.com/phoenix.zhtml?c=214389&p=irol-reportsannual>

K12 Inc. is the largest provider of individualized online education programs primarily for students in kindergarten through high school in the U.S. Founded in 2000, K12 has provided over 2 million courses - core subjects, AP, world languages, credit recovery, and electives - to more than 200,000 students worldwide. K12 is also committed and aligned to the Common Core Standards.

K12 Inc., the parent company of K12 Virtual Schools LLC, was founded to utilize the advances in technology to provide children access to a high-quality public school education regardless of their geographic location or socio-economic background. Given the geographic flexibility of technology-based education, they believed that the pursuit of this mission could help address the growing concerns regarding the regionalized disparity in the quality of public school education, both in the United States and abroad. The convergence of these concerns and rapid advances in Internet technology created the opportunity to make a significant impact by deploying a high quality online learning systems on a flexible, online platform.

K12s mission is to maximize a child's potential by providing licensed access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception, they have invested more than \$330 million to develop curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning and is well suited for blended schools and other education applications. K12 Inc. is accredited through AdvancED, the world's largest education community, including such members as NCA, SACS, and CITA. K12 is the largest national K-12 online school provider to be recognized by AdvancED.

In September 2001, after 18 months of research and development of their curriculum, K12 Inc., introduced their kindergarten through 2nd grade offering. They launched their initial online learning system in virtual public schools in Pennsylvania and Colorado, serving approximately 900 students in the two states combined. They added new grades over the first seven years and continue to provide education, administrative, and technology schools in more online public schools every year. They have also launched hybrid programs that combine face-to-face time in the classroom with online instruction and opened an online private school to reach students worldwide.

- 3. Discuss the academic and financial performance data of two virtual charter schools (from two different states) that are run by this particular vendor. This review must include a comparison of these virtual schools against district and charter schools performance on their state's chosen assessments. Further, a comparison of student demographics, teacher to student*

ratios, and staff/student turnover rates must also be incorporated into this analysis.

In K12s early years, academic performance in K12-managed public schools was largely within norms as measured by state assessment tests. Recently, K12 has seen a surge in the number of families choosing to enroll their children in K12-managed public schools, and many of those children are academically at-risk that is, they are one or more years behind grade level, according to state test scores or other data. As a management company, K12 is proud to provide a viable education option to parents and students. In the larger K12-managed public schools that we have analyzed, academic performance for incoming students is well behind grade level. We estimate that as many as 50% to 70% of new students did not achieve proficiency in math on state exams taken in the year before enrolling in a K12-managed public school, and up to 40% did not achieve proficiency in reading. K12-managed public schools are also being chosen by large numbers of high school students who are not on track for on-time graduation in one sampling of these schools, approximately 40% to 60% of incoming 10th, 11th, and 12th graders were credit deficient upon enrollment.

Given this shift in at risk student populations, K12 has reassessed how the company views standardized assessments, in the belief that they suffer serious limitations as measures of progress in an individualized learning environment. K12 submits that a more accurate method for measuring student performance is the progress a student makes over the course of a school year, also known as a "growth measure," which can best be captured by using adaptive testing. For the 2011-2012 school year, students in K12-managed public schools, in aggregate, achieved 97% of the norm group gain in math and 196% of the norm group gain in reading based on the results of the Scantron Performance Series™ online computerized adaptive test.

A View from Two K12 managed Charter Schools

Idaho Virtual Academy (IDVA):

SY 2011 2012 Facts:

- * 2,875 students were served in grades K -12
- * 63% were eligible for free or reduced lunch
- * 10% were eligible for special education services
- * 12% were minority
- * 47% of the students were new this year exceptional enrollment growth
- * All grade 3 10 students took the Scantron pre- and post-assessment.
- * In Math, IDVA students had gains above the Scantron national norm group in every grade except for grades 3 and 5
- * In Reading IDVA students had gains above the Scantron national norm group in every grade except grade 5.
- * In SY 2012 2013, IDVA saw tremendous results in reading in grades 6 9: The Percent students who scored at or above Proficiency cuts in the state were as follows: grade 6 82%; grade 7 - 85%; and grade 8 - 86%
- * The 2012 2013 financial audit for IDVA had no issues.

Agora Virtual Charter School (Pennsylvania)

SY 2011 2012 Facts:

- * 9057 students were served in grade K 12
- * 69% were eligible for free or reduced lunch vs. the state average which is 42.9%
- * 19% were eligible for special education services
- * 40% were minority

- * 57% of the students were new this year outstanding enrollment growth
- * Note the high levels of students eligible for free or reduced lunch, special education services and number of minority student.
- * In Math, Agora students had gains above the Scantron national norm group in every grade except for grades 5, 8 and 10.
- * In Reading Agora students had gains above the Scantron national norm group in every grade except grade 5.
- * Note the exceptional performance given the at-risk demographics of the school
- * The 2012 2013 financial audit for IDVA had no issues.

4. *Name the highest and lowest performing virtual charter schools in this vendor's total portfolio. Analyze why those schools are performing at their specified levels on the state assessments. Include strategies or steps taken to either improve or sustain academic levels.*

Given the many variables in schools for which K12 provides administrative services and curriculum, it is not possible or fair to call one school the "highest" performing and another the "lowest" performing. Each state has different performance standards and standardized tests. Given this, it would be impossible to compare performance as there are no common state performance standards among schools administrated by K12.

Another major factor to consider would be school demographics. Some schools with very low free and reduced lunch rates and special education rates schools with low at-risk factors - will traditionally do much better than schools with high at-risk factors. Although a school with high at-risk factors may not represent high test scores, the school may be doing much better than others in its student academic growth. We would not expect two schools, such as Agora (outlined above) and one with low at-risk factors to achieve identical academic outcomes.

5. *The applicant must discuss, in depth, why this particular vendor was selected. Include a list of what other vendors were considered, the academic data examined by the applicant, sample management fees from other potential vendors, summaries of the governing board discussions.*

The Founding Board members independently researched providers of virtual education as part of their interest in making virtual learning options available to North Carolina students. These providers include K12, Connections Academy and Florida Virtual School. During our research we discovered several things that led us to contact K12 to work with the Founding Board in developing and submitting an application for a virtual school. Of all the providers, K12 was the largest and most experienced. K12 has a strong record of operating full time virtual schools for over twelve years in thirty-three other states and the District of Columbia. K12 is also aligned to the Common Core Standards. These traits give us the confidence that, as a partner, K12 will be able to provide quality and scale for an open-enrollment virtual charter school in North Carolina.

K12 is also the strongest provider in blended learning, particularly in urban settings which is of importance to this Founding Board. The blended charter model is being used to address particular groups of students who have struggled in other settings. Youth Connections Charter School (YCCS) Virtual High School in Chicago is a partnership of the city's school system, YCCS, and K12 that targets high school dropouts. In its first year of operation, the school's graduation rate was 94 percent, with an 88 percent student-retention rate.

The Services Agreement and associated fees can be found in Appendix L. The budget narrative also outlines the management company's fee structure.

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers. List the qualifications needed for the staff to deliver online instruction and how the school will ensure staff meets these requirements.*

In the first year of operation, the process to advertise for, select and employ instructional staff for the charter school will begin after the district has approved the charter and as enrollments are confirmed. After the first year of operation, teaching personnel and other staff will be recruited beginning in the spring and continuing into the summer each school year.

Instructional staff will be recruited with advertisements in well-known educational trade publications, via online job recruitment sites, and in local media throughout North Carolina. School administrators will also attend job fairs to inform teachers about the School and conduct interview. Another effective method of recruitment is by referral from current teachers. The number and types of teachers recruited will depend on student enrollment and needs from year to year.

NCVA teachers will be experienced educators and highly qualified as defined by the NCLB Act of 2001. They will have a Bachelors or higher degree, be North Carolina-certified, and demonstrate competency in elementary, middle school, or high school education depending on their assignment. Each teacher will also demonstrate technological competency. The faculty will include regular education and special education teachers at the elementary, middle, and high school levels. The School will employ, as needed, ESOL endorsed or certified teachers (K-12 coverage) for LEP identified students.

In an effort to retain teachers, a Teacher Quality Plan will provide opportunities for teachers to advance into positions of leadership. Lead teachers carry reduced student loads and assist in supervision of teachers and specific other duties (coordinating a reading program, community building, etc.). Master teachers carry a further reduced student load and have some supervisory and evaluative duties.

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

The nonprofit board will employ all instructional staff. The instructional staff will be recommended to the Board by the Head of School, and as in most

schools, will be directly supervised by the HOS.

Formative evaluations of NCVA teachers will be conducted at least twice a year by the HOS and other certificated, authorized school administrators. The HOS will regularly provide staffing updates to the Board.

An organizational chart is provided in Appendix F and draft personnel policies are provided in Appendix N. Final personnel policies will be developed by the board upon approval of the charter application.

3. *What is the highest teacher to student ratio that this proposed virtual charter school will accept? Why was that figure selected and how are you sure this ratio will not compromise the academic offerings of the proposed charter school?*

As a virtual school (compared to a traditional brick and mortar school), NCVA will provide flexibility not found in other schools. Because the school is not limited by physical restraints the School has the ability to hire teachers mid-year if enrollments were to increase. The instructional staff at NCVA will be scaled according to enrollments and needs. School wide, NCVA expects a student to teacher ratio of 55:1. It is important to note the cited student to teacher ratio is not class size, but rather the number of students a teacher may work with in multiple courses. Class size is not directly relevant in a virtual environment since it refers to the number of students in a class "room" that the teacher is responsible for. Student to teacher ratio, on the other hand, is a statistical measure of the total number of students in a school divided by the total number of full-time educators.

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

Unless otherwise mutually agreed in writing, and unless there is a change in Applicable Law, the Program teachers will be employed by the School. The Board will develop annual contracts with teachers. K12 will assist the school by helping recruit and recommend supervisory direction and provide training and disciplinary actions for teachers. Each teacher shall be qualified in relevant grade levels and subjects, hold a valid professional teaching certificate, and have applied for or completed a criminal background check and an unprofessional conduct check to the extent required under Applicable Law.

NCVA will have a teacher evaluation system in place that outlines three goals aligned with the schools mission:

- * To improve the quality of teaching in the virtual school
- * To recognize and reward quality teaching in the virtual school
- * To ensure a high level of teaching performance in the virtual school

Formative evaluations of teachers are conducted at least twice a year by administrative personnel. Teachers are evaluated based on four domains:

- * Planning and Preparation
- * Instruction and Student Achievement
- * Virtual Classroom environment

Teachers are rated as Unsatisfactory, Basic, Commendable, or Distinguished in these domains and recommendations for improvement are discussed. Renewal or non-renewal of a teacher contract is determined through a collaborative

decision making process between the Board and K12 administrative staff.

NCVA may employ growth and intervention plans to assist struggling teachers. These would have measurable goals for teachers to change their intervention status. Terminations would be approved by the board.

As part of Administrative Services, K12 will help ensure that the School fulfills its responsibilities to: a) conduct criminal background checks required by Applicable Law; and b) maintain evidence that it has performed such actions. NCVA will follow the background procedures of Cabarrus County School District.

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

The North Carolina Employee Salary and Benefits Manual will be used as a guide to set compensation levels (salary and benefits) for the Head of School and other school staff. Employment agreements will be signed. Benefits will be secured. As a vacancy occurs in this position, the same recruitment, selection, and employment techniques will be used.

Teacher compensation levels (salary and benefits) for NCVA will be competitive with starting local salary and benefits. The virtual teaching job is significantly different from brick and mortar classroom teaching, is attractive to teachers, and results in many applicants. Some of the incentives to teach in a virtual school are:

- * Ability to work from home
- * Removal of pressure of classroom management from instructional duties
- * Significant adult contact
- * Exposure to a rich and rigorous curriculum
- * Family involvement in education
- * Additional economic benefits such as a subsidized high-speed internet connection and unlimited long distance calling

NCVAs budget assumes an annual teacher salary of \$39,530. An increased salary scale is available for special education teachers. Benefits include health insurance and retirement plans. Please see the NCVA budget and budget narrative for further assumptions on staff salaries.

The costs of providing the technology, instructional materials, and an online service provider is much greater as compared to brick and mortar schooling and so teacher costs and other costs are carefully managed. An attractive incentive plan allows teachers to increase compensation through bonuses for meeting performance metrics, stipends for ad hoc work, and working days beyond the contractual obligation (summer work).

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

NCVA maintains an open-door policy and employees are encouraged to communicate with any personnel as needed. Any employee may approach any of the management staff on an as-needed basis to address questions, concerns, problems, or other matters. In most cases, it would be appropriate for employees first to address questions or concerns with their direct supervisor.

Complaints, misunderstandings or conflicts can arise in any organization. To ensure effective working relations, it is important that such matters be

resolved before serious problems develop. Most incidents resolve themselves naturally; however, should a situation persist that you believe is detrimental to your effective employment, you should follow the procedure described here for bringing your complaint to managements attention.

1. Discussion of the problem with your immediate supervisor is encouraged as a first step. If, however, you do not believe a discussion with your supervisor is appropriate, you may proceed directly to Step Two.

2. If your problem is not resolved after discussion with your supervisor or if you feel discussion with your supervisor is inappropriate, you are encouraged to request a meeting with your Human Resource Generalist. In an effort to resolve the problem, the representative will consider the facts and may conduct an investigation.

Other policies as they pertain to sexual harassment, discrimination and whistleblowing will be outlined in the personnel manual (Appendix N).

Teachers are provided with annual contracts. Formative evaluations of teachers are conducted at least twice a year by administrative personnel. NCVA may employ growth plans and intervention plans to assist struggling teachers. The Board and Head of School collaborate annually to determine which contracts will be renewed based on evaluations. If any termination were to take place mid-contract, terminations would be approved by the board.

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

This question is not applicable. NCVA does not intend to have positions with dual responsibilities.

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

NCVAs projected staffing plan (Appendix M) is structured according to functional areas of school operation related to student enrollment. The functions are necessary for proper support of students, families and faculty. The number of specific positions will be determined by confirmed enrollments and positions will be adjusted in accordance with actual enrollment.

The Schools start up plan allows for teacher hires to begin in May. These hires will be based on confirmed student enrollments. This process will continue through the summer to ensure NCVA employs staffing to accommodate all students, including those with special needs, ELL and gifted students.

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

Below is an outline of the primary school positions, including positions hired directly by the Board and those hired by K12.

The NCVA Board will hire the following positions:

Elementary School Teachers

Teachers are responsible for ensuring that students achieve mastery of learning objectives. Teachers provide guidance, instruction, and support,

manage the learning process, and focus on students individual needs. Teachers monitor student progress through K12s interactive lessons and daily assessments, and they work actively with students and parents to advance each child's learning.

Qualifications:

- 3+ years teaching experience
- Appropriate state certification K-6 or 1-6 certification, ESOL endorsed
- Meets states NCLBs Highly Qualified Teacher requirements
- Proficient in MS Excel, Word, and Outlook
- Experience in a customer service environment
- Strong written/verbal communication skills
- Very self-motivated
- Experience coordinating clubs and extracurricular activities
- An ability to learn new technology tools quickly (e.g., database and web-based tools)
- An ability to support and guide adults as well as students

Middle and High School Teachers

Instruction and Student Achievement Responsibilities:

- Adheres to K12s managed curriculum
- Sustains an orderly, respectful learning environment
- Implements routines and instructional methods for learning
- Maintains all records, grades, student work and parent contacts as required
- Utilizes student performance data to measure student performance and effectiveness of instruction
- Proactive in assessing and addressing students individual needs
- Demonstrate knowledge of state standards and testing requirements
- Assess student academic progress, performance and attendance
- Provide students and parents with regular feedback
- Support students with special needs, including participation on IEP teams as needed
- Prepare students for standardized tests and proctor site-based exams
- Participate in staff meetings and professional development sessions

Qualifications:

- Highly qualified with certification in a content area, ESOL endorsed
- Demonstrated ability in improving student performance, especially with students who are low performing
- Experience in using and analyzing performance data to improve individual and overall student performance
- Preference for working in a collaborative, cross-grade level instructional team
- Knowledge of CCSS and NC Essential Standards

Special Education Teachers

Responsibilities:

- Provide academic support to the student on a schedule determined by the IEP
- Provide weekly focused support to the parent on accommodations and interventions to promote the attainment of IEP goals
- Collect data and work samples to support documentation of IEP goals
- Provide support to all supplemental programs being used
- Make modifications and accommodations to lessons and assessments as specified by the IEP
- Develop the student's IEP meeting all annual review timelines and

notification requirements

Ensure the student's IEP is focused on attainment of grade appropriate academic standards as defined by the state

Ensure that all reevaluations are completed within specific timelines

Attend all required professional development

Collaborate with general education Teachers to ensure full inclusion and success of student in the general education classroom

Collaborate with the general education Teachers on all progress, semester and grade reports

Collaborate with general education Teachers regarding "at-risk" students to support the development and implementation of interventions within the general classroom

Maintain all required reports as assigned by the Special Education Manager including student progress reports

Ensure that assigned students participate in state achievement testing and receive monitored accommodations as defined by the IEP

Serve as proctors for site-based proctored exams

K12 will hire the following Positions as required:

Head of School

The Head of School will be responsible for the operation and management of the school. The Head of School will manage the staff at the school which includes all additional administrative staff and all teachers. Additionally, the Head of School will help manage the relationship between the school, K12 Inc., and the appropriate school and non-profit boards.

Qualifications

Masters degree or equivalent work experience

Professional certificate as a school principal and related experience

Experience with Local, State, and Federal laws and reporting

Experience using a student information system and/or other type of database preferred

Strong written and verbal communication skills

Academic Administrator (all grade levels)

Responsible for coordinating all academic aspects of the school and ensuring academic performance, progress and attendance is compliant with school requirements. Will develop school policy, manage teaching staff, and work with the Special Education Manager and Operations Manager to ensure that the school is meeting the needs of students while complying with local, state, and federal laws regarding special education. Promote the school and its interests with leaders across the state and maintain relationships with districts and the state

Qualifications

School administration experience

Experience with School Boards

Experience with Local, State, and Federal laws and reporting

Masters degree in Business or Education preferred

Minimum of five years work experience

Very proficient in MS Excel, MSWord, and Outlook

Strong written and verbal communication skills

Special Education Manager

Responsible for developing and implementing all special education procedures. Recruits, trains, supervises and evaluates special education teachers and develops "best practices" in a distance learning setting. Implement the use of adaptive technology to meet the needs of students and oversee all special education reporting. Design and implement a school-wide pre-referral process and oversee the development and maintenance of all IEPs while working with parents. Manage the special education budget

Qualifications

Masters in Special Education, Highly Qualified, and holds a North Carolina teaching certificate

Special Education administrative experience

Experience with local, state and federal laws and reporting

Prefer 8+ years of Special Education experience

Experience using a student information system and/or other type of database

Operations Manager

Qualifications

Master's degree (M.A.) in Business or Education and minimum five years related experience and/or training; or equivalent combination of education and experience.

Ability to read and interpret documents and write routine reports and correspondence.

Ability to speak effectively before groups

General Mathematics and graphing ability

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form.

Ability to problem solve

Other positions that may be hired by K12 include:

Assistant Head of School

Program Managers

Special Education Coordinator

Office Manager

Registrars

Office Administrator

Staff Evaluation and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.250

The following positions will be directly involved with maintaining teacher licensure requirements and professional development:

Head of School

Academic Administrator

Operations Manager

Special Education Manager

Master and Lead Teachers

Staff Evaluation and Professional Development

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

The following positions will be directly involved with maintaining teacher licensure requirements and professional development:

Head of School
Academic Administrator
Operations Manager
Special Education Manager
Master and Lead Teachers

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

NCVA staff will be one of the schools greatest assets. Teachers will have tremendous opportunities to engage in professional development opportunities that will allow them to pursue their educational interests. NCVA will also offer teachers opportunities to become Master or Lead teachers and to mentor other teachers.

In order to evaluate teachers in a format that matches NCVAs mission and educational program, the Board has established draft personnel policies (Appendix N). The Board has reviewed the North Carolina Teacher Evaluation Process and will work with its partner, K12, to see if there are ways to best integrate North Carolinas Teacher Evaluation Process into NCVAs educational program. The draft board policies will be revised upon charter approval and may reflect these changes. Our current policy provides much more detail than can be outlined below.

NCVAs teacher evaluation process will define optimal performance and a system for measuring it on a periodic basis throughout the school year. The evaluation process is a series of steps as follows:

Step 1: Staff will be made aware of this process at new staff orientations and reviewed during the year for all staff.

NCVA will conduct formative evaluations of teachers at least twice a year by certificated administrative personnel. Teachers are evaluated based on four domains:

1. Planning and Preparation
2. Instruction and Student Achievement
3. Virtual Classroom Environment
4. Professional Responsibilities

Step 2: Evaluators Alignment Training

Different evaluators often have different interpretations of particular areas of teacher performance. To ensure consistency and fairness, we recommend that all administrators and lead teachers who will have a role in teacher evaluations participate in an evaluators alignment training.

Step 3: Complete Observations

Conference calls: one parent-teacher conference call per semester be held on a three-way conference line so the administrator can observe the teachers interaction with the parent as well as his/her interaction with the student, if appropriate. Parental permission will be required.

Home visit (optional): Administrators or Lead Teachers may choose to observe

the teachers routine and organizational space by observing the teacher for one hour in their own home.

Email: Because email communication is a vital part of the virtual teachers role, administrators are encouraged to review random samples of the correspondence sent to parents.

Outings (optional): Administrators or Lead Teachers may choose to observe the Teachers scheduled outing to observe student/teacher interaction and planning.

Step 4: Complete Data Review Process

Available Data:

Parent satisfaction surveys: Web survey released once each year to all virtual school families

K12 curriculum mastery report: Assessment of teachers curriculum knowledge will be assessed through completion of Teacher Goals and specialization planning.

Teacher Year-End Metrics: Statistical report documenting information such as retention/re-enrollments, outings, marketing efforts, etc

Supplemental Evaluation Techniques to be considered:

Teacher goal-setting at the beginning of the year

Portfolio system

Videotaping

Mid-year review, particularly to provide early attention and support to teachers who are having performance issues

Teachers will have an opportunity for self-evaluation on the Teacher Evaluation Form. The Administrator will then evaluate the teacher in the same areas and make a final recommendation regarding the next step-renewal of a contract.

When the completed evaluation is presented to the Teacher, a meeting should occur to discuss evaluation results. Teachers will be as Unsatisfactory, Basic, Commendable, or Distinguished in the above domains. Both parties should sign and date the document and discuss individual performance for the current year and goal setting for the next year if appropriate.

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

Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest.

Professional development will begin with Intake Training for new teachers and continues with Ongoing Training monthly for new and experienced teachers with topics that may include assessment, technology, instructional strategies, and content. Adaptive instruction teachers, including ELL, exceptional student education, and gifted teachers, are included in all

aspects of NCVAs professional development. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

Intake Training for new teachers will be a multi-day, synchronous and asynchronous event provided via K12s Virtual National Teacher Training (VNTT). This 40-50 hour training course immerses new teachers in the platform, tools, and activities they will use every day in their new role.

The flexibility of virtual teaching will allow the programs teachers to participate extensively in professional development offered through K12 Academic Services division. Teachers will be sent the schedule of available professional development sessions each month, and department chairs will be required to attend subject-specific professional development sessions on a regular basis, in addition to program, district, and state provided professional development.

Professional development for new NCVA administrators will consist of synchronous sessions on the BlackBoard Collaborate web conferencing platform as well as access to online reference tools. The sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities for working with students.

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

New teacher training for teachers will be a multi-day, synchronous and asynchronous event. Virtual National Teacher Training (VNTT) is the initial training offered by the K12 Academic Services Division to all teachers new to teaching using the K12 program. This 40-50 hour training course immerses new teachers in the platform, tools, and activities they will use every day in their new role.

Below are two course outlines, one for K 8 teachers and one for 9 12 teachers.

K-8 Teachers: This training path includes 16 asynchronous courses and 5 synchronous sessions at the start of the training path plus additional training in the form of 3 synchronous exhibit hall sessions and 3 synchronous sessions sharing promising practices.

Course Length: 40-50 hours

Week 1

- 1.01 K12 and You
- 1.02 The Online School
- 1.03 Overview of Resources about the K12 Curriculum
- 1.04 Understanding a K12 Lesson
- 1.05 Starting Families Out Right
- 1.06 Learning TotalView School (TVS) and My Info (MI)
- 1.07 Initial Call and Active Listening
- 1.08 Learning Coach Keys
- 1.09 Serving Students with Special Needs in the Virtual Setting
- 1.10 Individualizing the Path

Week 2

- 2.01 Moving to Virtual Instruction
- 2.02 Finding Your Work Flow
- 2.03 The K12 Online School Community
- 2.04 Math+ Introduction
- 2.05 MARK12 Reading Introduction
- 2.06 Middle School Math

School Year Support

Exhibit Halls (3 synchronous sessions)

Display exemplary examples of synchronous content that promotes an interactive, learner focused lesson.

Guided practice with synchronous skills to further the ability to create exemplary content and facilitate interactive sessions.

Promising Practices (3 synchronous sessions)

Understand the tools and resources that are available to create a specific and personalized personal development plan to target growth and continue moving toward excellence.

Understand the promising practices that have been demonstrated effective when working with learning coaches and K-8 students to promote high academic achievement.

Understand how to identify various patterns of engagement in the learning environment and discover some promising practices to use with students who range from disconnected with school to overly committed with academic and personal activities.

HIGH SCHOOL TEACHERS (GRADES 9 -12)

This course is designed to equip new K12 high school teachers with the skills they need to begin teaching in the K12 model. Teachers will learn the background of K12, the instructional theories that drive the model, identify the characteristics of an effective home worker, and examine why students and families choose online education. The course presents and demonstrates the tools available to K12 teachers, identifies important communication strategies, and identifies paths for teachers support. The conclusion of the course brings all of the pieces together, demonstrates how teachers setup their classes, and prepares them to teach.

Course Length

Asynchronous activities are two weeks, approximately 30 to 40 hours of work

Synchronous sessions are twice during week 1 and three times during week 2, each session meets for approximately 1 hours

Materials: Startup documents, Teacher Guides and other online resources

- Unit 1: K12 and the HS Model
- Unit 2: Working from Home
- Unit 3: A Tour of your Virtual School
- Unit 4: Effective Communication
- Unit 5: The K12 Curriculum
- Unit 6: Classroom Management
- Unit 7: Evaluation and Feedback
- Unit 8: Pacing and Scheduling
- Unit 9: Student Engagement and Performance

Unit 10: Live Teaching and Support
Unit 11: Bringing It All Together
Unit 12: Final Assessment and Survey

Other Units:

- * Establishing a Social Presence
- * Managing Content
- * Application Sharing
- * Web Tour, Web Push and Polling

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

Beyond intake training, as described above, NCVA will provide face-to-face professional development five times during the school year; one day prior to school starting, 3 days during the school year, and one day at the end of the school year. This professional development plan is in line with NCVA's school calendar.

In addition to face-to-face professional development, teachers will be provided with four hours per month in virtual professional development, which is the equivalent of an additional four full days of professional development. Virtual professional development will generally be held the first Friday of the month after morning classes are over. The virtual environment allows for a much more flexible teaching schedule, therefore the proposed professional development plan will not impact staffing structure.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Under the Services Agreement, K12 is to provide pupil recruitment services, including creating, designing, and preparing information to assist parents and students in making an informed choice about NCVA.

As part of its outreach plans, NCVA will make information available to all persons, parents and pupils considering enrollment in the School. The information will include a background on the curriculum, the Online School, and a School Handbook that includes policies on admission, enrollment, role of the responsible adult, grade level promotion, course level placement, materials, Internet service, school outings, exceptional student education, standardized tests, and teacher conferences.

NCVA will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies that includes using a variety of marketing techniques--matching the charter school program and applicants educational and personal needs.

NCVA Board members and representatives will meet with community leaders throughout the district, including those in minority and low income areas, both urban and rural, to recruit students.

Information sessions open to interested families and the general public will be held throughout the state and online that will be open to interested families and the general public. Information sessions will be advertised in various print and electronic media. Prospective patrons will have the opportunity to interact with the NCVA curriculum and have questions answered. A proposed School Handbook will be available. Enrollment forms will be available online.

NCVA will work with local faith-based and community organizations such as the YMCA and Boys and Girls Clubs to raise awareness of the program within the local community

NCVA may participate in organized grade-appropriate awareness activities and sponsored events.

NCVA and K12 Inc. may inform students and families about enrollment opportunities and other program information through a variety of media such as print, radio, TV, Internet, and out of home advertising (e.g., billboards).

The School will establish a website and will use this as the primary mechanism to communicate with interested, prospective families.

The School will establish a call center to provide information to prospective applicants.

NCVA staff may participate in television, radio and newspaper interviews as necessary.

Enrollment applications for NCVA will be available online as well as at the Schools administrative office.

* NCVA will distribute recruiting materials about the schools mission, curriculum, leadership, and the application process to public places such as libraries or schools.

Family Support

NCVA is committed to parental involvement and family strengthening. Effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. NCVA shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services (FINs) programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

NCVA shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, district personnel and community service providers.

NCVA shall seek to identify the mental health needs of its students and

match those needs with available local resources including public, nonpublic, and/or volunteer organizations.

Parent and Community Involvement

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

1. NCVA will provide information sessions open to interested families. The sessions will be held throughout the state and online. Information sessions will be advertised in various print and electronic media. During these both onsite and online sessions, prospective families will have the opportunity to interact with the NCVA curriculum, including lessons and materials, and have questions answered.

Upon enrollment, NCVA will conduct parent orientation sessions. Every parent and student will have the opportunity to meet administrative and teaching staff as well as receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a School handbook that provides guidance on School policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the Schools program and systems allows parents to access web-based lessons and data to see directly how their child is doing.

The School will offer support through regular parent training, speakers, and modeling. Sessions may focus on: reading and helping children improve reading comprehension; essential skills for grammar and writing; motivating struggling learners; and many more. We will maintain a balance between onsite training for parents who can come to the School and will ensure that all sessions have a corollary online webinar which can be accessed live or can be viewed as a recording.

2. The most fundamental role parents will play will be in their role in supporting their child's learning and in helping continuously evaluate NCVA's operation, governance, and instructional program. At NCVA, learning coaches will help guide students through their daily coursework using the K12 curriculum and OLS and will verify the number of hours of educational activities completed by the student each school year. If a parent(s) does not serve as the learning coach, the parent(s) will determine the "other responsible adult". In the context of the educational program, parents or, in the case of an assignment, other responsible adults, serve as the learning coach.

Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Class Connect, or in person to discuss their child's progress. When scheduled, parents are expected to attend school outings, field trips, and other outside learning opportunities with their child, but other arrangements can be made to enable a student's attendance in the event that a parent is unable to bring them. Students will not be penalized if they are unable to make an

outing because of a parents inability to attend.

NCVA will provide an extensive support system to both parents and students. Parents serve a critical role in the Schools education process, and are partners to the teachers in promoting accountability for their students and the entire NCVA community. At the simplest level, students, teachers, and parents interact face-to-face at outings and other events such as back-to-school events, educational expos, science and art fairs, and school showcases. In addition to face-to-face interaction, the School allows access to a monitored, private, virtual social community which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K12 program and gain a sense of connectedness within the boundaries of a contained but global community. Each K12 sponsored school has its own subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, announcements, and information on upcoming activities and outings.

3. *List the strategies the virtual charter school will implement to involve parents and the community regularly in their child's education. Detail any required or optional meetings that are scheduled to occur throughout the academic year (i.e. open houses or school community meetings).*

NCVA parents will be expected to be proactive, to contact teachers, specialists, and other parents to solve problems, to give feedback, or pass on ideas and insights to the School community. Where possible, the School also asks that parents volunteer their time and effort on behalf of the School to suggest, help organize, and participate in field trips, other educational outings, and social events. In addition:

- * Parents can be encouraged to hold a direct leadership position and influence the management of the School by serving on the NCVA Board. The Board sets policy and provides governance and oversight on the Schools academic, extracurricular, finance, personnel, and legal matters.

- * Parents who are not members of the Board will be actively encouraged to attend Board and other NCVA meetings and to participate on ad-hoc committees appointed to address specific issues.

- * NCVA will organize a Parent Advisory Council. The Parent Advisory Council will be parent-driven and recognized as the official voice of the Schools parents. The group will serve as a direct communication link between the families and the School and will be a resource for parents, both as a source of conveying School information to families as well as relaying parental suggestions to the School administration.

- * Teachers will initiate regular conferences and conversations with parents about their child's progress and also about parents needs and concerns about the operation of the school. Parents are free to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and insights to the School community.

- * The NCVA website will have a moderated School online community discussion board to facilitate a constructive and interactive communication process.

- * Parents will help to continuously evaluate the operation and governance of the School both online and offline. NCVA will survey parents online annually to determine their satisfaction with their overall experience. Elements of the survey will include the curriculum, instruction, Online School,

administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other NCVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the School.

- 4. Define how the virtual charter school will facilitate student attendance at any in-person school activities. If parents indicate that transportation is an issue, describe how the school will ensure that students are able to attend.*

Face-to-face social and educational events or outings will occur regularly in various parts of the state and in various venues. They are hosted and planned by the NCVA teachers. The parents are encouraged to assist with planning the events so that participation is increased. Students, teachers, and parents interact face-to-face at outings and other events such as back-to-school events, coffee or ice cream socials, educational expos, open houses, science and art fairs, and school showcases. When scheduled, parents attend the outings with their child, but other arrangements can be made to enable a student's attendance in the event that a parent is unable to bring them. Students will not be penalized if they are unable to make an outing because of a parent's inability to attend. Transportation and supervision is to be provided by each student's parent. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the student's IEP. NCVA administration will regularly survey the families and teachers on the success of the events and gather feedback for future planning.

- 5. Expound upon procedures for parents to contact the virtual school faculty, administration, or governing board with concerns of any nature. Further, depict the school's process for promptly addressing the identified issues.*

Regular contact between parents and the School are inherent to student success. Throughout their child's education and as part of the learning process, parents will work closely with certified teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using platforms such as Blackboard Collaborate, or in person to discuss their child's progress.

Parents may also contact any administrative staff during business hours by calling the administrative office. This contact information will be posted online and in all enrollment materials that are sent to the student and parents. Additionally, parents will be encouraged to attend Board meetings and will access to contact information for the Board members.

In the case of a grievance or complaint, NCVA has a draft Grievance/Complaint policy in place if an issue cannot be resolved by working directly with a child's teacher. This formal process begins with a written notice from the parent or guardian outlining the concern or grievance to the Head of School. The Head of School will respond within ten working days.

If the concern or grievance is not resolved by the Head of School, the parent(s) or guardian(s) may, within ten working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten working days.

If the familys concern is not resolved at the meeting with the Head of School, the family may file a complaint with the NCVA Board. The NCVA governing body may address the complaint directly, or the family may file a complaint with the North Carolina Department of Public Instruction.

6. *Describe how the virtual charter school instructional and administrative staff will communicate with non-English speaking students, parents, and guardians.*

NCVAs ESOL program will strive to prepare and equip bilingual, bicultural, and bi-literate students to ensure academic success. In addition to each students Individual Learning Plan, identified ELLs will have a Student ELL Plan, as required. Providing students with a learning environment that offers appropriate curriculum and instruction that promotes strong listening, speaking, reading and writing skills will ensure success. NCVA will employ appropriately certificated instructional staff with the ESOL endorsement.

From the time of students registration, every effort will be made to inform and orient parents to the NCVA. Communication with parents will be made available through interpreters, when feasible and an online translation service is also available to NCVA.

If a family needs or requests it, a bilingual placement counselor in the parents native language will be provided when possible. All parties asking these questions will be provided professional development on ESL indicators and their obligation in routing positive responses to the appropriate ESL point of contact (ESOL contact/liaison). Additionally, school records will be requested from the sending district and will be reviewed for prior program participation.

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

1. The tentative dates for the open enrollment will begin in February 2015 and a lottery, if needed, would take place April 1, 2015. Families must submit all required documentation before enrollment is approved. The enrollment process begins with completing the enrollment application, then submitting forms and documentation. Once a parent submits the application, they will be assigned to a Personal Admissions Liaison (PAL) who will assist throughout the enrollment process, answer questions, and conduct an admissions conference over the phone. The PAL will verify student information, relay school policies, and review the responsibilities of both the student and the Learning Coach. Before school starts, families and

students will be involved in introductions to the school, staff, and other families and students by phone, web conference, and in person meetings. Upon enrollment the school will request transfer of education records in accordance with North Carolina law.

2. If applications do exceed the enrollment target at the end of the application period, NCVA will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, academic achievement, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate.

As provided for in G.S. 115C-238.29F(g)(5a), NCVA The charter school may give enrollment priority to any of the following:

- a. Siblings of currently enrolled students who were admitted to the charter school in a previous year.
- b. Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
- c. No more than fifteen percent of the school's total enrollment, unless granted a waiver by the SBE for children of the school's full-time employees; and children of initial Board members (for the Schools 1st year of operations).
- d. A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in a study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent

Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

3. After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the deadline will be added to the waiting list in the order they were received. As students withdraw from or transfer out of North Carolina Virtual Academy, that space will be given to the next person on the list at that grade level

4. NCVA does not have a pre-admission policy

5. Parents wishing to withdraw their children must contact their primary teacher and complete a withdrawal form in order to process the withdrawal. The teacher will notify the school officials of the parents decision. The Director of Operations or designee will confirm the withdrawal date once the form has been received and arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action. NCVA will inform the students home school district of the withdrawal.

Students who withdraw during the school year will be issued withdrawal reports that can be used for enrolling in a future school. NCVA will

utilize NC Wise to ensure proper student record maintenance and the ease of transfer of student records to other public schools in NC.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Cabarrus County Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 130	LEA 000	LEA 000	LEA 130	LEA 000	LEA 000	LEA 130	LEA 000	LEA 000	LEA 130	LEA 000	LEA 000	LEA 130	LEA 000	LEA 000
Kindergarten	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 01	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 02	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 03	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 04	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 05	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 06	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 07	250	0	0	27	25	228	30	28	256	0	0	0	0	0	0
Grade 08	250	0	0	26	25	229	30	28	256	0	0	0	0	0	0
Grade 09	250	0	0	26	25	229	30	28	256	0	0	0	0	0	0
Grade 10	250	0	0	26	25	229	30	28	256	0	0	0	0	0	0
Grade 11	0	0	0	26	24	230	30	28	256	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	29	27	258	0	0	0	0	0	0
	2750			320			389			0			0		

Transportation Plan:

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

At NCVA, student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. NCVA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all students.

It will be the responsibility of a students parent/learning coach to provide transportation to school-related instructional (such as for NCVA students to take state required tests) or non-instructional activities requiring the students attendance outside their home or place of regular study including to NCVAs meeting center(s). In those cases where out-of-home presence is required, NCVA will work to minimize transportation distances. For instance, since students will not be permitted to take the state required tests in their homes, NCVA will provide regional testing locations throughout the state to minimize travel for students and parents. The testing will occur in classroom style settings in facilities such as local schools or libraries, event halls, hotel conference rooms, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. Parents will be responsible for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. The Head of School will review available resources, and work with students parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws.

If field trips or regional centers are utilized for synchronous education, how will the virtual charter assist students that do not have transportation?

Parents will be responsible for transporting their students to and from the test site, and most sites will include additional areas for parents and siblings to wait during the administration of the tests. The Head of School will review available resources, and work with students parents/learning coaches to provide transportation if needed so as to ensure that transportation is not a barrier to equal access for all students.

Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws.

School Lunch Plan:

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

Due to the virtual nature of our school, we will not operate a physical school facility and, therefore, will not provide food service for students.

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

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

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$13,000,000		\$27,120.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$5,900.00
Property Insurance	\$10,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$100.00
Bonding Minimum/Maximum Amount	\$250,000	\$1,000,000	\$5,000.00
Other	\$1,000,000		\$20,136.00
Total Cost			\$58,756.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

1. *Discuss the data retention and confidentiality procedures for the virtual school. In the event of a catastrophe, explain the data protection and data recovery systems.*

The Online School (OLS) provided by K12 is available for students and parents to log in 7 days a week, 24 hours a day. The OLS exceeds 99.99% uptime and has never been down for an entire day. K12s content development and learning management systems have been deployed in a fully redundant configuration into a biometrically secured level 3 facility with complete data redundancy to include mirrored file systems, hourly data snapshots, daily incremental backup, weekly full backup, secured off-site backup storage and secondary data center for disaster recovery in a distinct geographic location.

2. *Provide the virtual charter school's Acceptable Use Policy.*

Included as part of this application is an example of a Student Handbook (Appendix D) that the Board will consider revising for use in NCVA. The Acceptable Use Policy is spelled out in more detail in the Appendix.

Accountability: Examples of accountability:

- * Posting anonymous messages is not permitted unless authorized by the teacher of the online course.*
- * Impersonating another person is also strictly prohibited.*
- * Use only your own user name and password, but do not share these with anyone.*
- * Do not interfere with other users ability to access NCVAs Online School*
- * Change your password(s) frequently, at least once per semester or course.*

Student Internet Safety: Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of NCVA.

Network Etiquette: At NCVA, parents and students are expected to follow the rules of network etiquette, or "netiquette." Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.

Academic Integrity: All work submitted is assumed to have been completed by you. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s) and suspension or expulsion from NCVA.

Use of Copyrighted Materials: All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use.

Plagiarism: The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Plagiarism is not acceptable.

Source Citation: Accurate and complete source citations are required.

Appropriate Use of Technology: NCVA reserves the right to review any material transmitted using NCVA instructional computing resources or posted to a NCVA instructional computing resource to determine the appropriateness of such material.

NCVA Indemnification Provision: NCVA assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate or offensive.

Confidential Communications of Students: Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the CEO or other appropriate authority, including law enforcement personnel, when the health, welfare or safety of the student or other persons is clearly in jeopardy.

Using Blackboard Collaborate: Some general guidelines include

- * *Parents should always sign in using their first name and last initial always.*
- * *Students should arrive promptly at the scheduled time for the Blackboard Collaborate session.*
- * *Wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.*

3. *Describe the health and safety standards adopted by the school for both online and offline student activities.*

NCVA will be in compliance will applicable federal and state health and safety laws. However, some may not be applicable to the virtual setting. NVCA will comply with 115C-307.

- a. *To Maintain Order and Discipline..*
- b. *To Provide for General Well-Being of Students*
- c. *To Provide Some Medical Care to Students.*
- d. *To Teach the Students*
- e. *To Enter into the Superintendent's Plans for Professional Growth.*
- f. *To Discourage Nonattendance.*
- g. *To Make Required Reports.*

Immunization/Health Assessment/Vision Care of Students: NCVA will comply with the North Carolina immunization requirements. Every NCVA parent or guardian with legal custody of a child shall have the responsibility to ensure that the child has received the required immunization at the age required by law. Any medical exemption must be in writing from a physician licensed to practice medicine in North Carolina and must state the basis for the exemption pursuant to G.S. 130-A-156.

North Carolina Health Assessment Law: G.S. 130A-440 states that every child in the State entering kindergarten in the public schools shall receive a health assessment. The parent, guardian, or responsible person shall have 30 calendar days from the first day of attendance to present the required health assessment transmittal form for the child.

North Carolina Early Childhood Vision Care (ECVC): NCVA will provide vision screening within 180 days of the start of the school year. Vision screening will be made available during face to face parent orientation that will be held across the state.

Fire and Safety Regulations: NCVA will provide every student the necessary eye protective devices for each course that requires students to conduct experiments. The eye protective glasses will be provided to teachers and students free of charge in accordance with 115C-166.

By the nature of a full time virtual school, NCVA will not have a facility where students meet on a daily or even a regular basis. Therefore, many of the requirements under 115C-525 may not apply.

The administrative office facilities will undergo regular building inspections to ensure that all fire hazards are removed and that proper egress is addressed. The school will grant access to local health and fire department officials for inspection of premises at any time.

Hazardous Chemicals: NCVA will comply with the North Carolina Hazardous Chemical Right to Know Act (G.S., Charter 96, Article 18).

Bloodborne Pathogens: NCVA will be in compliance, as applicable, with any state and federal

regulations in regards to Bloodborne Pathogens.

Given the nature of the virtual school, if able, students would be allowed to attend their virtual class sessions without being a threat to their colleagues. However, students will be excluded from any school face to face events when they have a communicable disease.

Diabetes care plans: NCVA will develop a Diabetes Care Plan

*Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn
NCVA administration will comply with North Carolinas Safe Haven Law (Infant Abandonment).
Information will be provided through the school counselor to all grades 9-12 students regarding the
North Carolina Safe Haven Law.*

Providing parents and guardians with information about:

*Meningococcal meningitis and influenza and their vaccines at the beginning of each year
Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent
diseases*

*NCVA will comply with Garretts Law or G.S. 115C(44) which mandates that at the beginning of each
school year, schools must provide parents with information about meningococcal meningitis and
influenza and their vaccines. Information will also be shared about the human papillomavirus and the
vaccines available.*

*Each year the school will provide information either through the school website or through flyers about
each of these illnesses.*

We, the Board members at (Charter School Name) 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.

cwithrow 12/06/2013

(Board Chair Signature)

(Date)

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.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

As a virtual charter school, NCVA will only require leased facilities for administrative offices. NCVA plans to also use the facility for meeting space for NCVA related activities, such as Board meetings, learning coach and teacher meetings and workshops. NCVA intends that the lease for the space will be approximately three to five years.

The facility will be conveniently located in the Cabarrus County school district in Concord and/or nearby with easy access to I-85, occupying an estimated 3,000 square feet. The facility will have space to accommodate our administrative staff, meeting/conference rooms, and restrooms. The facility should provide sufficient wiring and communication capabilities to support the high-tech nature and infrastructure of the school. It will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA).

NCVA has analyzed local property rental rates and utility rates (phone, Internet, water, electricity) and has factored that information into our estimated facility costs. We have assumed in our proposed budget that the costs of operation and maintenance of facilities will be included in the lease payments. The proposed office facility may need minor renovation. Since the exact location of the administrative offices and facilities are unknown at this time, the renovation needs are unknown as well. We have estimated anticipated Year 1 facility costs of \$96,000 rent; \$5,000 maintenance; and \$12,000 utilities (phone and Internet only; other utility costs are included in the rent).

This type of small office is readily available throughout the area in private commercial facilities as there is a ready stock of re-useable, vacant small professional offices, such as doctors offices, law offices, or real estate agency locations.

Once a facility is acquired, the Head of School will ensure an educational certificate of occupancy is obtained.

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.*

If a facility could not be found, NCVA would discuss the possibility of leasing space from Cabarrus County Schools for our facility. If the NCVA is unsuccessful in its first attempt to find the appropriate real estate, we will plan to hire a local, licensed commercial real estate agent to assist in the search and securing of the needed administrative space. The NCVA estimates that the timeline to identify, secure and occupy suitable space is less than 3 months.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal 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 #1130 - Cabarrus County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,476.25	2,750	\$12,309,687.50
Local Funds	\$1,798.00	2,750	\$4,944,500.00
Federal EC Funds	\$3,743.48	371	\$1,388,831.08
Totals			\$18,643,018.58

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

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$12,309,688	\$14,504,885	\$17,621,708	\$19,698,152	\$22,055,195
-Local Per Pupil Funds	\$4,944,500	\$6,039,654	\$7,337,461	\$8,202,066	\$9,183,510
-Exceptional Children Federal Funds	\$1,388,831	\$1,698,043	\$2,062,920	\$2,306,002	\$2,581,934
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$18,643,019	\$22,242,582	\$27,022,089	\$30,206,220	\$33,820,639

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

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

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

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Special Education Manager	1	\$65,000	\$65,000	1	\$66,950	\$66,950	1	\$66,950	\$66,950	1	\$66,950	\$66,950	1	\$66,950	\$66,950
Special Education Coordinator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	1	\$55,000	\$55,000	1	\$55,000	\$55,000
State Testing Coordinator	0	\$0	\$0	0	\$0	\$0	1	\$55,000	\$55,000	1	\$55,000	\$55,000	1	\$55,000	\$55,000
A - Total Admin and Support:	1	\$65,000	\$65,000	1	\$66,950	\$66,950	2	\$121,950	\$121,950	3	\$176,950	\$176,950	3	\$176,950	\$176,950
Instructional Personnel:															
Core Content Teacher(s)	50	\$39,530	\$1,976,500	64	\$40,518	\$2,593,152	81	\$41,531	\$3,364,011	91	\$42,569	\$3,873,779	101	\$43,634	\$4,407,034
Exceptional Children Teacher(s)	16	\$43,483	\$695,728	19	\$44,570	\$846,830	23	\$45,684	\$1,050,732	26	\$46,826	\$1,217,476	29	\$47,997	\$1,391,913
Instructional Support	4.5	\$44,628	\$200,826	7	\$45,743	\$320,201	11	\$46,887	\$515,757	13	\$48,059	\$624,767	14	\$49,261	\$689,654
B - Total Instructional Personnel:	70.5	\$127,641	\$2,873,054	90	\$130,831	\$3,760,183	115	\$134,102	\$4,930,500	130	\$137,454	\$5,716,022	144	\$140,892	\$6,488,601
A+B = C - Total Admin, Support and Instructional Personnel:	71.5	\$192,641	\$2,938,054	91	\$197,781	\$3,827,133	117	\$256,052	\$5,052,450	133	\$314,404	\$5,892,972	147	\$317,842	\$6,665,551
Administrative & Support Benefits															
Health Insurance	1	\$10,409	\$10,409	1	\$10,721	\$10,721	2	\$9,764	\$19,528	3	\$9,445	\$28,335	3	\$9,445	\$28,335
Retirement Plan--Other	1	\$341	\$341	1	\$351	\$351	2	\$320	\$640	3	\$309	\$927	3	\$309	\$927
Life Insurance	1	\$102	\$102	1	\$106	\$106	2	\$96	\$192	3	\$93	\$279	3	\$93	\$279
Disability	1	\$318	\$318	1	\$327	\$327	2	\$298	\$596	3	\$288	\$864	3	\$288	\$864

Medicare	1	\$1,086	\$1,086	1	\$1,119	\$1,119	2	\$1,019	\$2,038	3	\$986	\$2,958	3	\$986	\$2,958
Social Security	1	\$4,644	\$4,644	1	\$4,783	\$4,783	2	\$4,356	\$8,712	3	\$4,214	\$12,642	3	\$4,214	\$12,642
D - Total Admin and Support Benefits:	6	\$16,900	\$16,900	6	\$17,407	\$17,407	12	\$15,853	\$31,706	18	\$15,335	\$46,005	18	\$15,335	\$46,005
Instructional Personnel Benefits:															
Health Insurance	70.5	\$6,490	\$457,545	90	\$6,236	\$561,240	115	\$5,911	\$679,765	130	\$5,990	\$778,700	144	\$6,762	\$973,728
Retirement Plan--Other	70.5	\$214	\$15,087	90	\$219	\$19,710	115	\$225	\$25,875	130	\$231	\$30,030	144	\$239	\$34,416
Social Security	70.5	\$2,911	\$205,226	90	\$2,985	\$268,650	115	\$3,063	\$352,245	130	\$3,141	\$408,330	144	\$3,255	\$468,720
Disability	70.5	\$199	\$14,030	90	\$204	\$18,360	115	\$210	\$24,150	130	\$215	\$27,950	144	\$223	\$32,112
Medicare	70.5	\$681	\$48,011	90	\$698	\$62,820	115	\$716	\$82,340	130	\$735	\$95,550	144	\$761	\$109,584
Life Insurance	70.5	\$64	\$4,512	90	\$66	\$5,940	115	\$68	\$7,820	130	\$69	\$8,970	144	\$72	\$10,368
E - Total Instructional Personnel Benefits:	423	\$10,559	\$744,410	540	\$10,408	\$936,720	690	\$10,193	\$1,172,195	780	\$10,381	\$1,349,530	864	\$11,312	\$1,628,928
D+E = F - Total Personnel Benefits	429	\$27,459	\$761,310	546	\$27,815	\$954,127	702	\$26,046	\$1,203,901	798	\$25,716	\$1,395,535	882	\$26,647	\$1,674,933
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	7	\$4,847,592	\$81,900	7	\$5,746,957	\$84,357	14	\$6,544,699	\$153,656	21	\$7,055,693	\$222,955	21	\$7,670,816	\$222,955
B+E = H - Total Instructional Personnel (Salary & Benefits)	493.5	\$9,333,666	\$3,617,464	630	\$11,272,681	\$4,696,903	805	\$13,692,524	\$6,102,695	910	\$15,295,882	\$7,065,552	1008	\$17,139,190	\$8,117,529
G+H = J - TOTAL PERSONNEL	500.5	\$14,181,258	\$3,699,364	637	\$17,019,638	\$4,781,260	819	\$20,237,223	\$6,256,351	931	\$22,351,575	\$7,288,507	1029	\$24,810,006	\$8,340,484

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$20,000	\$8,000	\$8,240	\$8,487	\$8,742
	Paper	\$0	\$0	\$0	\$0	\$0
	Computers & Software	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
	Communications & Telephone	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506
	Copier leases	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
Management Company	Management Fee	\$2,731,008	\$3,336,387	\$4,053,313	\$4,530,933	\$5,073,096
	Technology Fee	\$1,042,185	\$1,166,531	\$976,259	\$798,625	\$694,749
Professional Contract	Legal Counsel	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
	Other Professional	\$643,535	\$790,842	\$970,530	\$1,096,761	\$1,241,734
Facilities	Facility Lease/Mortgage	\$96,000	\$98,880	\$101,846	\$104,902	\$108,049
	Maintenance	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$58,756	\$70,378	\$84,560	\$95,019	\$104,731
	Other	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879
Utilities	Electric	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$0	\$0	\$0	\$0	\$0
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$89,208	\$104,032	\$121,971	\$135,799	\$151,761
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$4,765,692	\$5,662,600	\$6,406,896	\$6,863,408	\$7,478,531
	Instructional:					
Classroom Technology	Computers And Internet	\$890,722	\$975,969	\$1,197,710	\$1,326,080	\$1,492,401
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0

	Staff Development	\$42,566	\$53,562	\$67,023	\$77,168	\$88,994
Books and Supplies	Instructional Materials	\$2,876,760	\$3,515,229	\$4,271,560	\$4,776,021	\$5,348,807
	Curriculum/Texts	\$5,113,893	\$6,247,484	\$7,589,949	\$8,484,306	\$9,499,523
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$137,517	\$173,040	\$216,530	\$249,306	\$287,511
	Other	\$123,366	\$152,768	\$188,701	\$215,874	\$247,501
Books And Supplies	Printing And Postage	\$10,642	\$13,390	\$16,756	\$19,292	\$22,249
	L - TOTAL Instructional Operations	\$9,195,466	\$11,131,442	\$13,548,229	\$15,148,047	\$16,986,986
	K+L = M - TOTAL OPERATIONS	\$13,961,158	\$16,794,042	\$19,955,125	\$22,011,455	\$24,465,517

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$3,699,364	\$4,781,260	\$6,256,351	\$7,288,507	\$8,340,484
M - TOTAL OPERATIONS	\$13,961,158	\$16,794,042	\$19,955,125	\$22,011,455	\$24,465,517
J+ M =N TOTAL EXPENDITURES	\$17,660,522	\$21,575,302	\$26,211,476	\$29,299,962	\$32,806,001
Z - TOTAL REVENUE	\$18,643,019	\$22,242,582	\$27,022,089	\$30,206,220	\$33,820,639
Z - N = SURPLUS / (DEFICIT)	\$982,497	\$667,280	\$810,613	\$906,258	\$1,014,638

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

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

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

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

Provide the break-even point of student enrollment.

The School's enrollment projections took into consideration the number of NC families who have contacted K12 directly to express interest in virtual education for their children. K12 reported to us that they have received over 50,000 inquiries from North Carolina families from Oct. 2011- 2013. The map in Appendix A illustrates the geographically widespread interest in virtual education in the state.

Based on K12s experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation, we conservatively projected a first year enrollment of 2,750 K-10 students growing to 5,109 K-12 students in Year 5. Our partner, K12, indicates that NC student population counts and inquiries of interest as presented in the data in the application should be ample to generate the enrollments proposed. We felt confident to base our fiscally sound budget on these projected enrollments.

The policy to fund virtual charter schools at the same rate as a full-year course in the NC Virtual Public School for 8 courses per student and to set a student-to-teacher ratio not to exceed 50 to 1 per class (TCS-U-015) establishes a funding rate and related staffing plan is not viable for a fulltime online school. This is verified through the relevant budget projections. As a result, we are requesting waivers from both the funding rate and class size ratio provisions of TCS-U-015 (see Appendix T). In our budget we have assumed State revenue based on the FY13 per pupil revenue amount for Cabarrus County which, as provided in the online application system, is \$4,476.25 per student. This figure was also used for first year calculations rather than resident district state ADM data. This is due to the uncertainty of which districts students will enroll from. Rather than use a less reliable average FY13 Adjusted \$/ADM of \$5,296.48 per student, we model the first year with the more conservative Cabarrus home county figure of \$4,476.25 per student. We have also assumed local revenue amount of \$1,798 per student based on the average per pupil local funding for the entire state: \$2,683,319,426 prorated on the state ADM of 1,492,793. Our budget is based on combined state and local revenues of \$6,273.77 per NCVA student. Our estimated Exceptional Children Revenue of \$3,743.48 per eligible student with disabilities is found in the "Highlights of the NC

Public Schools". This is also the Exceptional Children Revenue per student shown for Cabarrus County in the Resource Manual.

One of the guarantees within the K12 Service Agreement is that the Board will always end the year with a positive fund balance. However, we believe, in order to fully operate a high quality school where all necessary resources can be deployed and made available to all students, that the first year enrollment must be no lower than 1000 students with at least 350 enrollments in grades 9th and 10th combined.

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

In response to cash flow challenges, in the event that the cash receipts of NCVA available from time to time are insufficient to cover payment of expenses on a timely basis, K12 will advance to NCVA such amounts as will be necessary to allow payment of such expenses as provided in the current executed services agreement which will be subsequently amended to reflect the terms of the executed charter (see Appendix L). The advances will be repaid and become due and owed to K12 by NCVA thirty (30) days after K12 advances the funds, subject to the availability of funds for repayment.

K12 may also submit to the Board proposed modifications to the annual school budget to take into account the actual student enrollment for each school year, other changes in key assumptions or other changes deemed necessary or appropriate. NCVA and K12 will work in good faith to agree in writing about modifications to the final school budget.

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

The NCVA budget does not rely on sources of funds other than state, county, and federal funding. However, North Carolina Virtual Academy plans to apply for a three year USDOE Public Charter School Grant Program Planning and Implementation Grant, either from the North Carolina Department of Public Instruction, if the department is approved to administer this federal charter school startup grant program, or directly from USDOE. In our proposed budget we have not included this grant funding as a source of revenue since it is a competitive process rather than an entitlement grant. If grant funds are secured, grant money could be used for startup expenses such as the purchase of instructional technology equipment and licenses, test preparation resources including Study Island and Scantron, curriculum and instructional materials, teacher training and monthly teacher professional development, board development, and consulting fees including an external evaluation of the effectiveness of the Academys instructional program. NCVA will also apply for private and state grants, as appropriate, to support activities and services above and beyond the primary instructional program.

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

K-5 60:1 6-12 180:1 Exceptional Children 29:1

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

North Carolina Learns, Inc. has executed a contract with K12 for educational products and services for NCVA (see Exhibit A in Appendix L for a

description of the comprehensive and extensive education, administrative, and technology services K12 will provide to NCVA.) This agreement will be amended to reflect terms of the executed charter contract. Related services for students with IEPs may be provided through contracts with a private agency/provider. Other anticipated contracts for services include legal, audit, staff professional development, Board development, Internet, office equipment, and telephone.

The Board will draft a fiscal Policies and Procedures, School Accounting and Monthly Financial Reporting manual. The Board will work with K12 to modify these policies and procedures as needed and appropriate for the school. The Board and the Operations Manager will work together to prepare and implement internal controls and processes to protect the assets of the school and minimize the possibility of fraud or misuse of funds. The internal controls and procedures manual will address procurement including:

Procurement Process

Purchase requisitions

Approved vendors

Approved authorizers re: purchase orders

Reconciliations that product and services invoiced have been received

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

It is the mission of NCVA, a full time, public virtual charter school serving students statewide, to build a community of students, families, educators, and governing board members dedicated to providing a high-quality virtual school learning environment, innovative in its design and implementation, complete with comprehensive student services, and, most importantly, accountable for developing each student's full potential. The five-year school budget is the result of conservative revenue estimates and careful planning and budgeting of expenses which will enable us to successfully carry out our mission.

Our academic program will combine online technology with traditional instruction and materials. Through a services agreement with our EMO which is reflected in our budget, students in grades K through 12, will receive the K12 course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student. The NCVA projected staffing plan is structured according to functional areas of school operation related to student enrollment. The number of specific positions will be determined by confirmed enrollments.

Students eligible for free and reduced price meals will be eligible for a loaned computer and peripherals and Internet service assistance for the duration of their enrollment in the school. The school will establish a process for families that are not free and reduced eligible but still in need of a computer to make a request to the school administrative team.

Student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. NCVA will not offer transportation services, except as mandated by state and/or federal law and to ensure that transportation is not a barrier to equal access for all

students. The Head of School will review available resources, and work with students parents/learning coaches to provide transportation to state required tests if needed. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students Individualized Education Plan (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Reimbursement for mileage will be provided to families transporting Exceptional Children to contracted related service providers.

Our facility needs are merely for an administrative office. The budget provides for an all-inclusive full service lease including utilities for that facility. We will consider the need for meeting centers for face-to-face instruction. These centers could also be used for meetings of student clubs, proctored test administration sites, and parent training. We would hope to share space with other nonprofit organizations for meeting centers if they are needed. Resources in our budget would provide funds to rent them.

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

Describe how the school will develop the fund balance.

Based on our conservative revenue estimates and careful planning and budgeting of expenses, we project that, at the end of each year of the initial five year budget, there will be a general fund balance of at least 3% of revenues (see Overall Budget screen in our application). NCVA will develop an annual operating budget including revenues and expenditures that provide for at least a 3% fund balance each year.

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

NCVA does not anticipate financing arrangements other than service credit and guarantee arrangements provided for in the services agreement with the EMO. Additionally, facility, furniture and equipment leases may occur as described in Section 9 below.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

NCVA school assets from other sources will include leased administrative offices and some office equipment. These assets are all anticipated. North Carolina Virtual Academy has not acquired a site at the time of the submission of this application. The type of office we need is readily available in private commercial facilities as there is a ready stock of re-useable, vacant small professional offices, such as doctors offices, law offices, or real estate agency locations. The NCVA estimates that the timeline to identify, secure and occupy suitable space is less than 3 months. Leased office furniture and office equipment for our needs are also readily available in the timeframe we plan to need them.

The following changes were made to the Departments template in order to accommodate NCVAs budget items:

Personnel page:

- Removed the admin positions as they are either not applicable or are paid for by the management company:

- o Lead Administrator
- o Assistant Administrator
- o Finance Officer
- o Clerical
- o Food Service Staff
- o Custodians
- o Transportation Staff

- Added the admin positions:

- o Special Education Manager
- o Special Education Coordinator
- o State Testing Coordinator

- Removed the instructional positions:

- o Electives/Specialty Teachers
- o Teacher Assistants

- Removed the Health benefit:

- o Retirement Plan NC State

Operations Budget:

- Changed "Contract Fees" to "Management fees"
- Added "Technology Fee"
- Changed "Copy paper" to "Printing and Postage"

Please be aware that we discovered a discrepancy between the online system and the North Carolina Charter School Resource Manual for schools opening in 2015. During the application writing process, as we were building our budget model off-line, we used the state \$/ADM for Cabarrus County as directed in the application manual. On page 34 of the resource manual, Cabarrus' state funding per pupil was \$4,316.93.

However, upon selecting Cabarrus County in the online form, when we got to the tab "Budget Revenue Projections from Each LEA," we found that the state ADM funding was automatically populated with an ADM of \$4,476.25, which is \$158.32 higher than the \$4,316.93 from the resource manual. We have adjusted our budget narrative accordingly.

Footnotes to Budget:

Management Fee: includes fee for K12 administrative services including business management, financial management, maintenance of student records, compliance, etc.

Technology Fee: includes fee for K12 technology services including setting up and training staff on systems, providing onsite and telephone support, software installation, computer purchasing and setup, etc.

Professional Contract: Other Professional -- includes IST teachers and SPED services

Classroom Technology: includes Teacher and student ISP and computers, admin computers

Books and Supplies: Instructional Materials--includes fees for K12 books, supplies and other teaching tools that teachers and students use for

instruction.

Books and Supplies: Curriculum Texts--includes fees for teachers and students to access and utilize the K12 online system.

Books and Supplies: Other --includes Hybrid Programs, field trips

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

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

As provided in the North Carolina Learns, Inc. bylaws, the Board will establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the Head of School to ensure that the financial needs of NCVA are met and that there is full compliance with all local, state and federal laws and regulations that apply to charter schools. Members of the Board have substantial experience with managing budgets that utilize State and local funds and will apply their expertise to governance issues relating to the schools finances.

The Finance Committee and the HOS will work together to prepare and implement internal controls and processes to protect the assets of the school and minimize the possibility of fraud or misuse of funds. The internal controls and procedures manual will address the following, at a minimum. This is not intended to be an exhaustive list.

- Cash receipts and disbursements
- Authorized signatories
- Approval authority levels
- Segregation of duties
- Monthly bank reconciliations

- Procurement Process
- Purchase requisitions
- Approved vendors
- Approved authorizers re: purchase orders
- Reconciliations that product and services invoiced have been received

- Human Resource Policies and Processes
- To address the approval of all hires and salaries
- To ensure there are no conflicts of interest among hired NCVA staff
- Ensure the confidentiality of all personal and personnel information
- Ensure benefits are competitive and provided
- Ensure compliance with all local, state and federal laws and regulations
- Implement an employee performance evaluation system
- Provide staff with professional development opportunities

- Fixed Asset Policy
- Dollar amount for capitalization
- Depreciation periods
- Asset tagging
- Annual inventories

- Budgeting, Forecasting and Reporting Processes

All financial records will be kept in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities.

Annually the HOS will prepare a "working budget" in March for review by the Finance Committee and the Governing Board. Working with the Board and

Committee, the HOS will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year.

Monthly the HOS will prepare a financial report for the Board which will address the changes in net assets for the period in addition to a monthly cash flow statement and balance sheet.

All variances from the approved Budget will be investigated and explained.

Quarterly, based upon year-to-date results, the HOS will prepare a full year forecast for comparison to the approved budget. This will enable the Governing Board to take the necessary actions, if any, to ensure the budget is met.

The Operations Manager will ensure monthly that all regulatory reports are filed in a timely manner.

The Governing Board has selected an approved independent accounting firm to audit the NCVA books and controls annually.

The HOS will work closely with the auditors each year to ensure the audit is conducted in an efficient manner and any recommendations are implemented immediately.

The HOS will work with the Board of Directors to procure federal entitlement funds, state funds, and other grants and ensure that each is properly accounted for in accordance with Fund Accounting standards.

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

NVCA knows of no possible related party transactions.

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

NVCA will be subject to charter school financial audits/related procedures and requirements adopted by the SBE.K12, in collaboration with NVCA, will arrange for an annual independent audit of the Programs financial statements. The auditor Potter & Company, P.A., approved by the NC Local Government Commission (GCC), will perform the audit.

Potter & Company, P.A.
434 Copperfield Blvd., NE
Suite A
Concord, NC 28025
<http://www.gotopotter.com/>

sleder@gotopotter.com
Phone: 704.786.8189
Fax: 704.786.

VI. AGREEMENT PAGE

Application Fee:

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

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

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

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

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

cwithrow

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of North Carolina Virtual Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: cwithrow

Board Position: Chairperson

Signature: _____

Date: 12/06/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

