NORTH CAROLINA VIRTUAL PILOT APPLICATION

North Carolina Virtual Academy

Public charter schools opening the fall of 2015

Due by 5:00 pm EST, October 10, 2014

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

APPLICATION DUE DATE/TIME

October 10, 2014   A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 10, 2014 at 5:00 pm EST. **All applications 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 in the appropriate places within the application.

2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.

3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**

4. **Any** document attached to the application or within the online system **must be** in PDF format.

5. Late submissions **will not** be accepted. No exceptions.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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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* X

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: WAYNE
LEA: 960-Wayne County Public Schools

Was this application prepared with the assistance of a third party person or group?
No:
Yes: X
If so, provide the name of the third party person or group. K12 Inc. and the North Carolina Public Charter School Association
List the fee provided to the third party person or group. None
Provide a ***full*** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.
North Carolina Learns intends to contract with the Education Service Provider, K12 Inc.

In light of this, NC Learns has worked closely with K12 Inc. to develop any sections that deal with the curriculum, management, education platform, budget, evaluation and use of K12 product and service descriptions. NC Learns and K12 Inc. intend to continue this partnership through the review process, the School development process, and the School implementation process.

In its support with this application, K12 Inc. has separately retained expert services of the North Carolina Public Charter Schools Association. The service agreement in the amount of $12,000, includes consulting support in the preparation and review of Mission, Purpose and Goals, Education Plan, and Governance and Capacity portions of the application. This assistance has been provided through the completion of the application and may continue on

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an as needed basis through any subsequent authorizer evaluation period.

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015   *Month* August

    Will this school operate on a year round schedule?
No: X
Yes:
Proposed Grade Levels Served and Total Student Enrollment (4 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03,04,05,06,07,08,09,10	1500
Second Year	K,01,02,03,04,05,06,07,08,09,10,11	1800
Third Year	K,01,02,03,04,05,06,07,08,09,10,11,12	2160
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	2592

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, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. 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.

_____   Chairman_____
Signature   *Title*

_____   _____
Printed Name   *Date*

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II. MISSION and PURPOSES
(No more than three total pages in this section)

Mission:
*State the Mission of the proposed charter school in **thirty-five 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:

NCVA is a community of students, families and educators dedicated to expanding educational choice through innovative and technology rich instructional practices, and accountable for developing each student's full potential for academic and post-secondary success.

Clearly describe the mission of the proposed charter school:

As a full time, statewide public virtual charter school, NCVA will be a rich school community that uses innovations in technology to educate and bring a wide range of students, families and educators together. The web-based and print curriculum will be high quality and aligned with the NC SCS. NCVA will educate each student as an individual and 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 detailed description of the proposed Targeted population. In your description include how this will reflect the racial and ethnic composition of the school system in which you proposed to be located. Clearly outline the rationale for selecting the location and targeted population.*

North Carolina Virtual Academy (NCVA) will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability per G.S. 115C-238.29F(g)(5).

NCVA will be a statewide school. Any K-12 student residing in North Carolina will be eligible to attend NCVA, provided that there are openings in the appropriate grade level. In year one, NCVA will serve students in grades K 10, in year two K 11, and in years three and after grades K 12. Families may choose to enroll their children at NCVA for a variety of reasons including but not limited to: flexible schedule, relief from an environment of bullying, a placement for students with medical needs that impact their ability to attend school, enhanced individualized learning opportunities, parents wanting a more active role in their child's education, more robust course offerings for rural students, students who are gifted or at-risk who want to work at their own pace, etc. For many students online learning will be a long term solution, but for others, online learning is a short-term education solution to accommodate a particular family's situation.

NCVA has chosen to locate its administrative office in the area of Wayne County. This decision was based on a multitude of considerations. The School's Board Chair resides in Wayne County and his proximity will help ensure oversight and communication. Wayne County provides good proximity to the State Capitol, has easy access to interstate corridors, and is an area of eastern North Carolina that is underserved by charter schools. Finally, the significant military population in Wayne County is also a draw for NCVA. Our EMO, K12, has several years of national experience with military families, a population that is availing itself of virtual learning opportunities.

NCVA will have no restrictions enrolling students with any type of disability, regardless of the severity of that disability. The Board expects that because NCVA is a statewide school, the School will represent the overall demographics of the State.

NCVA will use numerous means of recruitment for potential students and their families, especially those who have been underserved. NCVA's recruitment model has been used successfully by charter schools in other districts and states. By using a variety of recruiting and marketing techniques, NCVA will attract students representative of the district and/or state demographics and will ensure equal access to families in poverty, academically low-achieving students, students with disabilities, English Language Learners, students of all ethnicities and races, students of all income levels and other youth at-risk of academic failure.

The recruitment strategy will make use of many methods including one-on-one contact, print and electronic media, and face-to-face parent information sessions. At the end of the application period, if more applications are received than there are available spaces; a public lottery will be conducted.

Each fall, NCVA and K12 will assess the efficacy of each of its outreach strategies. This efficacy is measured by response metrics to each strategy, as well as how strong each of these strategies led to interest by specific groups. For example, if one group is underrepresented in the School's enrollment but is overly responsive to a particular strategy, more effort may be invested in that strategy to ensure that the School's enrollment is similar to the State's demographic make-up.

2. *In the appendices (Appendix A1), 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).*

3. *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.*

Despite having a robust, supplemental virtual school offering, North Carolina does not have a state public school option that combines the technological aspects of full-time, online learning and the educational innovation of a charter school.

With the passage of SB 744, the opportunity to offer an individualized

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learning environment to prepare all students in grades K-12 for the rigors of college and career is a reality in NC, and NCVA is uniquely positioned to provide this option.

NCVA will be a freestanding, full-time virtual public school. NCVA is both an option and complement to the State's online course provider, NC Virtual Public School (NCVPS). However, NCVPS is limited by statute to provide supplemental "e-learning course offerings" only to middle and high school students, with limited options for middle school. While private and home school students have access to NCVPS, this access comes at a direct cost to families. Conversely, NCVA will have the ability to serve grades K-12, at no charge to families and, if needed, families will be provided with appropriate equipment and allocations for Internet service.

NCVA will have its own community of students, teachers, administrators, and governing board members. This community will be accountable for developing each student's full potential for academic and post-secondary success and will ensure social interaction among members of the community. Most significantly, NCVA will differentiate itself by offering 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 provides students and parents with a choice.

One of the ways NCVA ensures student success is through robust data collection and monitoring. For example, regular assessments are built into courses to help teachers pinpoint problem areas so they can move swiftly to support the student. If a student falls behind in reading, NCVA will support the student through an adaptive reading program that customizes and assigns lessons to keep students moving forward and ensures mastery learning and will result in student reading at or above grade level.

NCVA is also able to provide all courses that high school (HS) students need for graduation including AP, honors, traditional coursework, a robust catalogue of CTE options, World Languages, electives, and physical education (PE). At present, NCVPS does not provide PE which is a graduation requirement. See Appendix B2 for a NCVA HS school course catalog.

We believe families will choose NCVA over a supplemental online program because of the virtual learning benefits that we, as a Board, want the School to provide: parental involvement, flexible learning schedules and styles, instantaneous data collection and intervention, one-on-one teacher and pupil interaction, Individualized Learning Plans, and student-to-student interaction across the state.

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

*comprehensive catalog of elementary, middle, and HS online courses aligned to the NC SCS;

*high quality offline instructional materials;

*innovative online technology and tech support;

*learning management system: captures assessment data and student progress;integrates efforts of students, learning coaches, and teachers to feed data-driven instruction; promotes mutual interaction and engagement focused on helping all students meet or exceed the NC SCS;

*secure, web-based SMIS to serve many school needs such as enrollment, report cards, state reporting, and school operations;

*variety of teacher and administrator PD offerings;

*tools for communication and collaboration; and

*family supports including parent workshops, discussions with parents from all over the country, and community support.

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 North Carolina, the opportunity for teachers to grow and gain new knowledge and have the 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.

The Board supports the need for ongoing professional development for all teachers and other staff, particularly in the areas of curriculum and instruction. Professional Development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Professional development will be a combination of K12's best practices and training along with state required professional development for all teachers and staff. Each teacher will have an

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Individual Development Plan 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 continue with ongoing monthly training for new and experienced teachers. The responsibilities of the teachers are communicated through weekly staff meetings, monthly professional development sessions, and the teacher handbook.

2. The content of NCVA's 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 North Carolina required tests which will assess how well students meet the North Carolina Standard Course of Study (NC SCS), 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 by establishing a state-of-the-art, full-time, online 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 K-12 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 a 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

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belief that given a comprehensive and mastery-based curriculum, high expectations, state of the art technology, 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.

5. The academic philosophy of our school is based on using innovations in digital learning to create and harness the power of Individualized Learning Plans (ILPs). Students who struggle in a traditional education learning environment do so for many reasons. 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 North Carolina licensed 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 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 havent 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 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, web conference, and email communications.

Teachers will utilize the K12 National Math Lab (NML), 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 5-11 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 goals for the proposed school for the four years of the pilot outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

OPERATIONS
Goal: The NCVA Board will oversee the School's operational performance by:
a. Employing an Executive Director to work closely with the School administrative staff and teachers to implement the Board policies and procedures as well as state and federal requirements.

b. Employing highly qualified teachers and high quality counselors, and advisors.

c. Contracting with an Education Management Organization (EMO) for the day-to-day management of the School and the provision of curriculum, technology, and other educational services and monitoring, supervising and evaluating the EMO's performance.

d. Surveying NCVA parents at least semiannually to determine their satisfaction with the School.

ACADEMICS
Goal 1: AMOs* will be achieved each year by meeting the year over year reduction in the % of non-proficient students in Reading & Math for all students
Math Goals*:
2015-16 k8: 42% HS: NA
2016-17 k8: 48% HS: 38%
2017-18 K8: 53% HS: 44%
2018-19 k8: 59% HS: 50%

Reading* Goals:
2015-16 k8: 43% HS: NA
2016-17 k8: 49% HS: 52%
2017-18 K8: 55% HS: 57%
2018-19 k8: 60% HS: 61%

Goal 2: 95% of eligible students participates in state assessments each year.

Goal 3: 90% of students reading on grade level by the end of 3rd grade utilizing Reading 3D assessments for k-3

Goal 4: As indicated by EOG scale scores in grade 5 Science, NCVA will make required AMOs by meeting year over year reduction in the % of non-proficient students as measured by the Ready Accountability Model (All Students)*
2015-16 k8: 52% HS: NA
2016-17 k8: 57% HS: 51

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2017-18 K8: 61% HS: 55%
2018-19 k8: 66% HS: 60%
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Goal 5: Reduce the achievement gap among subgroups each year

Goal 6: Increase the % of students successfully completing Math III course

Goal 7: Increase the % of 11th grade students who take the ACT and achieve a score to meet UNC's minimum admission requirement

Goal 8: Improve the withdrawal rate of students each year.

Goal 9: Improve the 4-year graduation cohort rate each year.

Goal 10: Improve the 5-year graduation cohort rate each year.

Goal 11: Increase each year the % of students that receive a Silver Certificate with CTE concentration.

*Targets are established from the AMO targets set by NCDPI in May 2012 and will be adjusted after baseline data is available for the 2015-16 SY and the required % of increase will be maintained.

FINANCE
Goal: The Board will monitor the financial performance of the School to keep budgeted and actual revenues and expenditures in line by:
a. monthly financial reports prepared by the Principal for the Board which 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.

b. monthly full year forecasts prepared by the Principal for the Board based upon year-to-date results for comparison to the approved budget. The Board will take the necessary actions, if any, to ensure the budget is met.

c.annual financial statement audit as contracted by the Board and conducted by an independent audit firm approved by the North Carolina Local Government Commission (LGC).

GOVERNANCE
Goal: The Board will be accountable to the public and will govern in accordance with the mission, bylaws, and policies of the School; terms of the charter; and applicable federal and state statutes and regulations by:
a. making Board bylaws and policies available to the public and reviewing them at least annually.
b.making publicly accessible (including on the School website) School-related information such as Board meeting minutes, financial statement audits, and student academic achievement data.
c. attending Board member development/governance training at least annually.

The Executive Director will report progress on meeting measurable objectives to the Board at quarterly and special meetings and by direct correspondence to the public annually on the School website.

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

The School's Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation of the curriculum, instructional methods, and practices on an annual basis. The SAIP process is a multi-stage planning process which will take into consideration data collected about success the School is having in reaching its academic and nonacademic goals as stated in measurable terms in this application. The SAIP process allows school leaders to provide continuous professional development around gathering, interpreting, and using data to improve instruction and student learning. The SAIP process also provides up-to-date data for the Principal to provide to the Board regarding progress and success the school is experiencing in reaching its goals.

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 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:
 -Who are the specific groups of students at our school?
 -How does each of these groups perform on various measures?
  -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 provides programs - Scantron testing, Personal Learning Assessment

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(PLA), Study Island, web conferencing, and others - that have proven to be effective and should be imbedded throughout the SAIP.

Stage 6:   Craft Action Plan
*The Team creates an Action Plan that converts dataanalysis 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 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.
 -Team collects and analyzes data to determine if SAIP goals were met and if student achievement resulted
 -Team evaluation report creates an SAIP to implement the following fall.

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 <u>will deem the application incomplete.</u>*

<u>Instructional Program:</u>

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.

NCVA 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 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 will also have frequent direct contact with parents via regular telephone, web conference, and email communications.

NCVA students will be guided by NC highly qualified licensed teachers who will work in conjunction with learning coaches (parents, guardians, or any caring adult the parent or guardian selects). Classrooms will be both synchronous and asynchronous. Students will study from home or other locations of their choosing where Internet is available to access the web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc.

The NCVA academic philosophy is based on using innovations in digital learning to create and harness the power of an individualized learning plan (ILP) for each student a customized program that fits each student's unique strengths, weaknesses, learning styles and aptitudes.

The NCVA instructional program will combine online technology with traditional instruction and materials. Instructional time will occur both during frequent 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.

Elementary and middle school teachers will provide frequent synchronous instruction in all content areas and, as needed, asynchronous instruction and support to all students and their learning coaches by phone, email, and web conferencing. The teacher will manage the student's ILP, validate student attendance and course activity, be responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas.

High School students will attend frequent synchronous instruction in all core content areas. The high school teacher will be responsible for

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conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, and assigning course grades. High school students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions.

Numerous assessments will be used to measure mastery of the NC SCS: state required tests, early literacy screening, pre- and post- diagnostic benchmark assessments, standards-mastery assessments, and embedded curriculum assessments. At-risk students who cannot demonstrate mastery, will attend instructional intervention sessions as part of their ILP. The interventions will be targeted, synchronous, and teacher-led. Instructional leaders and teachers will be trained and mentored on the Data Driven Instructional (DDI) model. Each teacher will have one-on-one data meetings with the Principal and teaching teams will meet to discuss how to use student data to monitor and improve student performance. Teachers will meet with parents to review student level data.

NCVA students will come from across the state to enroll for a variety of reasons including: flexible schedule, escape from bullying, medical needs, individualized learning opportunities, robust course offerings, at-risk or advanced students wanting to work at their own pace, etc. 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.

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?*

LEARNING MANAGEMENT SYSTEM (LMS)
The 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. Students, parents, and teachers can access the LMS with an Internet connection at any time.

While K12's current LMS offers a suite of tools that enable teachers, academic administrators, and learning coaches to create outstanding learning experiences for students, K12 in partnership with vendor Desire2Learn (D2L), is developing a new LMS platform for high school students. The plan is to begin migration to the new platform in the fall of 2015. Development of the new LMS for grades K-8 (now the K12 Online School (OLS) proprietary LMS)will begin after that.

The redesigned LMS will provide a robust functionality and a superior user experience, and will enable a richer experience across mobile devices. And most importantly, it will provide industry leading levels of accessibility for students with disabilities. The D2L platform is standards-compliant,

allowing for greater ease of integration with other content providers and vendors that best meet the varying needs of individual students.

The NCVA LMS will:
*provide tools that support grading and data reporting allowing high school teachers to determine how to set up reports that best reflect NCVA's approach to evaluation.

*give users multiple tools for communication and collaboration synchronously and asynchronously.

*include a series of Alerts and Reminders that help teachers and families keep track of attendance, lesson progress, and cumulative mastery.

*allow students and teachers quick access to courses and lessons through easy-to-navigate interfaces.

*enable teacher-augmented instruction, especially in high school, with new tools giving teachers the ability to create their own content, activities, and assessments.

*embody best practices in instructional design research, and meet universal design principles.

SYNCHRONOUS INTERACTION
Students in every grade level will be required to participate in synchronous instruction. Synchronous instruction may include whole group, small group, and one-on-one sessions which are often used for intervention when student performance indicates needs for tutoring and remediation or enrichment.
Students in grades K-5 will spend approximately 8 10 hours per week in synchronous instruction while students in grades 6-8 will spend approximately 10 12 hours per week. Time spent outside of synchronous instruction will be used to engage in web-based materials, hands on activities, and homework assignments. The K-8 program is goal driven, but self-paced.

As students advance through grade levels and courses become more complex, synchronousinteractions become more important in order to keep students on track especially as students approach graduation. High school students will spend approximately 10 12 hours per week in synchronous sessions, however, this amount may vary depending on the complexity of the course. Unlike the K-8 program, 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, however, there are due dates, and mandatory assignments that must be completed each week.
In addition to regular synchronous instruction, teachers, students and learning coaches communicate regularly, sometimes multiple times a day via telephone and kmail(an internal email system). NCVA students and staff are also provided with many opportunities for in-person and on-line social interaction via special interest clubs, community-based service projects, leadership training, field trips, back-to-school events, coffee or ice cream socials, among other activities.

    2. Explain how the virtual charter school will ensure hands-on laboratory and

physical/kinesthetic experiences as part of the students' education.

HANDS-ON LABORATORIES

NCVA students will receive hands-on materials kits shipped directly to them, including science curriculum materials, equipment and books (textbooks, workbooks, reference books, etc.) at no cost to the student.

NCVA elementary and middle school science curriculum is unique in offering real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students perform many experiments to help them understand scientific principles, and receive guided instruction in important scientific concepts. Exploring life, earth, and physical sciences in each grade, K12 science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world.

In high school, students have the opportunity to use both at home materials and virtual laboratories (vLabs) to conduct scientific laboratory investigations. vLabs are highly engaging online experiments that enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs. These two approaches allow high school students to become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions which will prepare students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.

PHYSICAL/KINESTHETIC EXPERIENCES

Physical Education courses at NCVA require daily physical activity, verified by the learning coach. NCVA Physical Education courses will promote the value of a lifetime of physical activity through student participation in weekly cardiovascular, aerobic, muscle-toning, and cardiorespiratory activities, and includes instruction in injury prevention, nutrition and diet, and stress management.

The in-home nature of NCVA requires learning coaches to assume the primary responsibility for the implementation of physical education activities. Acceptable activities include: daily walks of at least an hour in 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 learning coach completion.

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 are all full-time public school students who follow a self-paced schedule. NCVA students will meet or exceed all North Carolina state requirements for attendance days including a school year minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months.

Student instructional activity is 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. Learning coaches and students will record student daily hours of attendance using the attendance tracking system that is part of the LMS. Attendance records will be submitted on a regular basis. Teachers will also be able to monitor daily student attendance through the LMS. Teachers will be responsible for submitting attendance records to NCVA administrators according to school rules.

The LMS includes an attendance tracking system to determine each student's number of instructional hours for each lesson in each course/subject. The learning coaches are required to record within the LMS 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 LMS report, student progress, academic performance measures (LMS, 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. Learning coaches will conveniently be able to record this time within the LMS or via a mobile app available for Apple, Android, Amazon Kindle phones and tablets.

*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 LMS, 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 LMS.

*Actual online instructional time will be logged as part of each student's individual record.

The LMS generates daily reports 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, as required. The teacheris responsible for validating student

attendance, course activity, curricular mastery, and assigning final course grades.

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

NCVA has set its enrollment projections based on the Virtual Charter School Pilot program as outlined in Senate Bill 744 (2013) section 8.35.(b)(1) which sets a maximum year 1 student enrollment of 1,500 students and allows an annual increase of 20%, up to a maximum student enrollment of 2,592 in the fourth year of the pilot.

NCVA has elected to target this maximum enrollment number as the Board feels confident that the School can achieve these enrollments. The Board's selected EMO, K12, tracks all inquiries in each state, by county. Between January 1, 2014 and September 24, 2014, K12 received 23,427 inquiries from interested families about virtual program offerings in North Carolina, indicating a vast interest in this offering (see Appendix A1 for details). Furthermore, an interest survey sent out by NCVA received almost 1,000 responses from families in one month indicating interest for 1,677 individual students. It is within reason, and based on K12's 13 years of experience with the rate of enrollments which actually result from inquiries, that NCVA will be able to enroll 1,500 students in year 1 and grow at a rate of 20% each year. A consistent and strong marketing plan will be used to ensure the enrollment and continued growth levels. Please see the support letters included with this application. Included with this application are five support letters. Two letters are from the co-Chairs of North Carolina Public School Options and three are from North Carolina parents who support the Virtual Charter Pilot Program and NCVA's efforts.

Of the 23,427 inquiries that K12 has received from North Carolina families in the past nine months, over a quarter, 28%, have come from the four largest school districts in North Carolina Wake, Charlotte-Mecklenburg, Guilford, and Cumberland Counties. Of the almost 1,000 families that responded to the interest survey, the bulk of the responses were also from the largest counties in North Carolina. Given this, NCVA expects to draw the majority of its students from those four counties.

> 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.*

Virtual schooling is an ideal choice for many students and families for a variety reasons. However, some families underestimate the commitment it takes to be successful, have a change in their home environment that alters their ability to commit to the program, or may find that their child's learning style is not well suited to virtual instruction. For these reasons and others, typically about 30% of students who enroll in virtual programs choose to leave and find an alternative educational setting.

Reducing student turnover is of the utmost importance to NCVA. A stable population of students who stay with the school year-after-year is best for student progress and performance and allows for better planning, increased

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instructional time, and ultimately better results. NCVA will use three proactive strategies to provide families with increased levels of awareness, support, and communication to ensure that student turnover does not surpass 25% of student enrollment:

1. A RIGOROUS AND DETAILED ENROLLMENT PROCESS
Families who wish to enroll in NCVA will be assigned an enrollment representative to assist them in their enrollment with NCVA. The representative will describe the school program and detail the level of commitment necessary for success at NCVA.

If the family wishes to proceed with enrollment, the representative will work with the family to collect required documents. Families will attend a live enrollment conference which will provide families with greater detail about the online school, curriculum, live teaching sessions, and roles and responsibilities of the student, learning coach, teacher, and school. This conference will help ensure that families understand the NCVA program and are willing to fully commit to it. By proactively spending time with each prospective family, NCVA hopes to reduce student turnover caused by program uncertainty or mismatched expectations.

2. A WELL ORGANIZED AND SYSTEMATIC ONBOARDING PLAN
Once a student is enrolled, onboarding and orientation begins. Support over Summer includes learning coach "bootcamps", student week-long exploratory virtual camps, and a summer website designed to offer sample lessons, best practices, and other helpful tips to prepare for a successful school experience.

As the first day of school approaches, Support over Summer becomes Strong Start, with teachers and Family Academic Support Team (FAST) members making phone calls to each family, offering orientation sessions, and ensuring that each student and learning coach can log in, access the School, and can begin any pre-assessments. This strong level of support continues for the first month of school or longer, based on family need, and provides each student personalized support, assistance, and any problem solving needed to ensure students are engaged and ready to learn from day one. NCVA recognizes that student turnover can be caused by confusion, a lack of communication and support by the school, and familiesmay be overwhelmed getting started. Support Over Summer and Strong Start aim to alleviate those problems and in turn will lead to greater student sustained enrollment.

3. ONGOING COMMUNICATION TO MEET STUDENT AND FAMILY NEEDS
An Individualized Learning Plan (ILP) will be created within the first 6 weeks of school and revisited each quarter. This plan, created by the teacher and parent, detail the needs of the student, and how those needs will be addressed and met. Each quarter, academic data is reviewed, goals are set, and a plan is created outlining student pacing, intervention sessions or enrichment courses, if needed, and how often formal communication will occur to go over progress. The partnership between the teacher, parent, and student creates an engaged and positive relationship that strengthens the likelihood for sustained student enrollment.

> d. *Describe policies and procedures that will be utilized by the virtual charter school regarding withdrawal of students failing to regularly participate. Include definition of*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

terms, forms of contact, and format for student due process.

A student is habitually truant if the student is required to attend school or alternative instruction under North Carolina Compulsory attendance law (G.S. 115C-378).

If a student is habitually truant the Principal or designee shall notify the parent or guardian of his or her child's excessive absences after the child has accumulated three unexcused absences in a school year.

After not more than six unexcused absences, the Principal or the designee shall notify the parent, guardian or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. Once the parents are notified, the school counselor or high school advisor will work with the child and the child's family to analyze the causes of the absences and determine steps, including adjustment of the school program or obtaining supplemental services, to eliminate the problem. If a home visit is necessary, the School staff may request that a law enforcement officer accompany him or her.

After 10 accumulated unexcused absences in a school year, the Principal or designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian if possible, to determine whether they have received notification pursuant to this section and made a good faith effort to comply with the law. After providing documentation and fair notice to the parent and student and opportunities to demonstrate that the absences were lawful, NCVA may withdraw the student from enrollment.

If the Principal determines that the parent has not made a good faith effort to comply with the law, the Principal shall notify the district attorney and the director of social services of the county where the child resides. If the Principal or designee determines that the parent, guardian or custodian has made a good faith effort to comply with the law, the Principal may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse. Upon receiving notification by the Principal or designee, the Governing Board shall determine whether to undertake an investigation under G.S. 7B-302.

Documentation that demonstrates that the parents, guardian, or custodian were notified and that the child has accumulated 10 absences which cannot be justified under the established attendance policies of the local board shall constitute prima facie evidence that the child's parent, guardian, or custodian is responsible for the absences.

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

NCVA will use a robust Learning Management System (LMS) provided by the Board's chosen EMO, K12. The lesson planning and scheduling tools built into the LMS enable K-12 teachers and learning coaches to establish a schedule for completing lessons. The LMS is designed to accommodate students

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who work at varying paces and these tools are designed to update the plan as a student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame.

The flexibility of the LMS allows teachers to pace assignments based on student assessments as a group and for individuals. For example, at the beginning of each school year students in grades 39 will take the PLAs (Personalized Learning Assessments), diagnostic math and reading assessments. These tests are married to specific foundational skills that students should have acquired in previous grade levels. The PLAs will indicate the degree to which students have acquired those skills. If the PLAs indicate for the teachers that there is a deficit in grade-level skills in their incoming classes, teachers, using the LMS lesson plans, would focus on remediation sessions and pace the coursework for these students.

At the beginning of each week students and learning coaches are informed of the standard/strand that will be taught that week and students take a short self-assessment to measure knowledge prior to that week's instruction. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments in "real time" and through exit assessments at the end of each direct instruction session. At the end of a four week cycle students will be given a short interim assessment to measure comprehension of the standards/content that has been taught. The results of each daily and interim assessment will drive small group remediation sessions.

Teachers will also drive instruction and planning through regular reviews of data from school based and state assessments. Teachers will use this data to direct students to attend one-on-one synchronous tutoring sessions, complete additional assignments in the LMS or through Study Island, or take assignments created directly from PLA and Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students. All NCVA teachers, will use a data driven instructional (DDI) model. This model, as illustrated by Paul Bambrick-Santoyo, focuses instruction through four key elements:

1. Assessment: Define the roadmap for rigor
2. Analysis: Determine where students are struggling and why
3. Action: Implement new teaching plans to respond to this analysis
4. Data-Driven Culture: Create an environment in which data-driven instruction can survive and thrive.

Instructional leaders and teachers will be trained and mentored on the DDI method. Each teacher will have one-on-one data meetings with the Principal several times each month, and teaching teams will meet weekly to discuss how to use student data to monitor and improve student performance. These consistent meetings will continuously keep teachers and administrators current on each student's progress and will also offer teachers ongoing training on how data informs instruction.

To ensure that parents are up to date on their child's learning, teachers will communicate with parents no less than bi-weekly to review the student

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level data. NCVA will also fully utilize the tools within PowerSchool to keep parents up to date on their child's grades, assignments, and communications from teachers.

> 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.*

The School leaders (Executive Director (ED) and Principal), other administrative staff, and teachers will be held to a high standard of performance. The evaluation criteria for the administrative staff include indicators based on leadership standards, including performance measures related to the effectiveness of classroom teachers, the School leaders appropriate use of evaluation criteria and procedures, recruitment and retention of effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the "Distinguished" or "Commendable" level, and other leadership practices that result in student learning growth.

The School leaders and administrative staff will address specific areas of improvement using an additional metric - Deliberate Practice (DP). The School leaders, administrative staff and their evaluators (see below) will identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended. The targets are "thin slices" of specific gains sought - not broad overviews or long term goals. The target of a DP process will describe an intended result and will include "scales" or progress points that guide the leaders toward "distinguished" levels of personal mastery. School leaders and administrative staff will take actions to make discernible progress on those priority goals; monitoring progress toward them, using the monitoring data to make adjustments to practice, and providing measurable evidence of growth in personal mastery of the targeted priorities. The evaluators will monitor progress and provide feedback.

The ED will be evaluated by the Board. The Principal and other administrative staff will be evaluated by K12's Regional Senior V.P. of School Services with input from the Board, via a DP rubric developed to rate the School leaders and administrative staff.

At the beginning of each school year, targets will be established for the School leaders and administrative staff using the DP metric. The school leaders and administrative staff 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, 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. Evaluation results will be reflected in the end of year performance evaluation.

The evaluation process will include the following:

*Orientation to the process, tools, content, and expectations of the

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evaluation, including reflection on the individual's current practice

*Pre-Evaluation Planning for the evaluators to identify strengths and growth needs; andtheSchool leaders and administrative staff to identify improvement priorities.

*Initial Meeting between the evaluators and school leaders and administrative staff to review the process, and discuss the tools and DP targets.

*Monitoring, Data Collection, and Application to Practice evidence are collected.

*Mid-Year Progress Review conducted by the evaluators to discuss strengths, progress, and priority growth needs.

*Consolidated Performance Assessment prepared by the evaluators to summarize the domain ratings and calculate a score.

Year End Meeting is conducted to explain the score, review growth on DP targets, and combine the score with the DP score to generate a Leadership Practice Score (LPS).

Teachers will be evaluated using the Charlotte Danielson model which has been adapted for the virtual environment and is similarly aligned with the NCEES. A detailed description of this model can be found in the section titled "Staff Evaluation and Professional Development", response to Q.2.

   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 Programs/Education Manager; and

*regional oversight and monitoring of the program by K12's 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 teacher's approval during a required session will count as an absence.

It is very valuable 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. Teachers will regularly review

data from school based and state assessments to determine a student's need for differentiated instruction. Based on data, teachers may direct students to attend one-on-one tutoring sessions, complete additional assignments in the online school or through Study Island, or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students. Data are a tremendous resource that allows true differentiated instruction to occur at the point that will have the most impact for students. These measures also help in determining mastery levels which will be reported on the student's progress reports. Promotion or retention for the next grade level will be determined as the cumulative results of the student's 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.*

Based on the experience of K12, which provides educational services to virtual schools in two-thirds of the states and the District of Columbia, and the State's Free and Reduced Price Lunch rates (56.14%), NCVA expects that 50% of its student body will be "at-risk" students requiring an intervention model to be included as a part of their Individualized Learning Plan (ILP). NCVA's plan to meet the requirement to serve students is student-centered: looking at each student as an individual and matching teaching methods to individual learning styles and student performance. This plan is based on K12's National Instructional Model (NIM) plus an intervention plan which adds the support of the School's licensed teachers online and, as needed, face-to-face for remediation at one of the eight local facilities.

Student services, such as diagnostic achievement testing, contracted health services, or college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs, will help NCVA's at-risk students succeed.

Students will take benchmark assessments (Scantron or a similar assessment) in order to identify students not performing at grade level and to provide information on subject area deficits. This assessment will be administered in the fall and spring each year to determine growth.

In order to assess student mastery of North Carolina's grade appropriate standards, students will take the Study Island benchmark assessments which are aligned with the standards of the North Carolina Standard Course of Study and are an effective test mastery program. Study Island includes building block activities that are automatically assigned to students to assist with remediation in areas that the students have not obtained mastery. Students who are unable to obtain mastery through these building block activities will attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for an 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.

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Teachers will provide intense targeted instruction on specific state standards to ensure mastery. Students will be reassessed on all state standards to ensure mastery.

If a student has a behavioral need, NCVA will implement 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 (IDEA 614(d)(3)(B)(i)).

NCVA students in grades K-3 will be screened in early literacy using the mClass Reading 3D assessment which is made up of DIBELS assessments and Early Literacy Diagnostics. The assessment will be given three times peryear and monitoring will be based on individual student results. Results for the screening will be used to inform instructional strategies and interventions. If students fail to make progress, they will receive interventions based on the School's Responsiveness to Instruction (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 implement NC required state tests. Current assessments include Beginning-of-Grade 3 ELA/Reading Test; ELA/Reading, Mathematics, and Science EOG tests; Read to AchieveGrade 3; READY Math I, English II, and Biology EOC tests; NCEXTEND1 Alternate Assessment; ACT Explore, ACT Plan, ACT and College and Career Readiness Alternate Assessments (state requirement pending state funding); WIDA ACCESS Placement Test; ACCESS for ELLs; and Alternate ACCESS for ELLs.

K12 will hire a State Test Coordinator to implement state testing requirements. NCVA will ensure at least 95% student participation in NC required tests in a variety of ways. As part of the enrollment process, NCVA will make clear to parents and students that state test participation is required and parents will be asked to sign an enrollment acceptance form acknowledging this. A state testing schedule will be made available to parents and students as part of the School calendar on the School website as well as in the Student Handbook. The Handbook will discuss state tests and students mandatory participation. Teachers will review testing requirements with students at quarterly ILP conferences. Reminder and confirmation calls will be made one month, two weeks, and one week prior to the scheduled state assessment dates.

NCVA will use proprietary software, Testing Nirvana, which has multiple functionalities designed to maximize the efficiency of test planning logistics, assignment of students to sites, and communication with families: geocoding to identify centralized testing sites based on student locations and map travel for families; real time test participation tracking; live view of data during and prior to testing; family communications records; and needed student accommodations information for proctors.

NCVA students will not be permitted to take the state required tests at home. NCVA will maintain regional testing locations throughout the state. At least one testing location will be maintained in each of the 8 SBE districts

where NCVA students reside to minimize travel for students and parents. In addition to NCVA's administrative office, these testing locations may be co-located in Communities In Schools affiliates facilities (see Appendix U). Testing will be proctored and will occur in classroom style settings in facilities such as local schools, libraries, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate. We understand NC's education digital reform effort includes the goal of administering all assessments online by the 2014-2015 school year. For online tests, NCVA will secure the use of computer labs at sites like community colleges or will bring in mobile computer labs with Wi-Fi hotspots to the regional test locations. These mobile labs will consist of laptops designated for testing purposes set up and secured to meet test security guidelines.

During the testing window through both Testing Nirvanaand phone calls to the main NCVA office, each site lead will be responsible for reporting attendance at the site for each day of testing. Students who do not show up at their assigned testing locations will be called by a NCVA staff member, based at the NCVA office, and urged to go to the site as soon as possible, or to arrange the next possible make up. Attendance and percentage of students tested is analyzed on a daily basis.

Parents will be responsible for transporting their students to and from the test site. The Principal will review available resources and work with families 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 Plans (IEPs). Transportation for special education students will be provided in accordance with all applicable State and Federal law.

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

NCVA's chosen curriculum provider, K12, reviews course content on a regular basis to update and enhance course content and materials. Every student and teacher benefits from courses that take advantage of the newest standards, proven instructional methods and the latest technology.

Each year, K12's content development group prepares a plan for new course development and course enhancements based on emerging needs, client feedback, and input from teachers throughout the country. In general, K12 courses are revised or redeveloped every 3-5 years, depending on age and changes in academic standards. State and national standards are subject to review and change for any given year due to real world contexts. Regardless of the reason, K12 is committed to maintain up-to-date, standards-based, fully aligned courses and has an in-house product development team that stays in touch with changes and quickly acts to keep courses current. Courses are continually updated as new information is needed and based on user feedback. User feedback is reviewed daily and minor changes are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the courses.

The product development group at K12 partners with teachers and administrators to customize courses according to the needs and specifications of the School.

Extensive and ongoing research ensures that the K12 curriculum is based on sound principles of instructional design and delivery. The research base includes:

*cognitive science research into how children learn

*work with subject area experts (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area

*empirically-tested principles of online instruction using multimedia resources

*studies of effective teaching strategies to help students overcome misconceptions related to complex instructional objectives

*standards published by the International Association for K-12 Online Learning (iNACOL) , which outline quality guidelines for online courses, including content, instructional design, student assessment, technology, and course evaluation and support.

> 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.

EQUIPMENT
All NCVA students 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 K-12 student who is eligible for free and reduced price meals will be eligible for a loaned computer and printer/fax/scanner 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. The School will ensure access is available for all students.

INTERNET CONNECTIVITY
NCVA will establish a rate to assist families eligible for free and reduced priced lunch with the cost of their Internet service. For students residing in rural areas of North Carolina where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students regardless of their location and will use all available technology including wireless, where needed. The School will establish a process for families that are not free and reduced meals eligible but still in need of Internet access to make a request to the School's administrative team. All students may also access the School's web-based curriculum via local publicly available Internet such as in public libraries.

SOFTWARE
Loaned computers will be delivered to students with software pre-loaded. Given the ever changing nature of software, NCVA will strive to maintain up-to-date software configurations for its students. Currently, the operating systems in use are Windows 7 Professional and Windows 8 Professional.

Following is a list of current software that will be included in loaned computers (please note, these are subject to change):
*Adobe Flash Player 13
*Adobe Air 3.7
*Adobe Reader 11
*Adobe Shockwave Player 12
*Adblock 1.1
*Audacity 2.0.3
*BlueGriffon 1.7.2
*WebDwarf 2
*Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet
*GIMP 2.8.10
*HP Power Manager
*HP Quick Launch
*HP Audio Drivers
*Google Chrome 33 (default browser, but others are available)
*Graph 4.4.2
*Java 2, runtime environment 1.4.2
*Java 7, update 51
*McAfee Virus Scan Enterprise
*Microsoft IE 10
*Microsoft Office Pro+2010
*Mozilla Firefox 22
*Remote Client Management Tool (specifics TBD)
*Picasa 3.9
*Quicktime 7.73
*RealPlayer 16
*VLC Video Player 2
*TeamViewer 9
*LogMeIn 123

TRAINING AND SUPPORT
The K12 Customer Support team provides round the clock assistance to students and learning coaches, handling a wide range of technical andnon-technical issues. Dedicated agents are available to families 24 hours a day, 7 days a week, excluding major holidays. Please see the response to the following question for the level of support available to NCVA students.

MATERIALS TO BE PROVIDED BY FAMILIES
Families that are not eligible for free and reduced price lunch are expected to provide their own computer, printer, basic software (generally software that is included on computers or is offered as a free download), and Internet connectivity. However, the School will establish a process for families that are not free and reduced priced meal eligible but still in need of a computer, printer and/or Internet service 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 parents a variety of important school information, including navigating the program, technical support, lesson delivery, and effective communication.

NCVA teachers also undergo intensive, ongoing training including face-to-face training sessions with on-site technology staff. Training topics are wide-ranging and include basic computer operations, usage/care, and a comprehensive introduction to their assigned equipment. Training also includes an overview of information technology policies and procedures at both the School and regional level. Refresher training is offered periodically throughout the year at face-to-face professional development days as needed/requested.

NCVA students and learning coaches who have technical issues or questions also have the option of contacting K12's Customer Support Team which is available 24 hours a day, 7 days a week, excluding major holidays.

Support includes, but is not limited to the following:

Customer Care:
*Materials: Replace missing, damaged or lost items
*Online School Account Setup
*Online School and 3rd Party Software Login Assistance
*Online School Navigation and Getting Started Inquiries
*Reclamation Assistance for Materials and Hardware

Technical Support
*Hardware: Troubleshoot student devices and replace K12 provided hardware as necessary
*Software: Troubleshoot all K12 and 3rd party software
*Identify and troubleshoot software bugs and work with K12 IT teams to resolve
*Connectivity: Troubleshoot home networking issues and refer to Internet Service Providers as necessary

> *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 LMS is available for students and parents to log in 7 days a week, 24 hours a day. The LMS exceeds 99.99% uptime and has never been down for an entire day. Teachers will work with students who are unable to log into school or have a power outage to develop an alternative plan, such as utilizing 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 student's

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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 LMS in the event of 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 LMS was 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
http://kids.nationalgeographic.com/kids/?source=NavKidsHome
www.solpass.org

Should a catastrophic natural or man-made event impact system operations at K12's primary data center, operations can be quickly routed to their second data center in the Midwest. All K12 LMS data is replicated to this data center in near-real time to minimize any data loss or systems outage should an event occur. To protect against data loss, and in addition to the data replication from the primary to contingency data center, daily data backups are completed each evening. Backup copies are also stored at a secure, offsite facility for optimal protection.

> *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).*

NCVA provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. As part of the K12 Products and Services Agreement, K12 will provide at no cost, student instructional materials to all families, and student learning devices (computers and printers) to eligible families.

When a NCVA student withdraws from the program or completes a course, K12 will automatically issue reclamation (return) instructions for the associated instructional materials. These instructions will be automatically emailed and mailed to the family, along with return shipping labels, typically within 48 hours of the withdrawal or course end process date. The letter will list all of the materials sent to the student, arranged by subject, for the course(s) just ended, and provides item by item instructions for each.

Possible instructions for each item include:
*Always Return item
*Return if new/unused
*Chemical hazmat do not return
*Discard do not return

As part of the enrollment process, families will be required to review and sign an instructional materials agreement so they are aware of the return requirements.

Curriculum and Instructional Design:

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

The basic learning environment at NCVA will be an online environment where students participate in teacher directed lessons in both synchronous (real-time) and asynchronous environments. Each course also includes offline lessons and teaching tools to serve varied learning styles. High school students typically participate in more synchronous sessions due to the complexity of subject matter and to stay on track for graduation, while synchronous lessons in elementary school and middle school, provide a more self-paced environment.

In a virtual learning setting, students are able to easily take advanced or remedial courses depending on their strengths and their weaknesses as outlined in their Individualized Learning Plans (ILP). For example, a 5th grade student who is behind in math, in addition to any teacher-led interventions, can easily take a 4th grade math course without the social stigma of being behind only the teacher will know this. At the same time, a student who excels in science may advance through and master courses at their own pace.

Teachers will be responsible for conducting online sessions and discussions, managing the student's ILP, holding office hours, validating student attendance and activity, setting and grading assignments, reviewing and providing instructional feedback, and monitoring progress. In grades K-8 the student to teacher ratio will not exceed 50:1, while in grades 9-12 the student to teacher ratio will not exceed 150:1 (i.e. 5 sections of 30 students).

In all grade levels, students and families will be provided with social opportunities across the state including field trips and meet and greets.

ELEMENTARY (GRADES K-5)
Each elementary student will be instructed by a team including a licensed teacher supported by a learning coach. Licensed elementary teachers build relationships and maintain contact with all students and families via telephone, live sessions, face-to-face experiences (such as field trips), conferences, and during standardized testing participation.

Students will be monitored and evaluated daily by the teacher. Elementary teachers will develop clear and comprehensive instructional learning paths for each student via the ILP and monitor progress towards these goals throughout the school year.

MIDDLE SCHOOL (GRADES 6-8)
Each middle school student will be instructed by a team including licensed teachers and a learning coach. Teachers will communicate with the student and learning coach through e-mail, telephone, online web meetings, and physical meetings. It is the teacher's personal responsibility to ensure the academic success of their students through engaging coursework and weekly live interaction. Synchronous intervention sessions will be provided for students needing direct instruction in a structured environment.

Additionally, for those students who are working ahead in a more independent environment, teachers will evaluate and monitor progress and mastery of content. Eachstudent will also have a homeroom teacher who addresses noncurricular questions.

HIGH SCHOOL (GRADES 9-12)
In the high school program, students will have one subject-specific teacher for each subject studied. High school students are regularly involved on a course-by-course basis in teacher lectures and threaded, teacher-monitored discussions about key topics. The teachers will employ a cooperative team-teaching approach which will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence.

While the elementary and middle school curriculum is self-paced, high school courses will make use of a weekly schedule of activities and assignments. The student will have the flexibility to decide what work gets done during the week, which will allow students flexibility for work or extracurricular activities, and the teacher will be able to ensure that each student is moving along at a reasonable pace.

Provide a synopsis of the planned curriculum, including:
1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. 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.*

NCVA's mission is to be a community of students, families and educators dedicated to expanding educational choice through innovative and technology rich instructional practices, and accountable for developing each student's full potential for academic and post-secondary success.

To that end, NCVA's curriculum, provided by K12, aligns to demanding, robust academic standards and is built on over fifty years of cognitive science research on how students learn best, structuring expert knowledge in subject areas, the most recent instructional design principles including e-learning methods, and strategies for teaching specific skills. The innovative curriculum uses a variety of strategies for accounting for prior knowledge, including pre-testing and providing instruction on prerequisites 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. 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. The curriculum includes precise learning objectives written to reflect state standards and understanding in core subject areas. High priority mastery objectives representing the most important and difficult to

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master concepts in the course are identified and additional resources are devoted to teaching them. Research and content specialists review lessons to monitor whether the recommended research strategies have been effectively incorporated. The alignment between the cognitive research, measurement, and instructional strategies are targeted to ensure each student grows to reach his or her fullest potential via the best learning experiences.

The curriculum is equipped to meet the needs of all students. We have estimated that our "at-risk" population will be approximately 50%. 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. Metacognition, or self-monitoring of learning and thinking, is key for effective learning. 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.

NCVA's robust, rigorous curriculum will prepare students for success on the North Carolina End-of-Grade and End-of-Course tests required in the North Carolina Accountability Model. K12 has demonstrated how their curriculum is aligned to the current mathematics, English Language Arts, and science standards as defined by the North Carolina Standard Course of Study (see Appendix B for a K-12 Math curriculum outline). NCVA is prepared to address any future changes in the North Carolina Standard Course of Study or related assessments to ensure the curriculum continues to align to the standards.

We are also in the process of reaching out to NCVPS to see how some of their courses could be incorporated as part of the NCVA curriculum. For example, additional foreign languages, test prep, and additional electives such as Medieval Studies and Middle School Success 101. Other courses could be identified as a collaboration develops. The budget includes programmed resources for these and other supplemental courseware.

Our school will be ready to be measured against both federal and state targets. NCVA students can achieve proficiency and a minimum of one year's growth each school year with our curriculum and comprehensive student services which, among other things, provide the School's leadership and teachers the resources to make formative decisions and individualized remediation for all students in any subgroup to ensure we achieve a minimum 50 percent reduction in the number of non-proficient students within 6 years.

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

NCVA expects teachers to be highly effective virtual instructors and will ensure this through hiring, training, ongoing professional development (PD), observation, and coaching processes. The core idea to effective instruction "is not about whether we taught it. It's about whether the students learned it." (Bambrick-Santoyo, Paul. Leverage Leadership. San Francisco: Jossey-Bass, 2012) Starting with the end in mind- student learning and increased academic achievement for all- NCVA will train, develop, and coach teachers

to be effective instructors armed with a variety of instructional strategies and tools.

NCVA expects all teachers to master three instructional strategies which, if used correctly and focused towards the targeted age group, are effective for all grade levels, K-12:

1. CURRICULAR MAPPING AND ASSESSMENT PLANNING
Curricular mapping and assessment planning provide the framework for all instruction. Teachers must know what they must teach and how they will assess student learning. This begins with advance and ongoing planning that aligns subject-specific content and curriculum to the NC SCS. While these alignments are already done in the LMS, teachers will review this work, map out a plan to emphasize the power standards and objectives in their instructional sessions, and create assessments that best capture student learning. Utilizing a backward design model for both yearlong curriculum and unit-specific planning, teachers will learn to start with the assessment first, and then build their instructional lessons to ensure the most important concepts and objectives are emphasized. Through this process, teachers will set targets based on grade-level objectives as set out in the NC SCS and integrate interim assessments that provide actionable student data for timely remediation and focused instruction. Teachers will also be trained and coached to infuse ELA standards throughout the other content areas.

2. DAILY INSTRUCTIONAL PLANNING WITH INTENTIONAL FOCUS
Teachers will be trained and coached to ensure that each virtual lesson contains a measurable learning objective based on the NC SCS, includes research-based techniques that maximize student engagement in instructional activities, and includes activities that are designed for student-centered practice, at the appropriate rigor. NCVA virtual instructional sessions will conclude with student-produced artifacts that assess mastery of skills and knowledge, so teachers will know which students need further instruction and remediation on that objective. NCVA will train teachers monthly on daily instructional planning with intentional focus through a series of PD that focuses on topics such as engaging the learner, creating strong classroom culture, and effective questioning techniques. After each technique is introduced, teachers will be observed and coached on the implementation of that technique during their live sessions to ensure teacher mastery and effective, focused, daily lesson planning.

3. DIFFERENTIATED INSTRUCTIONAL PRACTICES
Students will enroll at NCVA for many reasons, with varied backgrounds and skill levels. NCVA will train and coach teachers to include pedagogical practices that account for multiple intelligences and diverse learning styles that appeal to many learners. This instruction will be based on demonstrated student academic need as shown in formative and summative assessments, as well as ongoing use of classroom and state assessment data to offer individualized instruction targeted at key skills and knowledge. Teachers will be expected to offer differentiated instruction in all large or whole group sessions, and more targeted and specific differentiated instruction in small group sessions that are tailored to the academic needs of that particular group of students. NCVA administrators will provide ongoing PD in differentiated instructional techniques and will observe and

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coach teachers monthly to verify mastery of this strategy.

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

NCVA's instructional program ensures that students are ready to transition from grade to grade and to the next grade span and its graduation requirements will ensure that students are prepared for any postsecondary options they may choose.

The first step in ensuring this preparedness is a curriculum that is sequenced, from grades K-12, to meet and often exceed NCs Standard Course of Study for all grade levels. This curriculum will be taught by highly qualified teachers and will prepare students for success on NCs End of Grade and End of Course exams and other required state tests.

In order to ensure that each student is prepared, every student will have an Individualized Learning Plan (ILP). The ILP is a key part of NCVAs instructional plan and it ensures a customized program that fits each students unique strengths, weaknesses, learning styles and aptitudes. The development and implementation of all 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 in their formation and review. Often led by the teacher, the team creates a unique plan for each child, designed to organize and properly sequence a students coursework while articulating his or her academic strengths and challenges. Throughout the school year, teachers will meet with parents to provide an update on their childs progress and the interventions that are being provided. The ILP that will be developed for each high school student expands beyond academic objectives to include post-secondary goals for college and/or a career.

A students strengths, weaknesses, learning styles and aptitudes as outlined on the ILP will be targeted by using a multi-faceted approach including the Personal Learning Assessment (PLA), baseline assessments(e.g. Scantron); Study Island or comparable assessment; course work which includes homework, participation and quizzes; mClass Reading 3D; Beginning-of-Grade 3 ELA/Reading Test; ELA/Reading, Mathematics, and Science End-of-grade tests; Read to AchieveGrade 3; READY Math I, English II, and Biology End-of-Course tests; NCEXTEND1 Alternate Assessment; ACT Explore, ACT Plan, ACT and College and Career Readiness Alternate Assessments (state requirement pending state funding); WIDA ACCESS Placement Test; ACCESS for ELLs; and Alternate ACCESS for ELLs.

It is this sequenced, goal oriented, whole student approach that NCVA offers that will ensure a students readiness to transition through elementary grades through middle grades and high school, with the ultimate goal of graduation and realizing postsecondary opportunities.

NCVAs high school students, in addition to having a sequenced ILP will also work closely with Advisors and Counselors to ensure that each student is on track to graduate on time. The high school curriculum differs from the K-8 curriculum which is self-paced, in that high school courses make use of a weekly scheduleof activities and assignments. While the student still

retains the flexibility to decide when work gets done during the week, there are due dates, assignments, and mandatory online discussion sessions designed into the program.

NCVA will require 22 credits for high school graduation and Students may opt for either the Future Ready Core or Future Ready Occupational Course of Study. NCVA will meet the graduation requirements by providing NC SCS standards aligned coursework as follows:

English: 4 credits
Math: 4 credits (3 credits for occupational)
Science: 3 credits (2 credits for occupational)
Social Studies: 4 credits (2 credits for occupational)
World Languages: not required for graduation, but 2 credits required for UNC system.
Health and Physical Education: 1 credit
Electives: 6 credits
Career and Technical: Not required for Core, 4 credits for occupational
Arts: Music, Theatre, Visual ArtsNot required for core, recommended at least 1 for occupational.

Total Minimum Credits: 22

6. *Provide a school academic calendar in Appendix C.*

7. *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 (NCVA)is a virtual charter school whose students are all full-time students following a self-paced schedule. All students will take part in online instruction equal to or exceeding 185 days or 1,025 hours per school year. The first and last days, as well as school holidays are provided in Appendix C.

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

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 student handbook that provides guidance on school policies, including tips and advice about getting organized and getting to know the learning management system. 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 childs learning and to help continuously evaluate NCVAs 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.

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, and more.

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, biweekly, or monthly - in a web-based classroom. In that web-based classroom, 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 various times during each semester. 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 offered travel clubs with destinations all over the world and student councils that attend state conventions.

In addition, unlike students at most other schools, NCVA students will be able to connect with other students around the state and world in robust online extracurricular programs via K12 student clubs. Examples of some of these clubs include Culinary, Creative Writing, Debate, International Travel, Health and Fitness, Music, Mathematical Mysteries, Photography, and Yoga. The availability of K12 clubs will enable NCVA to offer students even more club offerings than they might otherwise be able to support via their own local staff members.

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 the web-based classroom. 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 about 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

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NCVA students in special interest clubs, community-based service projects, leadership training, and field trips. Student extracurricular activities are key resources and services 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 will 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, monthly speaker series, 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, and more. 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; opportunities for student leadership and peer mentoring will be encouraged.

The development of a school community is a top priority of the NCVA 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 sub-community 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, college tours, and social meet-ups as well as functions like prom and graduation for NCVA students. K12 also provides a wide variety of live virtual workshops and trainings each month which can assist parents in connecting with their students and the School community.

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 a local YMCA/YWCA, organized "mall walks," jumping rope, 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. Physical Education requirements for Special Education students will be aligned in conjunction with the childs IEP.

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.

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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 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 licensed school counselor. NCVA counselors will be licensed K-12 school counselors. 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, at a minimum, annual Individualized Learning Plans (ILPs) to ensure a holistic focus on student success from the first time they enter the virtual instructional setting.

Students in middle and high school are assigned to a school counselor upon enrollment. The school counselor is integrated into the students instructional team and is responsiblewith the homeroom/advisory teacher and the Family Academic Support Team (FAST)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 school counselor is part of the team that creates, reviews, and implements the ILPs. The ILP provides each student with a holistic roadmap through high school onward to post-secondary opportunities. Establishing meaningful relationships with families is the foundation of ILP creation resulting in a written plan that defines the goals, needs and strengths of a student. The ILP is based on data and the use of specific strategies that will assist the student in reaching their goals. Each person supporting the student can use the ILP to focus instruction, enhance student learning and outcomes.

An ILP is a fluid document evolving throughout the school year(s) as the student grows and develops. The ILP captures course plans, personal interests, a students college and career aspirations, and a students potential challenges. The ILP is revisited at least two times a year.

School counselors address the academic, personal/social and career development needs of all students by designing, implementing, and evaluating a developmentally appropriate comprehensive school counseling program that promotes student success. The school counselor is responsible for monitoring a students holistic progress, including active participation in all courses, maintaining academic progress, and student and learning goals described in the ILP. School counselors work closely with school staff to deliver a school wide Social and Emotional Learning (SEL) program through advisory sessions with students. The SEL program ensures students are ready-to-learn by improving their self-confidence, self-efficacy, resilience and interpersonal skills. The high school faculty and staff receive training in a specific SEL program model.

In addition to receiving traditional school counseling services, students transitioning from grades 8 to 9 receive intense support to ensure success in the first year of high school. Students participate in an orientation course that makes students aware of school counseling services and resources, introduces them to online tools, and engages the use of interest inventories and career assessments.

Students have the opportunity to participate in live college and career workshops facilitated by experts on college and career and guest speakers from a range of exciting job industries. Students, parents and staff have access to an online counseling portal, Pathfinder or a similar portal, a collaborative space with career, vocational and college information, interest inventories, and planning tools. The portal is integrated into the high school orientation course and the ILP.

School counselors participate in training provided by K12s National Professional Development program

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and school-level and regional leaders. School 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 components aimed at engaging students and building relationships: Individualized Learning Plans, Family Academic Support Teams and potentially a Social Emotional Learning (SEL) advisory program.

The 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 in the areas of academics, college and career planning, personal/social development; challenges; and strengths. Family relationships and support systems are discussed and addressed. The students ILP describes how attaining these goals will impact instructional outcomes.

Family Academic Support Team (FAST),a school-based team, fosters caring, sustained relationships among team members, parents, and students by providing support to teachers, students and families to improve retention, attendance and academic outcomes. Members of the team will provide tools and support for students and their learning coaches who may be struggling to remain engaged and successful in the virtual model, and to afford the teachers more time to focus on teaching. The FAST Team is also a resource for community learning and partners with the community to provide resources that support student and family development.

Aspects of education that have been referred to as character education, service learning, citizenship education, and emotional intelligence can be expressed in the single term, Social Emotional Learning (SEL), and it is this form of education, when added to academic learning, that provides schools with the possibility of capturing the balance students need. Our School will give students intellectual and practical tools they can bring to their classrooms, families, and communities. Our SEL program provides many of these tools. It is a way of teaching and organizing classrooms and schools that helps children learn a set of skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others needs, and getting along with others. By implementing a high-quality SEL program, it helps increase student academic achievement, decrease incidents of problem behaviors, improve the relationships that surround each student, and build a stronger school culture and climate.

The social and emotional learning advisory program is aimed at the holistic development of students. This advisory program is implemented within a school when the needs of the student population warrant (large highschool population with high at- risk student population is a leading indicator for implementation). When implemented, faculty members will 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 become 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 and a robust implementation of the ILP. Students establish and maintain realistic, hopeful pathways with support from the advisor.

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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.*

At NCVA, student progress will be evaluated continuously throughout the school year in several ways including:

*A variety of formative and summative content-specific assessments built into every lesson to guide and tailor the pace of progress to each childs needs;

*Proficiency on North Carolinas annual assessments;

*Performance and growth measured on the Scantron Performance Series or similar assessments;

*Individualized Learning Plans for each student; and

*Informal assessments including observations of daily work, Class Connect discussions, online threaded discussions, kmail communication about a particular topic, and more.

NCVA works diligently to identify and support all students who are not performing at expectancy level. Universal instructional screenings for reading and mathematics will be conducted for students at least three (3) times each regular school year at routine and fairly spaced intervals to identify at-risk students. The first screening shall be conducted within two (2) weeks of the beginning of the regular school year, or within two (2) weeks of the child's entry into school.

NCVA implements the North Carolina Responsiveness to Instruction (NCRtI) as the Schools multi-tiered framework which promotes school improvement through engaging, high quality instruction. Those students identified below the 25th percentile of the norm referenced universal screening assessment will be referred to NCRtI. The NCRtI framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. Most importantly NCVA believes that the academic success of all students is a shared responsibility by all stakeholders including educators, families, students, and community partners.

The more instructional support needed the higher up on the model the student moves. Teachers using NCRtI utilize research-based instructional practices and support students through developmentally appropriate academic and behavioral targeted interventions and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling and resource allocations. Continuous reflection and improvement of instructional practices is vital for the fluidity and flexibility within and between the instructional tiers which are critical to students receiving the supports they need.

Partnerships are essential between all stakeholders, including the families and community wrap around services so every student is given an opportunity by teachers to meet or exceed proficiency standards. Comprehensive utilization of data in an effective and collaborative decision-making process is a critical component, which results in differentiating instructional practices for all learners. If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction, a request for an educational evaluation may be initiated.

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.*

IDENTIFICATION
During the NCVA enrollment process, and in accordance with NC law SL2002-284 7.15(b), all families will answer a series of questions. These questions, along with the Home Language Survey (HLS) meet both Federal and state policies. These policies require all students identified as language minority students through the HLS process, upon initial enrollment, be assessed for limited English language proficiency.

All positive responses will be routed to the ELL point of contact for further examination. These same questions will be verbally asked again of the parent by a school registrar. Finally, these same questions will be asked after full enrollment by the general education teacher. All parties asking these questions will be provided professional development on ELL indicators and their obligation in routing positive responses to the appropriate ELL point of contact. Additionally, school records will be requested from the sending district and will be reviewed for ELL indicators.

INSTRUCTIONAL PROGRAMS, PRACTICES & STRATEGIES
Programs of instruction for ELLs shall include formal instruction in English language development; and instruction in academic subjects designed to provide ELLs with access to the regular curriculum. The program(s), NCVA will choose are research based and have been demonstrated to be effective in the education of ELLs, and recommended by WIDA. ESL teachers will consult regularly with content area teachers using academic language development strategies. To effectively teach language through academic content, it is necessary for content area and ELL staff to work, plan and collaborate together. Entering and Beginning (1&2) ELLs receive Pull-Out support. ESOL curriculum is used with a focus on social and academic surroundings to facilitate the acquisition of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. Developing, Expanding and Bridging (3-5) ELLs receive push-in support by the ESOL teacher. ESOL curriculum will be implemented based on individual need as well as explicit academic vocabulary and/or writing instruction using supplemental materials during pull out instruction.

Features of the NCVA ESL Program:

*ESL students receive 1 to 3 Push-In/Pull-Out ESL classes daily with the use of a research based ESL strategies and/or curriculum aligned with NCs Reading, Writing, Speaking and Listening Standards.

*Specific ESL service time and language instruction by proficiency level must be based on individual student need

*ESL students also attend math, science, social studies and other general education classes as required

*ESL program provides total English immersion for students

*ESL students are given the support needed to effectively adjust to American culture

*If NCVA school population warrants, K12 will hire an ESOL/ELL specialist(s)

*If the School attracts a high population of non-native speakers who require ESL support and instruction, PDfocus will shift so resources can be directed to teachers working with ELL students

MONITORING, EVALUATING AND EXITING
Students receiving ESL support will be monitored within the four domains of listening, speaking, reading, and writing via quarterly progress monitoring using a standardized benchmark assessment or Curriculum Based Measures. Results will be recorded and maintained in each students ELL file and shared with the students respective families. Students who qualify for ELL services will be assessed using ACCESS for ELLs or the Alternate ACCESS for ELLs if identified as a student with special needs. Students who score a Level 1 to 4.7 on the screener test are eligible for services and will participate in the annual language proficiency test each spring until they score an English proficiency level 4.8. Any student referred to be exited from NCVA ESL services will be monitored during their first two years, quarterly, and prior to being reclassified, to ensure they are progressing academically.

   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.*

NCVA will be well suited to accommodate the range of needs of intellectually gifted students. Our instructional model provides an individualized and self-paced education program for each student. Guided by the North Carolina AIG Program Standards framework as well as K12s "advanced learners program" model, our instructional program for gifted students will be 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.

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 the program. The students Individualized Learning Plans (ILPs) will be written with student input to provide the services and delivery model that meets their exceptional needs.

NCVAs curriculum allows for individualized levels, pace, style and subject for all students unique learning needs. Elementary curriculum will be mastery-based allowing students to test out or bypass previously mastered skills and content, focusing only on mastery of new areas, thus moving more rapidly through the curriculum. Middle school and high students can enroll in high school level Math, English, Science, and History Honors and Advanced Placement courses based on their past academic performance including state test results as allowed by school policy. Early college/dual enrollment courses and career and technical education programming may also be offered. Throughout the year, teachers and the Academic Administrators will evaluate how well the curriculum is meeting the needs of the advanced and enrichable learners and will make necessary adjustments.

Enrichment opportunities will be available to augment their learning experience; small group advanced work, including project-based will be available. Clubs, local outings, virtual field trips, contests and tournaments, and expert speakers will be offered. 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.

NCVA is committed to meeting the needs of intellectually gifted students by providing staff members with in-service training, networking, ideas, national and local events, and other support.

Student progress will be monitored using the Individualized Learning Plan (ILP) which ensures a customized program that fits each childs 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 using a variety of progress monitoring strategies, including, but not limited to Scantron; end of grade test scores and class-based quizzes and tests; and collecting scores in each academic area for which the students are identified, comparing scores from the beginning of the year to the end of the year in order to determine if the students showed growth, maintenance or decline.

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***

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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)*

PREVIOUSLY IDENTIFIED
NCVA will follow 115C-107.6 and IDEA PL 94-142 in order to identify and serve students with identified disabilities who are served through IEPs or 504 plans. There will be no fewer than three opportunities for students to be identified within the enrollment process: 1) NCVA acceptance packet; 2) conference calls with a placement counselor; 3) NCVA Exceptional Children Instructor(s). In addition, a thorough review of previous school records by the Schools Special Programs/Education Manager will be undertaken upon receipt to identify any students enrolling who have previously been identified as a student with an IEP or 504 plan. All NCVA EC staff will have access to and receive regular training in North Carolinas Comprehensive Exceptional Children Accountability System (CECAS.)

PROCESS FOR IDENTIFICATION
The initial conversation between the legal guardian enrolling the student and the admissions liaison will include a series of questions to determine if the student may need additional services in order to access the general curriculum. Once again adhering to 115C-107.6 and IDEA PL 94-142, all NCVA personnel 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.

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, they will move the student through the RtI/MTSS process. In accordance with Child Find, NCVA employees who have reason to suspect that a child has a disability have an affirmative duty to act on the child's behalf. Students who are not identified upon enrollment may still be referred at any time.

If a student has progressed through the RtI/MTSS process without attaining academic success, they are referred for special education evaluation. A team consisting of the general education teacher, special education teacher, school representative, someone to interpret data, and the parent will look at available data and determine whether additional information is needed.

If the student is referred for an evaluation, contracted evaluators are used to assess the child in all areas of suspected disability. If a student is found eligible, the team will create an IEP that will define accommodation and modifications, goals, and services for the student in order to help them attain academic success.

Additionally, as 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.

STUDENT RECORDS

Upon enrollment with NCVA, a records request form will be sent to the identified previous public school to obtain pertinent records. Records requests will be tracked, and follow-up will occur within 10 school days for records that havent been received. NCVA will maintain confidential records for students with IEPs and 504 plans in the manner required by IDEA, FERPA, COPPA and 132-7, both 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. In order to maintain compliance, records are reviewed locally by the Special Programs/Education Manager, and annually by an approved auditor. The state level monitoring guidelines are used, along with a tool designed to measure compliance with IDEA.

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.*

PROGRAMS, STRATEGIES AND SUPPORTS

Due to extensive access to scientifically based, research validated curriculum, NCVA will have the option of supporting multiple Least Restrictive Environments (LREs) within the virtual school model. Students with mild disabilities will participate in the NCVA general education curriculum to the greatest extent possible 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 provide support to the student and assessment of progress towards IEP goals. Academic services provided through web conferencing can be presented within a co-taught online classroom, small group, or individual session with the special education teacher. Due to the ability of the student to access the 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.

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Students who need more intensive support, as decided by the IEP team, will have all core instruction delivered by the special education teacher within the K12 curriculum, while participating in general education non-core classes with the general education teacher. Finally, students with significant cognitive delays may be served by NCVA special education teachers using a combination of K12 academic curriculum and an approved life skills based curriculum. Regardless of LRE, students with disabilities will have the option to fully participate in all grade level classroom activities with their classmates including outings and field trips. In all cases, the services for each student will be a decision made by the IEP team based on each individual students strengths and needs.

ENSURING FAPE
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. As previously detailed, NCVA will offer a full continuum of services for students with disabilities.

IMPLEMENTATION OF IEP
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 in 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 Special Programs/Education Manager at the School; and regional oversight and monitoring of the program by K12s Southern Region Special Programs Manager. Parents will participate in the annual development of IEPs and the tri-annual development of eligibility reports. Parents will receive updates on IEP goal progress as often as progress is reported for general education students. General education teachers working with students on IEPs will be provided with information on goals and accommodations and modifications.

RELATED SERVICES
Related services, depending on FAPE (Free Appropriate Public Education) and LRE, may be delivered virtually or in a face-to-face setting. NCVA will ensure that all individuals contracted or in employment with the School have state specific licensure and background clearance previous to any contact with NCVA students or families.
K12 has a well-established bank of national service providers. These providers deliver services via asynchronous delivery in either web or phone conferences. For local providers, a neutral location, such as a local library or community center, or in special circumstances, in the students home, are appropriate places for services to be delivered. The parent may need to provide transportation to a contracted provider within a reasonable distance of their home. Though not an exhaustive list, examples of related services NCVA will offer include:

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* Mobility Training
* Assistive Technology Evaluations
* Counseling Services
* Psychological Services
* Speech and Language Services
* Occupational Therapy
* Physical Therapy
* Interpreter services for the deaf or hard of hearing
* Braille Instruction
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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.*

The initial child find conversation is held between the legal guardian enrolling the student and the admissions liaison, who will ask a series of questions to determine if the student may need additional services in order to access the general curriculum. Once again adhering to G.S. 115C-107.6 and IDEA, 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.

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, they will move the student through the RtI/MTSS process.

If a student has progressed through the RtI/MTSS process without attaining academic success, a discussion will take place with the family and a team consisting of the general education teacher, special education teacher, school representative, someone to interpret data, and the parent will look at available data and determine whether additional information is needed. If the student is referred for an evaluation, and the parent/guardian consents, contracted evaluators are used to assess the child in all areas of suspected disability. If a student is found eligible, the team will develop an IEP that will define accommodations and modifications, goals, and services for the student in order to help them attain academic success.

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

Regardless of geographic location, students with disabilities will have access to a licensed, highly qualified special education teacher and a scientifically based, research validated curriculum. Teachers 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.

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 will 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 general 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 educationweb-based curriculum at any time, from any geographic location, the student receiving special education services or programs within the general education classroom is not missing any general education instruction. Students with disabilities will have the opportunity to fully participate in all general education grade level classroom activities with their classmates including outings and field trips.

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

All tri-annual Evaluation and all IEP meetings will adhere to the timelines outlined in IDEA. Evaluation and IEP meetings will be held via phone and web conferencing. As mandated by IDEA, the Evaluation and IEP Committees will include the general education teacher(s), ESE teacher(s), parent(s), individuals to interpret data, related services providers and any other individuals who have knowledge or special expertise regarding the student. 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 signed electronically or sent via U.S. postal service to all attendees for signature. If the documents are signed electronically, they will be printed and distributed to parents within five school days. Documents sent out via US postal service will take longer to compile, but an unsigned IEP can be delivered to parents within five school days for their records. The signed documents will be returned by fax,

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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 ADA accommodations for instruction and assessment that will ensure students achieve the North Carolina Standard Course of Study. Accommodations will be determined by the 504 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.

Web-based content in NCVA courses is made accessible to students with disabilities by incorporating audio and video enhancements and the use of appropriate alternatives to accommodate various disabilities, such as text equivalents and various forms of assistive technology.

NCVA courses are designed with Section 504 compliance in mind for technology-related programs and activities; this will help meet the broader requirements of Section 504 of the Rehabilitation Act, which legally mandates equal access to all learning materials, whether online or in a blended learning environment. Courses include the following accommodations for students enrolled:

*Students work at their own pace, without specific time constraints.

*For some graded assignments, students have the opportunity to re-do the work and resubmit these assignments.

*Content is open for students; they can refer back to previously studied content anytime, as needed.

*Course content is appropriately chunked into smaller topics to increase retention and expand opportunities for assessment.

*Limited text on each screen provides increased focus and allows additional time devoted to practice activities.

*Content is provided in written format with graphic support.

*Visual media, such as key words and video clips, include audio support.

*Transcripts of video content are available, providing written support for audio components.

*Course content contains interactive, video, and motion multimedia components, such as Flash, which offer multiple opportunities for students to rely on visual, kinesthetic, and auditory learning methods.

> *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.*

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

Limited English Proficiency (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. 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. 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, NCVA will also ensure that teachers are implementing ESOL strategies in all courses on the students schedule.

Teachers of LEP students will work with other instructors to coordinate the development of their ILP and LEP plan. In addition, the NCVA 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, use of materials and audiovisuals, and grade book notations. All teachers of LEP students will document the ESOL strategies used for each lesson in the "notes" section of TotalViewSchool, a component of the learning management system.

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 studentsto 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

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* 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 Referenced 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.*

STUDENT PERFORMANCE STANDARDS
Quarterly and annually, the Principal will report to the Governing Board, Executive Director, and interested stakeholders information about the below goals in the following manner:

1. Growth: has the School met or exceeded growth expectations as defined and calculated in the Education Value-Added Assessment System?
2. Performance: how has the School performed on the state assessments in grades 3-8 and high school (HS) assessments (as applicable) for the current school year compared to the prior year?
3. Progress: did the School meet the state participation targets and meet or exceed the target performance indicators?

Goal 1: AMOs will be achieved each year by meeting the year over year reduction in the % of non-proficient students in Reading & Math for all students
Math Goals*:
2015-16 k8: 42% HS: NA
2016-17 k8: 48% HS: 38%
2017-18 k8: 53% HS: 44%
2018-19 k8: 59% HS: 50%

Reading* Goals:
2015-16 k8: 43% HS: NA
2016-17 k8: 49% HS: 52%
2017-18 k8: 55% HS: 57%

2018-19 k8: 60% HS: 61%

Goal 2: 95% of eligible students participates in state assessments each year

Goal 3: 90% of students reading on grade level by the end of 3rd grade utilizing Reading 3D assessments for K-3

Goal 4: As indicated by EOG scale scores in grade 5 Science, NCVA will make required AMOs by meeting year over year reduction in the % of non-proficient students as measured by the Ready Accountability Model (All Students)*
2015-16 k8: 52% HS: NA
2016-17 k8: 57% HS: 51
2017-18 k8: 61% HS: 55%
2018-19 k8: 66% HS: 60%

Goal 5: Reduce the achievement gap among subgroups each year

Goal 6: Increase the % of students successfully completing Math III course

Goal 7: Increase the % of 11th grade students who take the ACT and achieve a score to meet UNCs minimum admission requirement

Goal 8: Improve the withdrawal rate of students each year

Goal 9: Improve the 4-year graduation cohort rate each year

Goal 10: Improve the 5-year graduation cohort rate each year

Goal 11: Increase each year the % of students that receive a Silver Certificate with CTE concentration

*Targets are established from the AMO targets set by NCDPI in May 2012 and will be adjusted after baseline data is available for the 2015-16 SY and the required % of increase will be maintained.

EVALUATION TOOLS
In addition to state mandated tests, NCVA will use several assessment instruments including an early literacy screening, pre/post diagnostic benchmark assessments; standards based mastery assessments, as well as the course assessments built into the online school curriculum that measure student mastery of lesson, unit, and semester content and skills.

NCVA students will take a kindergarten entry assessment, mClass Reading 3D (K-3), an internal diagnostic Reading and Math assessment (39, the PLA), and the Scantron Performance Series (3-10) or a comparable assessment, in the fall of each school year. The assessment results willidentify those students not performing at grade level and will provide information on subject area deficit. The Scantron Performance Series is given again in the spring in order to ensure that all students are making one years growth in one school year as measured by Scantron.

NCVA will utilize interim assessments and tools such as Study Island and RazKids to provide information on student engagement and academic progress. Study Island benchmark assessments are organized based on the NC SCS and

will be used to assess students mastery of the NC SCS and identify students who are at-risk. Students who cannot demonstrate mastery using Study Island will attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for an alternative plan). The interventions will be targeted, synchronous, teacher-led sessions intended to address specific state standards. Students will be reassessed at the end of each session to ensure mastery.

Exceptional students will participate in this assessment schedule unless they qualify to take alternative assessments in NC. These students will be tested using the assessments built into the alternative curriculum in which they are placed.

PROMOTION

Students will be promoted from one grade to the next based on the successful completion of grade level courses, mastery of individualized academic goals, and proficiency level on state tests. The goal for every student is 100% completion of each course; however, enrollment approval date, learning style and pace can cause variations in the rate of progress among students. These criteria and readiness in reading, writing, and mathematics will be used as the basis for promotional decisions in Grades K-8. For 3-8 students who do not pass EOG tests, NCVA will follow the Read to Achieve Law. Typically, HS students must pass English, Mathematics, Social Studies, Science, and two additional credits to be promoted from 9th to 10th, and 10th to 11th. For all grade levels, students with good cause exemptions will be evaluated on a case-by-case basis.

In order to gather information about student progress, students must participate in all assigned assessments, attend instructional sessions when required for additional academic support, and participate in scheduled teacher conferences to be considered for promotion. Special needs students will follow the same promotion policies and procedures unless the specific IEP learning goals have modified the academic and promotion goals, in which case the IEP goal will supersede the set grade level promotion. Students performing above grade level will be provided with enrichment instructional activities.

Throughout the school year, NC grade level standards and course progress will be measured for all students. Each quarter the student will receive an updated ILP, that contains current course progress and mastery, recent assessment and benchmarking data, and academic goals created from the data and by the student, teacher, and parent. The ILP and the four ILP conferences serve as a continuous dialogue between NCVA teacher and the family about student progress. Additionally, students receive progress reports every nine weeks and report cards after the 2nd quarter and 4th quarter. Promotion decisions must ultimately be approved by NCVA administration and in accordance with NC promotion regulations.

GRADUATION

The first class graduating will be in 2018. In order to graduate, students will need to meet the NC and NCVA graduation requirements. In the spring of a students 8th grade year, a graduation plan will be developed that will set forth the courses that the student will take each year of HS in order to graduate. For new HS students entering NCVA, a thorough transcript review will be completed by the HS counselor upon enrollment and a detailed

graduation plan for the student will be developed. Students will not be promoted to the next grade until they have earned enough credits to stay on track for graduation.

Graduation plans will be evaluated for each HS student every semester during ILP conferences and changes will be made, if necessary. Each ILP conference will visit post-secondary options and goals for the student, with a focus on ensuring the student is prepared for post-secondary opportunities. Students deemed at-risk will have more frequent ILP conferences to monitor academic progress. In addition, the advisor and counselor, and possibly members of the Family Academic Support Team, will intervene to provide support needed by the student to stay focused on school and earning credits towards graduation. If the student does fall behind in his or her coursework, the students advisor will coordinate a back on track plan with the teachers and student and hold weekly or bi-weekly conferences to monitor progress and if needed create a recovery plan. Special needs students will follow graduation requirements unless stated in the IEP.

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.*

NCVAs Student Code of Conduct will be adopted by the Board after charter approval and before the opening of school in the fall of 2015. A draft Student Code of Conduct is included in the Student Handbook in Appendix D. It should be noted that the draft student discipline policies align with that of the virtual learning environment of NCVA and do not necessarily reflect traditional issues found in a brick and mortar school. In a virtual school suspension may result due to issues of disruption of school, inappropriate electronic communication, abuse of computers, cyber-bullying, threats and/or harassment.

In order to promote effective discipline, students and parents are made aware of student infractions and related consequences (including suspension and expulsion). When responding to instances of misconduct, the School will use a full range of disciplinary actions, including, counseling, mediation, disciplinary meetings, suspension, 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.

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Notwithstanding the provisions of G.S. 115C-391, the policies and procedures for the discipline of students with disabilities shall be consistent with federal laws and regulations. If a student with disabilities is suspended for 10 or more days, there will be a manifestation determination meeting to determine if the students behavior that led to the suspensions is related to the students disability. If the students behavior is because of his/her disability, the IEP team will do a study of the students behavior, write a behavior plan, and return the student to his or her program (unless the suspension involved weapons, drugs or serious injury). If the students behavior is not because of his or her disability, then the School may treat the student the same way they treat other students. If parent disagrees with this decision, the parent can ask for an expedited due process hearing to take place within 20 days plus 10 days for the hearing officer to write a decision. If the student was placed in a different setting because of his or her behavior, the student must remain in that different setting while the due process hearing takes place unless the parent and the School come to a different agreement.

The Board delegates to the Principal/designee 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 an informal hearing with an administrator before being suspended. During the conference, the student shall:
* Have the right to be present unless the student creates an immediate threat to the safety of others;
* Be informed of the charges and basis for the accusations;
* Be given an opportunity to make statements in defense or mitigation of the charges.

The Principal shall provide notice to the student's parents of any short-term suspension. The notice shall be given by the end of the work day during which the suspension is imposed when reasonably possible, but, in no event, more than two days after the suspension is imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail, or any other method reasonably designed to achieve actual notice.

No pupil shall be expelled or suspended for more than 10 consecutive school days except by action of the Board. Following a proper investigation of a students behavior and due process proceedings in accordance with G.S. 115C-390.8 and 115C-390.11, the Board shall impose long term suspension or expulsion of the student, if found necessary for the peace and usefulness of the School. The Board also has authority to readmit an expelled student on satisfactory evidence that the behavior that was the cause of the student being expelled is not likely to recur.

IV. GOVERNANCE 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 upon application submission.

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: 000-000-0000

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.

Operational Components

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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 administrative office will serve as one of the eight testing centers and/or meeting places allowing educators and administrators from the school to meet students and parents. NCVA intends that the lease for the space will be approximately four years plus any required startup period.

The facility will be conveniently located in the area of Wayne County in, or near Goldsboro, with easy access to I-795, occupying an estimated 3,000 square feet. The facility will have space to accommodate the administrative staff, meeting/conference rooms, and restrooms. The facility will 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 the 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, based on an estimate per square foot cost of up to $32/square foot. In addition, $5,000 maintenance; and up to $40,000 in office furniture, equipment, and set up.

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 to medium professional and business office locations. If 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. 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 may meet in a physical setting and may participate per G.S. 143-318.13 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. The Board anticipates meeting each month during the 10 month school year in order to provide proper oversight of the School. Per article G.S 143-318.12 Public Notice of Official Meetings, scheduled meetings will be on file with the Schools administration. The board meeting

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schedule will also be posted on the Schools website.

3. *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 brings a unique combination of law, science and business to the NC Learns Board. Prior to completing her JD and MBA at Wake Forest, she researched virology and regenerative medicine for a decade. Marjorie is currently of counsel at Moretz & Skufca and focuses on technology transfer, licensing, corporate matters, and general practice. Prior to joining the firm, Marjorie managed intellectual property at UNC Charlotte. Subsequently, she was the Science and Technology Officer for NCs fourth largest hospital system and the ED for the NC Biotechnology Center. Marjorie is an adjunct professor at UNC and has taught "Biotech and the Law" for the College of Computing and Informatics.

Travis Mitchell: Travis joined Communities In Schools of Wake County, the areas largest drop-out prevention agency, as its president in 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: Steven is an educator with a doctorate (Ed.D.) in Curriculum and Instruction who will provide his vast skills, experience, and knowledge of school education programs, management, finance, education law, and community outreach to NCVA. He is currently Asst. Education Director/Principal of Foothills Correctional Institution in Morganton. From 2002 to 20013 he headed the Education Department at Western Youth Institution facilitating an education program averaging 350 juvenile offenders daily, offering curriculum that includes early literacy, ABE programs, GED, freshmen level college courses, and introductory vocational classes. He supervised a staff of 32 licensed educators providing special education, core curriculum, and Title I services.

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 UNC atCharlotte and Chapel Hill, most recently as the interim director of the M.H.A. program and 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, most recently as a private contractor for the Foundation for Excellence in Education as the Director of Professional Development (PD). From 2002, Sara served under Governor Jeb Bush in various capacities: Senior Staff, Director of PD in the Executive Office of the Governor, Executive Director of

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the Gubernatorial Fellows program, and Transition Team Leader and Legacy Project Lead. She served as the Special Advisor to the Secretary of Education in the Florida Department of Education from 2001-2002.

See Appendix G for resumes and background checks

4. *Describe when and how this governing board will evaluate the virtual charter school vendor against measureable and specific standards 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 Boards 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 in compliance with, the terms of the Services Agreement (see Section 3.3 of Appendix L). K12 shall cooperate with such monitoring and oversight. The Board will monitor K12, including the administrative, instructional and support staff, based on the effective delivery of services and performance clearly laid out in the services agreement. 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. (see Appendix U for a draft EMO Evaluation Tool). 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 7.3 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 Board 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 for events of termination. The Board may terminate 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.

5. 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. The agreement was previously negotiated and entered into in 2012 and was further negotiated and improved in the new agreement included in the application (see Appendix L). Numerous board meetings were held, with all members participating, to fully evaluate and discuss the terms of the original and updated agreements. 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. Specific board negotiated changes in the updated agreement include the incorporation of a board-employed Executive Director, change of home county location, provision that the Auditor will be retained solely by the Board, and a revised fee schedule.

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Steven Moody	Member	BURKE	Asst. Principal, Foothills Correction al Institute	NC School Administrator License	N
William Pilking ton	Member	CABARRUS	CEO, Cabarrus Public Health Alliance	n/a	N
Marjori e Benbow	Board Secret ary	CABARRUS	Of Counsel to Moretz & Skufca	Lic. to practice law in NC, US Patent & Trademark	N
Sara W. Struhs	Member	MECKLENBUR G	Dir of Prof. Dev., Fdn for Excellence in Education	n/a	N
Travis	Member	WAKE	President,	n/a	N

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Mitchell			Communities in Schools of Wake County		
Chris Withrow	Board Chair	WAYNE	Chief Technology Officer, Warren County Schools	Cert. Education CIO/CTO from UNC	N

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 NCVA Boards 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 and by direction, its Executive Director 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 NC law and NCVA.

The Board will employ an Executive Director (ED) who will be responsible for ensuring that the Board policies and procedures are implemented. This position will also serve as the Board liaison between NCDPI, the Board, and school administration. The ED will ensure that the Board receives monthly financial and academic reports and will work with the Board on any human resource related issues with other Board employees.

The Principal will be an employee of K12 (pursuant to NC Attorney General Opinion dated 2/12/98). The NCVA Board will be consulted throughout the interview, hiring, and evaluation of the Principal.

The process to advertise for, select and employ the ED and Principal will begin after the SBE approves the charter and the charter contract has been signed. Kl2 will assist the School by helping recruit school employees including the ED. Recruitment methods may include 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 NC.

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In the event the Board or ED has a concern or is not satisfied with the Principals job performance, the ED shall discuss the matter first with the K12 Regional Deputy V.P. or its equivalent. In the event that any concerns are not addressed within thirty days, the ED may escalate the matter to K12's Regional Senior V.P. for School Services, who will consult directly with the ED within seven days of any such escalation and both shall make a good faith effort to resolve any outstanding issues. If the issues are not resolved, the Parties agree to proceed to the dispute resolution procedures as detailed in Section 21 of the services agreement. However, if any K12 employee assigned to the School violates Applicable Law in a way that threatens the immediate health or well-being of a student, that employee shall be promptly removed from responsibilities related to the School at the request of the Board.

The responsibilities and performance of K12's staff will be consistent with Applicable North Carolina and Federal Law. Such administrative personnel may be assigned to the School 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. K12 staff assigned to the School shall also, for purposes of School operations, report to the Boards ED as established by agreed upon School Policies. As reasonably required, K12 shall consult with the Schools ED prior to the evaluation of K12 employees assigned exclusively to the School.

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 five years and may be reelected for a five 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 overseeing the hiring and evaluation of the Executive Director and teachers, the setting of general institutional

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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 Executive Director and Principal.

The Executive Director will be evaluated by the Board. The Principal and other administrative staff will be evaluated by K12's Regional Senior Vice President of School Services with input from the Board. All Board members and K12's Senior Regional Vice President of School Services will use a rubric, based on the process, on which to rate the school leaders and administrative staff. At the beginning of each school year, targets will be established for the school leaders and administrative staff using the Deliberate Practice metric. The school leaders and administrative staff 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 K12's Regional Vice Senior President of School Services 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 in 2012 (see Articles of Incorporation, Appendix I and, meeting minutes in Appendix K) 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. As an established charter school leader, Steven Moody is a proponent of charter school innovation including virtual charter schools and was led to NC Learns by that interest. These three Board members then proceeded to identify other potential 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 five years beginning on July 1. Following the first term of service, Directors may be re-elected to serve a second five year term. New members will be

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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 Schools 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 the strategic board calendar detailing how often the board will meet according to the bylaws established.*

According to Article IV, Section 3 of the Bylaws, meetings will be held quarterly, on the 15th day of every third month or as otherwise directed by the Board of Directors. Additionally, the Board may call special meetings. The Board anticipates meeting each month during the 10 month school year in order to provide proper oversight of the School.

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. Please see Appendix J for draft Board Policies.

ORIENTATION
The primary purpose for this orientation is to provide new members with an

overview of NC Learns and the governance of NCVA, including the mission, history, and work. New Board members will be explained their roles and responsibilities, will be provided an overview of the organizations current strategic plan and initiatives, charter agreement, will receive a report on the finances and fundraising activities, and be provided an overview of the Board and the Schools structure. The orientation meeting will be led by the Board chair (or designee); attended by the Executive Director and other key staff; and will be open to any and all Board members.

In addition, the Board may provide a mentoring program in which the new board member is paired with an experienced board member to mentor them for several months. This will provide informal opportunities for the new member to learn about the organization and ask questions they may not feel comfortable asking in the Board meetings.

ONGOING BOARD DEVELOPMENT
NCVA will contract with or provide a trainer, such as BoardOnTrack (formerly High Bar) that delivers governance training 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. When available, all Board members will be encouraged to attend the NCDPIs Charter Leadership Institute. The timetable will be set and conducted annually to coincide with the quarterly meeting schedule as defined in the Bylaws and set by the board.

In accordance with the requirements of this charter application, the following items have been reviewed:
* All governance documents and liabilities associated with being on the Board of a nonprofit corporation.
* All of the items required for the annual audit and 990 preparations.
* All of the items required via the management contract and operations.
* Understanding that they will not contract with a financial management company.
* Understanding that the service provider of PowerSchool has reviewed all of the financial processed services to be provided.

Appendix V represents notarized documents signed by each board member indicating their acceptance and understanding of the above noted reviews.

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,

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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 9.3 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 4.4 also guaranteesanindependent 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,

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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 13 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 Board 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 3.4 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 School ("School Policies"). K12 will implement procedures consistent with such policies, but the Board retains ultimate responsibility for adopting policies and for overseeing K12's implementation of the Schools Policies." This proposed operation of the school is 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. Discuss the school's grievance process for parents and staff members.
NCVA's Student Handbook and the NCVA Employee Handbook 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 (Appendices D and O).

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

Formal grievances and complaints should be addressed in writing to the Principal who will respond within five working days. If the concern or grievance is not resolved by the Principal, a meeting may be requested in writing to the Principal and the Principal will respond within five working days. If the familys concern is not resolved at the meeting with the Principal, the family may file a complaint with the NCVA Governing Board.

STAFF GRIEVANCE PROCESS
NCVA maintains an open-door policy: Employees may approach administrative staff as-needed to discuss a grievance. Usually, employees should first

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speak to their direct supervisor.

To ensure effective working relations, it is important that a grievance be resolved before serious problems develop. Should a situation persist that is detrimental to effective employment, employees should follow the procedure below:

1. Discuss the problem with an immediate supervisor as a first step. If a discussion with a supervisor is not appropriate, employees may proceed directly to Step Two.

2. If the problem is not resolved after discussion with a supervisor, Board employees are encouraged to request a meeting with the Executive Director and EMO employees with the Principal. The Executive Director or Principal 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 from the NC Department of the Secretary of State. (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 Ddrive
Herndon VA 22171
Website: www.k12.com
Phone Number: 904-477-6938
Contact Person: Joe Chisholm
Fax: 000-000-0000
Email: jchisholm@k12.com

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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 an executed copy of the 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 Boards determination that K12 is uniquely situated with 13 years of experience providing not only the K12 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 services agreement will be in the best educational and financial interest of the charter school.

During the 2013-2014 school year, K12 provided similar educational products and services to 125,000 K-12 students in online public schools in two-thirds of the states and the District of Columbia including statewide virtual charter schools and charter school programs, and statewide virtual schools. That equates to more than one million online semester courses.

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, K12 has invested more than $400 million to develop curriculum and 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 is accredited through AdvancED.

In these 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 states multiple forms of compliance. At the federal level, these schools have also met state NCLB AMOs and Title I, IDEA, and all other aspects of accountability required of 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 EMO services as part of their interest in making virtual learning available to NC students. These providers include K12 and Connections Academy (currently partnered with another 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 13 years in two-thirds of the states and the District of Columbia. K12 is also aligned to the NC SCS. These traits give us the confidence that, as a partner, K12 will be able to provide quality and scale for a virtual charter school in NC.

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K12 is also the strongest provider in blended learning, which is of importance to this Board. The blended charter model is being used to address groups of students who have struggled in other settings. Youth Connections Charter School (YCCS) Virtual High school in Chicago is a partnership of the citys school system, YCCS, and K12 that targets dropouts. In 2012-2013, the Schools graduation rate was 86%, with an attendance rate of 74% and a 71% growth in attendance based on students previous years attendance at their prior school compared to the current years attendance at YCCS.

Due to the unique nature of virtual charter schools, our selection was confined to a limited marketplace of virtual EMO 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, 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?*

Student Performance
Across 67 K12 managed public schools in 2013-2014, student performance varied with demographics, state content standards, and rigor in state accountability tests. Measured by a fall Scantron norm-referenced test, approximately 40% of new students enrolling in these schools were one year or more behind in reading and 50% behind in Math. Approximately 63% of students were economically disadvantaged. Aggregate performance on accountability tests taken by 30,000 gr. 3-8 students across all K12 managed public schools showed 70% were proficient in reading in 2013-2014 up from 69% in 2012-2013. 52% were proficient in Math in 2013-2014 up from 47% the prior year. High school students also performed better in English/Reading than in Math. Typically, 13% to 20% of all students in K12 managed schools are more proficient if they remain enrolled more than two years compared to first year students.

Governance Performance
K12 has a successful track record of building positive relationships with charter school boards in more than 25 states. These relationships typically include an agreement to provide curriculum and school management services. Nearly 35 agreements have been successfully executed in the last two years, including more than 25 renewal agreements.

K12 has experience working with charter school governing boards to develop and implement school policies. Boards hold K12 accountable using regular metrics reports and operational dashboards customized to the boards desire for measurable outputs and frequency of measurements. K12 also works collaboratively with charter school boards to establish annual goals for the school, K12, and the schools management team (where appropriate). K12 provides boards with its own and other experts from nationally-recognized organizations for varied input.

K12 also works with the board to ensure compliance with training and reporting requirements. K12 has experience drafting policies related to virtual school operation e.g., cyber bullying, computer reclamation and teacher evaluation.

Financial Data
For over a decade, K12 has provided business partner and school financial management services to virtual charter schools. K12 services include preparing proposed annual budgets, implementation of internal control frameworks, development of policies and procedures, financial planning and analysis, accounting, human resources, payroll, federal entitlement program oversight, and state and local financial compliance.

K12 offers a flexible fee structure for products and services that is designed to protect schools from operating losses and ensures that a school closes each year at breakeven or with a surplus.

High and Low Performing Schools
Georgia Cyber Academy (GCA) (K-12), managed by K12, has consistently performed at the level of the state in all grades and subjects tested since its founding in 2007. In 2013-2014, GCA was also recognized as a "High Achieving, High Growth school" in the first roll-out of the growth model by the Georgia Department of Education.

Tennessee Virtual Academy (TNVA) (K-8) is the most challenged of schools managed by K12. Opening in 2011-2012, TNVA enrolled 3,000 K-8 students the first year. 39% of gr. 3-8 students were proficient in reading. In 2012-2013 with growth in enrollment, reading proficiency dropped to 38%. With careful management of enrollment growth and use of best instructional practices, reading proficiency increased to 41% in 2013-2014. Math proficiency increased from 18% to 25% in the same time frame. TNVA remains a low performing school at-risk of being closed, however the growth in overall performance impresses. The overall Growth Index has moved from -46.83 in 2011-2012 to -10.52 in 2013-2014. K12 expects that given the states three year composite growth model used for school accountability, when the 2011-2012 growth index is not in the calculation in 2014-2015, TNVA will no longer be at-risk of closure.

   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 will directly employ an Executive Director who will be responsible for the overall day-to-day oversight of K12's implementation of the School program and initiatives focused on achieving the educational goals as directed by the Board. The Board will also employ the Schools general and special education teachers, the School counselors and the advisors. The Boards 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 Board-approved 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 Boards policies.

As the party who contracts with K12, the governing board shall be responsible for monitoring K12s performance under, and in compliance with, the services agreement in accordance with applicable law. The Board will also be responsible for overseeing the Schools quality, operational and financial performance. To monitor the financial performance of the School the governing board will directly retain the services of an independent auditor to audit the Schools financial statements. K12, by entering into the services agreement, agrees to reasonably cooperate with the Schools 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 Principal and the Principal will make hiring recommendations to the Board and the Executive Director. Teachers will be hired by the School as Board employees. The Principal will be an employee of K12 and the NCVA Board of Directors will be consulted throughout the interview, hiring, and evaluation of the Principal. 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 Exh. A-Curriculum and Services. Likewise Sect. 3 describes the Boards responsibilities as agreed by both parties in the services agreement. The Board, together with its Executive Director, shall be responsible for monitoring and supervising K12s performance under, and in compliance with, the terms of the Services Agreement in accordance with Applicable Law (see Sect. 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 (see Appendix U for a draft EMO evaluation tool). To monitor the financial performance of the school the 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 7.3 of the Services Agreement.

Section 11 of the services agreement provides for events of termination. The Board may terminate the Agreement at any time with 90 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 45 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 EMO.

7. *Is the facility provided by the EMO/CMO?* N
   - If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of directors to purchase the facility if a buyout formula or process exists.
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.

9. *Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provides confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.*

Virtual Historical Context
Failure to provide this information will result in disqualification.

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.*

K12 Inc. remains the leader in virtual charter school management. Its academic track record represents the reality of its student demographics: large numbers of families are enrolling their students in K12 managed schools because they are seeking an alternative (often the last option they have) to traditional public school education which has, for whatever reason, not met the needs of their students. K12 is using data to refine and improve its instructional offering, its teacher support (selection and training), and to inform school leaders of what is working across its network of managed charter schools. The biggest challenge is in mathematics across all grades. In 2014-2015 that is a primary focus of this EMO. At the same time, K12 is implementing a teacher effectiveness program to ensure that every student has an effective teacher in every content area. And, it is studying the balance between the flexibility that asynchronous instruction/learning allows versus the synchronous instruction that struggling students may need. This research will be available to NCVA on an ongoing basis.

K12s financial management services strategically help schools achieve their goals and objectives. K12 is an active business partner, and has a solid track record of adding value by:
o Preparing and submitting sound, accurate, flexible budgets and district/state financial reports on a timely basis.
o Supporting school start-up and enabling transition to high growth.
o Providing revenue assurance and additional resources to ensure optimal revenue capture (e.g. monitoring and identifying discrepancies between state and school enrollment and funding systems, to ensure optimal funding).
o Assisting schools in applying for and receiving millions of dollars of federal entitlement programs to supplement state and local funding.
o Implementing cost control via internal control frameworks, and developing

policies and procedures to ensure that maximum resources are dedicated to students and their performance as well as teachers and their professional development.
o Assisting in compliance, including financial audits, Form 990 and local/state submissions, with minimal findings.
   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 signed management agreement with all fees clearly provided should be attached as Appendix L.*

K12 Virtual Schools LLC, is a wholly owned subsidiary of K12 Inc. ("K12") 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 thirteen years of experience as a full time virtual education services provider. During the 2013-2014 school year, K12 provided similar educational products and services to 125,000 K-12 students in online public schools in two-thirds of the states and the District of Columbia including statewide virtual charter schools and charter school programs, and statewide virtual schools. That 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 is the countrys leading and largest provider of curriculum and school administrative services for independent charter schools. 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 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 access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception, they have invested more than $400 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 online and blended schools and other education applications. In 2013, AdvancEd, a nonprofit nationwide accreditation agency for schools and school systems, renewed its five year quality assurance accreditation of K12. AdvancED is the worlds largest

education community, including such members as NCA, SACS, and CITA. K12 is the largest nationalK-12 online school provider to be recognized by AdvancED.

In September 2001, after 18 months of research and development of their curriculum, K12, 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.

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

> 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.*

Georgia Cyber Academy(GCA)
GCA is a large charter school (15,000 students) that has grown strategically and carefully since it was founded in 2007 while maintaining academic success. In 2013-2014 47% of GCA students were economically disadvantaged. 11% were eligible for special education services. Average student/teacher ratios are 60:1 (K-8) and 220:1 (high school). GCA uses tiered ratios for some homerooms to enable successful onboarding and ongoing student support. In 2013-2014, GCA outperformed Atlanta Public Schools(APS) in gr. 3-8 Reading and Math, except for gr. 5, where they were equal. Compared to the State, GCA was, on average, within 1.6 points at or above the proficiency cut score in Reading, within 3.7 points in ELA, and within 12 points in Math. Compared with comparable charter schools in Georgia, GCA performs within .2 to 2 points on average. 91% of GCA students were proficient in 9th grade English, 58% in Biology, and 50% in Geometry in 2013-2014. In 2013-2014, 76.2 % of GCA students completed the year and 85% of those students re-registered. GCAs SY14 staff turnover rate was 13%.

As an independent charter school, the GCA Board has oversight over financial management and school operations. It has successfully partnered with K12 to dedicate appropriate resources to areas of high financial need: teaching staff compensation, special education services, and administrative support. The financial flexibility and protection against operating losses provided by K12 has enabled GCA to explore innovative approaches and to accomplish many academic and operational achievements, while still economically sustainable.

Texas Virtual Academy (TXVA) is a large state charter school managed by K12 (6,800 gr. 3-12 students in 2013-2014). Like GCA, TXVA has grown strategically and carefully since it was founded in 2007. 41% of TXVA students are economically disadvantaged. 8.5% are eligible for special education services. Average student/teacher ratios are 40:1 (3-8), 220:1

(9-12) with no section exceeding 40 students. Comparing overall Reading proficiency, in 2011-2012, TXVA students scored below the state in grades 3-5 by 5 to 8%, and above in grades 6-8 by 2 to 6%. Compared to Dallas Independent School District (ISD), TXVA students scored above ISD in all grades by 2 to 17% in 2011-2012. In 2012-2013, TXVA students scored below the state in grades 3, 4, 5, and 8 by 3 to 11%, and above the state in grades 6 and 7 by 2%. TXVA students scored below ISD in grade 4 by 1% but above in all other grades by 3 to 15% in 2012-2013.

In 2013-2014, TXVA grades 3-8 were 77% proficient in Reading and 58% proficient in Math. In high school, 69% of students were proficient in 9th grade English, 64% proficient in Algebra I, and 88% proficient in Biology in 2013-2014. TXVA students taking the ACT outperformed the state: 46% met the four ACT Benchmarks compared to 26% in the state. In 2013-2014, 57% of TXVA students completed the year and 61% ofthose students re-registered. TXVAs SY14 staff turnover rate was 19.5%.

ResponsiveEd (Responsive Education Solutions/RES) operates tuition-free, public charter schools in Texas and partners with K12 to offer online learning. Unlike traditional brick and mortar schools in Texas and other states, where schools are funded based on school attendance, Texas online schools are funded based on performance.

Funding for elementary grades is based on successful grade promotion and high school funding is based on proration of classes passed per semester. Since funding is dependent on performance determined after completion of the academic year, flexibility of the K12 fee structure has accommodated the working capital necessary to cover operational expenses throughout the year until TXVA receives its final funding from the state. Without this flexibility, there could be fewer virtual education options for Texas 3-12 students.

  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.*

K12 has conducted a site analysis of both Georgia Cyber Academy (GCA) and Michigan Virtual Charter Academy (MVCA) as part of a larger school improvement initiative. As K12 works to improve the learning experiences for students, engagement of families, and academic outcomes for its schools, it has identified six areas where GCA has excelled and MVCA has struggled. In each of these areas, GCA has led the way among K12 managed virtual charter schools. Each area has a direct effect on student engagement which affects learning which affects state test scores.

Leadership: GCA leadership resides with the head of school (HOS)(similar to the NCVA Principal) who holds an MBA/M.Ed from Stanford University and has led the school since its founding. He is committed to slow, sustained, managed growth while consistently mining data to understand the needs of the Schools students and families. In contrast, MVCA has had several HOS in its short history. In 2013-14, an interim K12 effective school leader made dramatic changes in the school including focusing all initiatives on student learning, holding teachers accountable and ensuring support for families. The leadership taking MVCA into the 2014-2015 school year is well respected by the board, the authorizing agency, and the staff of the school.

Culture: GCA culture is open, inclusive, equitable and supportive across employees, students and families. GCA is committed to meeting the full needs of students and their families. The staff and faculty of GCA understand that their economically disadvantaged families bring a range of non-academic challenges and needs. The programming at GCA includes social and health services for families, early alerts for students at-risk of dropping out followed up with effective personalized strategies for intervention. The culture at MVCA had been one with excuses rather than solutions. This was changed with the new leadership brought on for the 2014-2015 school year.

Relevance: GCA understands that learning must be both relevant and rigorous. Parents and other family members must understand the value of doing the hard work of learning. GCA engages the families in face-to-face outings around the state to build a sense of community. The Homeroom non-core curriculum (career awareness, music, etc.) builds social networks for students helping to keep them engaged. The Family Academic Support Team (FAST) ensures that families who are struggling with health, housing or food needs have these needs met. Without these basics, students cant focus on learning. MVCA embraced an effective school improvement plan focusing on student academic improvement in the 2013-2014 summer. The plan was developed collaboratively across K12 staff and MVCA staff.

College and Career Access: GCA has internships for high school students. It encourages mentoring and dual credit enrollment for early college access, community service to connect students to their communities. WhileMVCA does not have high school students, it is consistent with the school vision and the board that the academic work that students do at MCVA is explicitly connected to relevance for their lives.

School Loyalty and Retention: School loyalty is evident at GCA. Almost 30% of the 2014 graduating class had been enrolled at GCA since middle school. Word-of-mouth has been one of the strongest marketing tools. MCVA understands the importance of school loyalty and the resulting retention. In conversations with the MVCA Board, HOS and leadership team, they have a common focus and voice and are working diligently to build the culture of success for MVCA.

Teacher Effectiveness: GCA teachers are expected to be effective. They are expected to do whatever it takes to ensure that students are learning the important content in each subject. Students come first at GCA. This type of leadership and individualized learning is what the Board believes K12 will bring to ensure MCVA's success.

Projected Staff:

Outline below, 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.

The below listing of administrative and instructional staff is based on meeting the enrollment targets listed within the budget/application.

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Staffing could be adjusted based on decrease or increase in enrollment targets overall or by grade level. If more high school students are enrolled, thus less k-8 students are enrolled, and then instructional staffing will be adjusted to meet the 50:1 k-8 and 150:1 HS student teacher ratios.

Administrative Staff (Board Staff)
* Executive Director hired prior to the start of the school year

Administrative Staff (K12 Staff)
* Principal hired prior to the start of the school year
* Elementary Academic Administrator Year 1 hire
* Middle School/High School Academic Administrator - Year 1 hire
* High School Academic Administrator Year 2 hire
* Operations/Finance Manager Year 1 hire
* Family Academic Support (FAST) Team Year 1 hire
* ESOL/ELL Specialist Year 1 hire
* Registrars (2) Year 1 and Year 3
* Special Programs/Education Manager Year 1 hire
* State Testing Coordinator Year 1 hire
* Office Manager Year 1 hire

INSTRUCTIONAL STAFF (Board Staff)

Instructional Staff Year One
27 - K-8 Teachers
6 - 9-12 Teachers
1 - Advisor
1 - Counselor
7 - Special Education Teachers (6 K-8, 1 HS)

Instructional Staff Year Two
30 - K-8 Teachers
12 - 9-12 Teachers
2 - Advisors
1 - Counselor
8 - Special Education Teachers (6.5 K-8, 1.5 HS)

Instructional Staff Year Three
34 - K-8 Teachers
19 - 9-12 Teachers
2 - Advisors
2 - Counselors
9 - Special Education Teachers (7 K-8, 2 HS)

Instructional Staff Year Four
39 - K-8 Teachers
25 - 9-12 Teachers
3 - Advisors
3 - Counselors
11 - Special Education Teachers (7.5 K-8, 3.5 HS)

Staffing Plans, Hiring, and Management
Include the following information for the proposed charter school:

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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 State Board of Education 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 interviews. 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, will hold a North Carolina professional educators license for the subject or grade level they teach or for the professional education assignment that they hold, 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 general education and special education teachers at the elementary, middle, and high school levels. The Board will employ, as needed, ESOL endorsed or licensed teachers (K-12 coverage) for ELL 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 O, a draft of the employment policies to be implemented by the proposed charter school.*

The Governing Board will employee an Executive Director who will be the liaison between the School administrative staff and the Board, as well as the liaison between the North Carolina Department of Public Instruction and the Governing Board/ Schools administrative staff. The Executive Director will work closely with the School administrative staff and teachers to implement the Board policies and procedures, state requirements, and NCDPI regulations. The Governing Board will establish a process for the development of policies which may be suggested by School staff, parents or other stakeholders.

The Executive Director, and principal, working with the School administrative staff, will provide monthly, quarterly, and annual reports for the Board as a whole and for Board committees. The Executive Director and other school administrative staff will work with the Boards established committees to develop policies, procedures, budgets, etc. that are essential

for the operation of the School.

The Board will review monthly finance reports, monthly academic reports, evaluation of the data on student withdrawals and year over year retention rate, and, most importantly, student academic achievement. The Executive Director, and principal, along with school administrative staff will be required to provide this information at each Board meeting. The Governing Board, Executive Director and school administration, will work hand in hand in order for the School to be successful. Establishing a strong line of communication and partnership between the Board and the School will be vital to the success NCVA is able to provide for students.

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

NCVA personnel policies, including those addressing hiring and dismissal of NCVA employees, have been drafted and are included as Appendix O. After charter approval and prior to hiring employees, the Board will review the draft policies and take action to adopt them.

Unless otherwise mutually agreed in writing, and unless there is a change in Applicable Law, the Schools Executive Director, teachers, counselors, and advisors will be employed by the Board. The Board will develop annual contracts with its employees. Kl2 will assist the Board by helping recruit school employees, recommend supervisory direction, provide training, and disciplinary actions for teachers, school counselors, and advisors. Teachers and counselors shall hold valid NC state licenses applicable to their positions.

Criminal background checks and unprofessional conduct checks, as required, will be completed before an offer of employment will be extended. A background check may also be completed during reassignment or promotion of an employee. The EMO, K12, will ensure that the School fulfills its responsibilities to conduct required criminal background checks and maintain evidence that it has performed such actions.

NCVA will have a teacher evaluation system in place which ensures formative evaluations are conducted at least twice a year by administrative personnel (see the teacher evaluation plan outlined in the staff evaluation section). 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.

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

The Board believes in fairly compensating employees and will work to establish a compensation plan each year that fits within the Schools budget.

The Board will employ teachers at a starting teacher salary range between $37,000, and $43,000. Higher entry level pay will be based on key elements such as experience within the virtual learning environment, effectiveness in

improving student achievement, and other prior experience outside of the virtual learning environment. The Board does not believe in rewarding staff based on length of service, therefore, educators earn increases in salary based on individual performance evaluation rating and, in part, on improvements in student achievement for the School as a whole. Board staff will be paid semi-monthly based on the salary outlined in the annual contract. Benefits for instruction staff are provided in the Employee Handbook, Appendix O.

School administrative positions salaries will range by position and experience, therefore the following information are general targets: non-instructional personnel to include Executive Director (board employed), Principal, Academic Administrators, Special Program/Education Manager, Operations/Finance Manager will range from $60,000 to $90,000. Other administrative positions such as registrar and office administrator positions will range from $30,000 to $35,000.

NCVA will implement a performance salary that provides annual salary adjustments for instructional personnel and school administrators based upon performance evaluations ratings. A plan that is strongly tied to student achievement will be utilized to reward high performing staff members. NCVA will not provide an annual salary adjustment for an employee who earns a rating other than "commendable" or "Distinguished" for the year.

   5. *Provide the procedures for employee grievance and/or termination.*
NCVA maintains an open-door policy. Employees may approach administrative staff to discuss a grievance. Should a situation persist that is detrimental to effective employment, employees should follow the procedure below:

1. Discuss the problem with a supervisor as a first step. If a discussion with a supervisor is not appropriate, employees may proceed directly to Step 2.

2. If the problem is not resolved after discussion with a supervisor, employees should request a meeting with the Executive Director (ED) and EMO employees with the Principal. The ED or Principal will consider the facts and may conduct an investigation.

Certain violations or misconduct will not be tolerated and may lead to corrective action up to and including termination. Normally, when corrective action is required, it will be administered with the intent of helping employees resolve the problem. Examples of misconduct or violations of NCVAs policies are included in the draft Employee Handbook (Appendix O). Also see Section 7.3 of the services agreement regarding addressing issues of performance of EMO staff.

Prior to taking action regarding termination, the employees supervisor must consult with the ED (Board employees) or Principal (EMO employees) to assess the circumstances and appropriateness of termination. All termination decisions will be made in a manner consistent with applicable federal, state and local laws after approval of the ED and Board(Board employees), or a HR Manager or the K12 Senior V.P. of Human Resources (EMO employees) as appropriate.

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, ED, and Principal collaborate annually to determine which contracts will be renewed based on evaluations. If any termination were to take place mid-contract, they would be approved by the Board.

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

One of the benefits of working with an EMO is their ability to bring to bear national resources. Members of the southern region School Services team will work with the local staff in the development and implementation of the School. Regional staff will provide training, professional development, operational support; parent training, human resources support, special education expertise and financial services. The positions on the regional team that will provide assistance to the local staff will be: Senior Vice President of School Services, Deputy Regional Vice President of School Services, Regional Operational Manager, Special Programs Manager, Human Resources Generalist, and Regional Instructional Specialist. These services are part of the management agreement that NC Learns has with K12 and will be funded through the management services part of the agreement (Please see Appendix L).

7. *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 staffing plan, as outlined in the operations budget, 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 mid-summer. 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.

8. *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).*

The Board will be responsible for hiring and employing the NCVA Executive Director(ED), the NCVA general education and special education teachers, the NCVA school counselor(s), and the NCVA advisor(s). The Board will comply with applicable state residency requirements for staff during and after the pilot program.

EXECUTIVE DIRECTOR
The ED will be responsible for ensuring that the Board policies and procedures are implemented. This position will also be the Board liaison between NCDPI, the Board, and school administration. The ED will also ensure that the Board receives monthly financial and academic reports and will work with the Board on any human resource related issues with other Board employees.

 Qualifications:

* Bachelors degree (M.A. preferred) in Business, Education, or related field
* 3-5 years experience in education or business
* Experience with local, state, and federal laws and reporting

TEACHERS (General Education and Special Education)
NCVA teachers will be responsible for instructing students in the virtual environment to ensure that all students make academic growth and progress as measured by the NC Standard Course of Study. All NCVA teachers will be NC licensed, highly qualified, and, those teaching core courses, will have the appropriate subject licensure. Below are summary job responsibilities for general education and special education teachers.

General Education Teacher Responsibilities:
* Adheres to NC standards and curriculum
* Sustains an orderly, respectful learning environment
* Maintains records, grades, student work and parent contacts
* Utilizes student performance data to measure student performance and effectiveness of instruction
* Proactive in assessing and addressing students individual needs including academic progress, performance, and attendance
* Provides students and parents with regular feedback
* Supports students with special needs, including participation on IEP teams as needed
* Prepares students for standardized tests and proctor site-based exams
* Participates in staff meetings and professional development sessions

Special Education Teachers Responsibilities:
* Provides academic support to the student as defined by the IEP
* Collects data and work samples to support documentation of IEP goals
* Makes modifications and accommodations to lessons, assessments, and supplemental programs as specified by the IEP
* Organizes and prepares for the student's annual IEP meeting, adheres to timelines and notification requirements
* Ensures the student's IEP is focused on attainment of grade appropriate academic standards as defined by the state
* Ensures that all reevaluations are completed within specific timelines
* Attends all required professional development
* Collaborates with general education teachers to ensure inclusion to the highest extent possible as determined by the IEP team and success of student in the general education classroom
* Ensures that assigned students participate in state achievement testing and receive monitored accommodations as defined by the IEP
* Serves as proctors for site-based proctored exams

Teacher Qualifications:
* 3+ years teaching experience
* Appropriate NC state licensure for teaching assignment
* Meets states NCLB Highly Qualified Teacher requirements
* Knowledge of standards of North Carolina Standard Course of Study

SCHOOL COUNSELOR
The school counselor will promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program. The counselor will provide services

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through guidance curriculum, individual planning, responsive services and support services.

Counselor Qualifications:
* 3+ years working in schools, counseling experience preferred
* School Counseling degree, Masters degree preferred
* NC school counselor credential

HIGH SCHOOL ADVISOR
The advisor will be responsible for onboarding new students, running orientation sessions, and serving as a single point of contact for assigned students for non-instructional questions and concerns. The advisor will work with assigned students to monitor attendance, course progress, and communicate important school information. Additionally, the advisor assists in the creation and delivery of the students ILPs, course selection and placement, and coordinates team conferences when a student academic or social/emotional need arises.

Advisor Qualifications:
* Bachelors degree
* Three (3) years of experience in education
* Equivalent combination of education and experience

K12 will hire the following positions as required. K12 will comply with applicable state residency requirements for staff during and after the pilot program.

PRINCIPAL
The Principal will be responsible for the operation and management of the School. The Principal will manage the staff at the School which includes administrative staff and teachers. Additionally, the Principal will help manage the relationship between the School, K12 and the appropriate school and nonprofit boards.

Principal Qualifications:
* Masters degree in Education Leadership or related field
* Administrative license required
* 3+ years school leadership experience
* Experience with local, state, and federal laws and reporting

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 Programs and Operations/Finance Manager to ensure that the School is meeting the needs of students while complying with local, state, and federal laws regarding special education.

Qualifications
* Masters degree in Business or Education preferred
* Minimum of five years education experience
* School administration experience

SPECIAL PROGRAMS/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. Implements the use of adaptive technology and oversees all special education reporting. Designs the School-wide pre-referral process and oversees the development and maintenance of all IEPs. Manages the special education budget.

Qualifications
* Masters in Special Education, Highly Qualified, and holds a NC teaching license
* Special Education administrative experience
* Experience with local, state, and federal laws and reporting
* Prefer 8+ years of Special Education experience

OPERATIONS/FINANCE MANAGER

The Operations/Finance Manager primary role is to develop and manage relationships with education stakeholders; oversee and maintain student records and data; work with staff to ensure the School is in compliance with and meets all audit requirements; and supervise staff and assist with personnel support issues;.

Qualifications
* Bachelors degree (B.A.) and three years of relevant experience or equivalent combination of education and experience.

OTHER POSITIONS HIRED BY K12: (note: hiring of some positions will depend on student enrollment and demographics)
* Family Academic Support Team
* State Testing Coordinator
* Registrars
* Office Manager
* ESOL/ELL Specialist

Staff Evaluation and Professional Development

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

The Principal and Academic Administrators will verify proper teacher licensure and standing with NCDPI and will plan/organize Professional Development with the Special Programs Manager based on needs of instructional staff and student academic data.

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 many opportunities to engage in professional development starting within 30 days of being hired allowing them to excel as virtual teachers and pursue their educational interests. NCVA will also offer teachers opportunities to become Master or Lead teachers and to mentor other teachers.

Teachers new to NCVA benefit from ongoing support and year-long training

that will be provided through 1:1 instructional coaching at the School level, and assistance through group meetings and staff development built on the foundation established during the intake training. This program is a comprehensive, wraparound training and support program for new teachers that include a mentor, induction activities, and targeted training.

Professional growth of NCVA teachers will benefit the School, the staff, and most importantly, our students. In an effort to nurture professional growth, NCVAs teacher evaluation system will use the Charlotte Danielson model which has been adapted specifically for the virtual environment and is similarly aligned with the NCEES. NCVAs teacher evaluation process will define optimal performance and a system for measuring it on a periodic basis throughout the school year. The steps of the process are:

Step 1: During orientation and training, staff will be made aware of the evaluation process and what the evaluation will measure.

NCVA will conduct formative evaluations of teachers based on experience and proven effectiveness. At a minimum, veteran teachers will be evaluated twice a year and new teachers four times per year. Evaluation will be by licensed 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
To ensure consistency and fairness, all administrators and lead teachers having a role in teacher evaluations will participate in evaluators alignment training and will use a standardized rubric.

Step 3: Complete Observations
Classroom Observations: observation in a synchronous virtual environment is similar to that of a brick and mortar school. The evaluator will log into the teachers class and observe how the teacher instructs and communicates with students.

Conference calls: one family conference call per semester will be held on a 3-way conference line so the evaluator can observe the teachers interaction with family, if appropriate. Parental permission will be required.

Home visit: Evaluators may choose to observe the teachers routine and organizational space by observing the teacher for one hour in their home office.

Email: Email communication is a vital part of the virtual teachers role. Evaluators will review random samples of the correspondence sent to parents.

Outings (optional): Evaluators may choose to observe the teachers scheduled outings to observe interactions and planning.

Step 4: Complete Data Review Process
Available Data:

* Parent satisfaction surveys
* 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.

Teachers will have an opportunity for self-evaluation on a 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 will occur to discuss evaluation results. Teachers will be rated as Unsatisfactory, Basic, Commendable, or Distinguished in the above domains.

Both parties will sign/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.*

Professional development (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. Each teacher will have an Individual Development Plan that is a combination of required PD as deemed appropriate by their tenure and as identified in a teachers evaluation plan, and other optional offerings particular to their areas of interest. In compliance with SL 2014-100 8.35(c)(3), all NCVA teaching staff shall receive PD in virtual instruction within 30 days of the employees date of hire.

PD will begin with Intake Training for new teachers and continue with the Beginning Teacher Support Program. For experienced teachers PD and teacher responsibilities are communicated through weekly staff meetings, monthly PD sessions, and the Employee Handbook. In-house PD sessions will be school-focused and mission driven. Adaptive instruction teachers, including ELL, exceptional student education, and gifted teachers, are included in all aspects of NCVAs PD.

The flexibility of virtual teaching allows the Schools teachers to participate extensively in PD offered through K12. NCVA understands that teachers have personal interests that they may wish to pursue. Topics may include implementing specific instructional strategies, current curriculum-specific trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state and national standards to inform instruction, and using data to guide instruction.

School administrator training sessions are designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities of working with students and teachers of various grade levels. These sessions are designed and delivered by K12s Academic Services Division comprised of Master Educators who have vast and demonstrated experience and expertise in K12s network of managed schools.

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 within 30 days of hire.*

In compliance with SL 2014-100 8.35(c)(3), all NCVA teaching staff shall receive professional development in virtual instruction within 30 days of the employees date of hire. Intake Training for New Teachers has been designed by K12 to train new teachers on how to be effective and engaging in the unique virtual learning environment. K12s training achieves this through a multi-day, synchronous and asynchronous training program, Virtual National Teacher Training (VNTT) that takes place within the first 30 days of hire. This 50-60 hour, 4 week series of events immerses new teachers in the platform, tools, and activities they will use every day in their new role.

VNTT provides a training path for K-8 teachers and 9-12 teachers. Both paths share the same agenda, but each is designed for the appropriate grade levels taught by the teacher. The training path includes an Orientation plus 6 curriculums in a variety of asynchronous and synchronous formats.

Orientation to Training and VNTT: Provides a context for training, knowledge of the path for assistance, an awareness of best practices, and a plan for next steps.

1. K12 Online Tools: Designed to give new teachers an introduction to the proprietary tools used daily to support student learning.

2. Virtual Instruction: Provides an overview of K12 and introduces teachers to the application of FERPA and special education in the virtual setting. Attention is also given to how learning gains are measured for individual students and how to create a plan for success.

3. Relationships and Communication: Relationships and communication can make or break the experience for virtual students and their families.

4. Courses and Curriculum: A collection of courses and job aids to start learning about the K12 Curriculum.

5. Quality Online Teaching: Guides new teachers to an introduction of the iNACOL Standards for Quality Online Teaching.

6. Class Connect Basics: A series of four synchronous sessions to introduce the use of conferencing for direct instruction in the virtual classroom.

Teachers of Special Needs Populations: Adaptive instruction teachers, including ELL, exceptional student education, and gifted teachers, are included in all aspects of NCVAs PD. To develop effective learning plans (such as IEPs, EPs, and ELL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum. Special Education teachers take the same VNTT curriculums as other K-8 or High School teachers. They are also assigned one additional Curriculum: Resources for Special Education VNTT.

Ongoing Support and Year-Long Training for New Teachers will be provided through one-on-one instructional coaching at the School level, as well as extensive assistance through school-level group meetings and staff development built on the foundation established in VNTT. This program is a comprehensive, wraparound training and support program for new teachers that include an instructional coach, induction activities, and targeted training.

Broadly the program has 4 goals that include the following:
1. Deliver lessons clearly
2. Maintain high academic expectations
3. Maintain high behavioral expectations
4. Maximize instructional time

Enrollment and Marketing:

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

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

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

NCVA will use several means of recruitment for potential students and their families including families that are traditionally less informed about educational options. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies and 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 and outreach techniques - to match the charter school program and applicants educational and personal needs. Some events will be in-person, some online and "on demand" to suit individual schedules. All are intended for families to learn about the virtual charter school option and ensure they understand the responsibilities of the students, parents and school. Below is a list of some recruitment methods to be used.

* NCVA Board members and representatives will meet with community leaders throughout the state, making sure to include 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 and 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 Student Handbook will be available. Enrollment forms

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will be available online. The same format is followed during the online sessions.

* 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 communities.

* NCVA may participate in organized awareness activities such as flyers and sponsored events.

* NCVA and K12 may inform students and families about enrollment opportunities and other program information through a variety of media such as print, radio, TV, Internet, and advertising in public places.

* NCVA will use social media (e.g., Facebook) and search engine websites such as Google, Yahoo!, and Bing to inform a wide variety of potential families about the School.

* NCVA will establish a website as a 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.

Each fall, soon after school starts, NCVA and K12 will assess the efficacy of each of the outreach strategies (TV, radio, online search, etc.) to promote the School. This efficacy is measured by response metrics to each strategy as well as how well each of these strategies leads to interest by demographic groups that are similar to the student population in NC. 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 local administrative unit and states demographic make-up. The assessment of these strategies are also used to develop a long-term, multi-year marketing and recruitment plan which takes into account re-enrolling students and the amount of marketing investment needed to attract new and diverse students in order for the School to meet its enrollment projections.

Parent and Community Involvement

1. *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 will seek to involve parents in a variety of activities concerning the

School; however, the most fundamental role parents will play is to support their childs learning and to give feedback to allow NCVA to continuously evaluate its operation, governance, and instructional program.

Upon enrollment, coordinated with the Strong Start program, NCVA will conduct required parent orientation sessions. Each 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 be asked to support school wide initiatives, participate in school activities, and be committed to support the Schools goal for every student to reach his/her full academic potential.

Most parent meetings and involvement opportunities are optional; however, parent and teacher interactions are required for the academic and social success of their children. Common examples of parental involvement activities are:

Parent and Teacher Interactions. Throughout their childs education and as part of the learning process, parents will work closely with licensed teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions, or in person to discuss their childs progress. When scheduled, parents attend school outings, field trips, and other outside learning opportunities with their child.

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 the Schools governing board 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.

Parent Governing Board Participation. Parents will be encouraged to hold a direct leadership position and influence the management of the School by serving on the NCVA Board. Parents who are not members of the Board will be encouraged to attend Board meetings and to participate on ad-hoc committees addressing specific issues.

NCVA Evaluation. Parents will also help to continuously evaluate the operation and governance of the School. 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.

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

Parent Workshops
Parent workshops offer a selection of live online sessions. Topics include:

* Using K12s Curriculum Effectively
* Managing Your Time
* Using Microsoft/Open Office Tools
* School Effectively at Home series
* Avoiding Burnout
* Preparing for state testing
* Block Scheduling
* Reading Comprehension

Parent 2 Parent Hotline. K12 facilitates hotline hours where a new parent can ask a veteran parent questions or for suggestions about student motivation, using the curriculum, setting up their school space, time management, using the Online School or LMS.

Parent Roundtable Discussions. This once-a-month discussion covers topics of interest to Learning Coaches and is hosted by a K12 team member. Topics planned include "Single-Parenting and Virtual Education," and "The Working Parent," and more.

Parent Clubs. K12 hosts a variety of online clubs where parents can gather and meet from the convenience of their own home to discuss topics of interest outside of virtual schooling.
* ParenTeK12
* The Military Hub
* K12 Parents Novel Corner
* The K12 Parents Book Chat

   2. *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. 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 students 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.

It will be the responsibility of a students parent/learning coach to provide transportation to and from school-related instructional or non-instructional activities requiring the students attendance outside their home or place of regular study. The Principal 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.

NCVA will provide several ways for parents needing help transporting their children to school-related events (required and optional events) to reach

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out for help to other parents. The School will provide a parent directory so parents can connect with other families when needed. There will also be a School Facebook page. This social media has proven to be very effective in other virtual schools to set up carpooling as well as to establish study groups and arrange in-person informal social activities.

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

3. *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 childs education and as part of the learning process, parents will work closely with licensed teachers who will oversee the learning of each child. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions using a web conferencing platform, or in person to discuss their childs 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 have access to the contact information for the Board members.

The Parent Advisory Council is the parent-driven, official "voice" of the Schools parents with direct access to the administration and the governing board. Parents will be encouraged to be on the council and/or directly participate on council activities.

In the case of a formal grievance or complaint, NCVA will have a draft Grievance/Complaint policy in place if an issue cannot be resolved by working directly with a childs teacher. Here is a draft:

Step 1: This formal process begins with a written notice from the parent or guardian outlining the concern or grievance to the Principal. The Principal will respond within five working days.

Step 2: If the concern or grievance is not resolved by the Principal, the parent(s) or guardian(s) may, within five working days of the Principals response, request a meeting (via phone or in person) with the Principal to discuss the concern or grievance. The meeting request must be in writing. The Principal shall investigate and respond within five working days.

Step 3: If the familys concern is not resolved at the meeting with the Principal, 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.

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

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NCVAs ELL program will strive to prepare and equip bilingual, bicultural, and bi-literate students for academic success. During the enrollment process, and in accordance with NC law SL2002-284 7.15(b), all families will answer a series of questions. These questions, along with the Home Language Survey (HLS) meet both Federal and state policies which require all students identified as language minority students through the HLS process, upon initial enrollment, be assessed for limited English language proficiency. All positive responses will be routed to the ELL point of contact for further examination. These same questions will be verbally asked again of the parent by a school registrar and, after full enrollment, by the general education teacher. If a family needs or requests it, a bilingual placement counselor in the parents native language will be provided to assist them with responding to the questions. All parties asking these questions will be provided professional development on ESL indicators and their obligation to route positive responses to the appropriate ESL point of contact (ESOL contact/liaison).

Information from the answers to the questions and the HLS will be the starting point in developing an Individualized Learning Plan and a Student ELL Plan(as required) to include the appropriate curriculum and resources needed for the student. Providing students with a learning environment that offers appropriate curriculum and instruction to promote strong listening, speaking, reading and writing skills will ensure success.

Programs of instruction for ELLs shall include formal instruction in English language development; and instruction in academic subjects designed to provide ELLs with access to the regular curriculum. The ESL program provides total English immersion for students. ESL students will receive 1 to 3 Push-In/Pull-Out ESL classes daily with the use of research based ESL strategies and/or curriculum aligned with NCs Reading, Writing, Speaking and Listening Standards. ESL students also attend math, science, social studies and other general education classes required. ESL students are given the support needed to effectively adjust to American culture

The Board will employ appropriately certificated instructional staff with ELL licensure. If NCVA school population warrants, K12 will hire an ESOL/ELL specialist(s). If the School attracts a high population of non-native speakers who require ESL support and instruction, Professional Development focus will shift so resources can be directed to teachers working with ELL students

NCVA will provide school communications in native languages, to the extent possible, for parents who speak a language other than English.

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.*

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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.*
6. *Finite intent to enroll information -- how collected, when, and in what manner will this be tracked by school and reported to SBE.*

Upon final charter approval, NCVAs open enrollment is expected to run from February 1 through March 30, 2015. A lottery, blind to disabilities and academic achievement, would take place April 1, 2015 to determine seat offerings. Complete enrollment packets must be received no later than the deadline in order to participate in the lottery. If siblings apply for admission one surname will entered into the lottery for all of the siblings. If that surname is selected, all of the siblings shall be admitted if space is available.

a. NCVA may give enrollment priority as provided for in G.S. 115C-238.29F(g)(5a): Siblings of enrolled students who were admitted in a previous year.
b. Siblings of students who have completed the highest grade offered and who were enrolled in at least four grade levels offered by the school
c. Limited to no more than 15% of the school's enrollment:
1. Children of the school's full-time employees.
2. In year 1, children of the initial Board
d. A student who was enrolled within the 2 previous school years but left (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

After the lottery, NCVA will hold required enrollment conferences with parents and students who have seat offers. Conferences will be held throughout the State and if a family lives too far away from a planned session, arrangements will be made for a live virtual session instead.

The enrollment conference will review school policies such as testing and attendance, roles and responsibilities of students and learning coaches, and answer any questions. NCVA will also gather information about finite plans for enrollment, which will then be documented for future reporting to SBE.

Once families have attended the enrollment conference and demonstrate acceptance and understanding of NCVA enrollment, enrollment approval will be finalized and NCVA will request transfer of education records from the sending district, in accordance with NC law. Families who do not attend a live or virtual session within two months may lose their seat offering and may be subject to being placed back on the waiting list.

After the space allotted in each grade is filled in the order determined by the lottery and following the enrollment conference, the remaining applications in rank order will be placed on a waiting list. 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 NCVA, the seat offer will be given to the next person on the list at that grade level. If a student chooses to withdraw, the family informed that if the student does withdraw

but later chooses to re-enroll, he or she will be subject to being placed on the wait list if space is not available. Transfer students will be accepted at NCVA as space allows; if a wait list exists,transfer students will be placed on the wait list in the order they apply. Currently enrolled students will have the opportunity to re-register for the next school year during the re-registration window. Once that closes, open enrollment will begin if space allows, up to the School capacity.

Parents may withdraw their children at any time and must provide the name of the school to which they will transfer or the homeschool registration. Parents must contact their childs primary teacher and complete a withdrawal form. The Operations/Finance Manager will confirm the withdrawal date and the student will be released in PowerSchool so an unofficial transcript can be issued to the new school. In order to forward complete records to a new school, the new school must provide a records request to receive the complete file. NCVA will inform the students home school district of the withdrawal.

PROJECTED ENROLLMENT 2016-17 through 2018-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME	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.
LEA #1 Wake County Schools LEA #2 Charlotte-Mecklenburg Schools LEA #3 Guilford County Schools	

	2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 920	LEA 600	LEA 410	LEA 920	LEA 600	LEA 410	LEA 920	LEA 600	LEA 410	LEA 920	LEA 600	LEA 410
Kindergarten	41	39	20	41	39	20	49	47	24	62	59	30
Grade 01	41	39	20	49	47	24	53	51	26	62	59	30
Grade 02	41	39	20	49	47	24	62	59	30	62	59	30
Grade 03	62	59	30	61	59	30	62	59	30	74	70	36
Grade 04	62	59	30	74	70	36	82	77	40	92	88	45
Grade 05	62	59	30	74	70	36	82	77	40	102	97	50
Grade 06	82	78	40	82	78	40	92	88	45	103	98	50
Grade 07	82	78	40	92	88	45	102	97	50	122	116	60
Grade 08	82	78	40	92	88	45	102	97	50	122	116	60
Grade 09	40	38	20	62	58	30	76	72	37	82	78	40
Grade 10	20	19	10	41	39	20	62	59	30	76	72	37
Grade 11	0	0	0	21	19	10	41	39	20	62	59	30
Grade 12	0	0	0	0	0	0	21	20	10	42	40	20
	615	585	300	738	702	360	886	842	432	1063	1011	518
	1500			1800			2160			2592		

V. OPERATIONS

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 and from school-related instructional (such as for NCVA students to take state required tests or attend required orientation meetings) or non-instructional activities requiring the students attendance outside of their home or place of regular study. 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, at least one testing location will be

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maintained in each of the eight State Board of Education districts where NCVA students reside to minimize travel for students and parents.

The Principal 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.

NCVA will provide transportation assistance in other ways, as well. The School will provide a parent directory to parents so that they can connect with other families when needed. There will also be a school Facebook page. This social media has proven to be very effective in other virtual schools to set up carpooling as well as to establish study groups and arrange in-person informal social activities.

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?
NCVA will provide several ways for parents needing help transporting their children to school-related events (required and optional) to reach out for help to other parents. The School will provide a parent directory to parents so that they can connect with other families when needed. There will also be a school Facebook page. This social media has proven to be very effective in other virtual schools to set up carpooling as well as to establish study groups and arrange in-person informal social activities.

The Principal 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.

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		$17,877.00
Officers and Directors/Errors and Omissions	$1,000,000		$2,821.00
Property Insurance	$37,000		$1,850.00
Motor Vehicle Liability	$1,000,000		$100.00
Bonding Minimum/Maximum Amount	$250,000	$1,000,000	$5,000.00
Other	$1,000,000		$9,708.00
Total Cost	████████████		$37,356.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) 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.*

All students educational records are protected as required by the Family Educational Rights and Privacy Act (FERPA) and state law. As the teaching and learning process increasingly moves online, the importance of data security increases exponentially. Our selected EMO, K12, recognizes the sensitivity of student related data stored on or passing through the LMS, particularly as the platforms become part of a broader set of integrated instructional and administrative technologies. The K12 technology team partners with legal experts to ensure compliance with FERPA regulations and the Childrens Online Privacy Protection Act (COPPA). Additionally, all K12 staff are trained on FERPA to protect student privacy and records.

K12s Network Operations Center monitors and manages the database and network environments on a 24x7, 365 day a year basis to ensure optimal system performance and availability for its users. Should a catastrophic natural or man-made event impact system operations at K12s primary data center, operations can be quickly routed to their second data center in the Midwest. All K12 Learning System data is replicated to this data center in near-real time to minimize any data loss or systems outage should an event occur. To protect against data loss, and in addition to the data replication from the primary to contingency data center, daily data backups are completed each evening. Backup copies are also stored at a secure, offsite facility for optimal protection.

2. *Provide the virtual charter school's Acceptable Use Policy.*

Included as part of this application is a draft Student Handbook (Appendix D). 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.
* Students should only use their own user name and password, and should not share these with

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anyone.
* Students should not interfere with other users ability to access NCVAs online school
* Users should change password(s) frequently, at least once per semester or course.

Student Internet Safety: Students should not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves 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 the student. 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 Principal 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 Web Conferencing: 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 conference 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.*

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NCVA will be in compliance with applicable federal and state health and safety laws. However, some may not be applicable to the virtual setting. NCVA will comply with G.S. 115C-238.29F(A).

In order for a child to enroll in NCVA, the family must be in compliance with the Health and Safety laws of North Carolina including compliance with North Carolina state immunization requirements, G.S. 130-A-152(a); health assessment requirements that all students must have a health assessment within 12 months of entering kindergarten, G.S. 130A-440; and compliance with early childhood vision screening requirements, G.S. 130A-440.1.

By law, NCVA will provide to parents and students, as applicable, the following information:

* Information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. Information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

* Information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. Information will be provided at the beginning of the school year to parents of children entering grades five through 12 and will include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

* Information about preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal will be provided to students in grades 7-12 with information annually on the preventable risks.

* Information pertaining to lawfully abandoning a newborn will be provided to students in grades 9-12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

* Guidelines for individual diabetes care plans as adopted by the State Board of Education under G.S. 115C-12(31) and that NCVA will otherwise comply with the provisions of G.S. 115C-375.3.

When working in a laboratory environment, even at home, students will be provided with information pertaining to the North Carolina Hazardous Chemical Right to Know Act (G.S., Charter 96, Article 18) and NCVA will be in compliance, as applicable, with any state and federal regulations in regards to Bloodborne Pathogens.

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 Fire and Safety regulations, G.S. 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.

Additionally, after NCVAs charter is approved, the Board will adopt an Emergency Response Plan relating to incidents of school violence for implementation during field trips and social events.

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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   10/10/2014

(Board Chair Signature)   (Date)

Facility:

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

As a virtual charter school, North Carolina Virtual Academy will only require leased facilities for administrative offices. The administrative office will serve as one of the eight testing centers and/ or meeting places allowing educators and administrators from the school to meet students and parents.   NCVA intends that the lease for the space will be approximately four years plus any required startup period.

The facility will be conveniently located in the area of Wayne County in, or near, Goldsboro, with easy access to I-795, occupying an estimated 3,000 square feet. The facility will have space to accommodate the administrative staff, meeting/conference rooms, and restrooms. The facility will 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, based on an estimated per square foot cost of $32/square foot. In addition, $5,000 maintenance; and up to $40,000 in office furniture, equipment, and setup.

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 to medium professional and business office locations.

Once a facility is acquired, the Principal will ensure an educational certificate of occupancy is obtained.

Because a facility has not been obtained, neither Appendix Q, Facility Form nor Appendix R Copy of Facility Inspection are applicable.

Please attach copies of Facilities Inspections as Appendix R.

Outline your plan to have a testing or meeting center in each of the SBE regions.

NCVA has been exploring options to maintain at least one testing center or meeting place within each of the eight State Board of Education districts where the participating students reside, to allow educators and administrators from the school to meet students and parents.

The most obvious location will be the NCVA administrative offices in Wayne County (District 2). In addition, Board Member, Travis Mitchell, serves as the President of Communities In Schools of Wake County and, as a board member, has agreed to allow NCVA to use these facilities at no cost to the school (District 3)(see letter in Appendix U). Furthermore, Mitchell has agreed to provide introductions of NCVA administration to other Communities In Schools locations throughout the state in order to help NCVA maintain additional meeting places and testing locations (see same letter in Appendix U). There is at least one Communities In Schools location in each of the eight SBE regions, and statewide, there are Communities In Schools locations in 44 of North Carolinas 100 counties. NCVA is a school that expects to serve a high population of at-risk students, the same group of students that Communities In Schools is compelled to serve by its mission. Communities In Schools also works with partners in each county and if they are unable to provide accommodations, they would have excellent referrals.

If arrangements could not be made to utilize the many Communities In Schools facilities or partner facilities, NCVA will develop relationships with county library systems that offer meeting rooms of various sizes and will build relationships with School districts, community colleges and universities in order to provide secure meeting places and testing locations. In addition to working with the nonprofit and public education sector, which generally can provide ample space, if necessary, NCVA will identify commercial spaces such as conference facilities to accommodate meeting and testing needs. Budget resources have been allocated for this contingency.

NCVAs Principal and State Testing Coordinator will ensure that the testing sites provide an environment that minimizes distractions and disruptions for students. Proctors will ensure that all rooms used for test administrations will be quiet, orderly, comfortable, and have adequate lighting, and provide proper accommodations for students with special needs, when appropriate. Seating will be arranged to discourage students from sharing responses.

We understand NCs education digital reform effort includes the goal of administering all assessments online by the 2014-2015 school year. For online tests, NCVA will secure the use of computer labs at sites like community colleges or will bring in mobile computer labs with Wi-Fi hotspots to the regional test locations. These mobile labs will consist of laptops designated for testing purposes set up and secured to meet test security guidelines.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

NCVA has estimated year 1 facility costs of $96,000 rent, based on an
estimate per square foot cost of up to $32/square foot.

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 Wayne County Public 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 Board estimates that the timeline to identify, secure and occupy suitable space is less than 3 months.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

VI. 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 2016-17

<table>
<tr><td rowspan="2">SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

<i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></td>
<td><i>The State Board of Education shall provide State funding to a virtual charter school participating in the pilot program as provided in G.S. 115C-238.29H(a) and G.S. 115C-238.29H(a1). The amount allocated pursuant to G.S. 115-238.29H(a)(1) shall not, however, include the allocation for low-wealth counties supplemental funding and the allocation for small county supplemental funding. Virtual charter schools participating in the pilot program shall also be subject to the requirements in G.S. 115C-238.29H(b) through G.S. 115C-238.29H(d). The amount of local funds provided to participating schools pursuant to G.S. 115C-238.29H(b) shall be the lesser of seven hundred ninety dollars ($790.00) per pupil or the amount computed in accordance with G.S. 115C-238.29H(b).</i></td></tr>
</table>

LEA #1 920 - Wake County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	$4,501.95	615	$2,768,699.25
Local Funds	$790.00	615	$485,850.00
Federal EC Funds	$3,768.11	80	$301,448.80
Totals			$3,555,998.05

LEA #2 600 - Charlotte-Mecklenburg Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	$4,505.20	585	$2,635,542.00
Local Funds	$790.00	585	$462,150.00
Federal EC Funds	$3,768.11	76	$286,376.36
Totals			$3,384,068.36

LEA #3 410 - Guilford County Schools

Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
State Funds	$4,615.50	300	$1,384,650.00
Local Funds	$790.00	300	$237,000.00
Federal EC Funds	$3,574.51	39	$139,405.89
Totals			$1,761,055.89

Total Budget: Revenue Projections 2016-17 through 2019-2020

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	$6,788,891	$8,200,154	$9,840,185	$11,808,222
-Local Per Pupil Funds	$1,185,000	$1,422,000	$1,706,400	$2,047,680
-Exceptional Children Federal Funds	$727,231	$807,103	$969,214	$1,162,367
-Other Funds*	$0	$0	$0	$0
-Working Capital*	$0	$0	$0	$0
Z - TOTAL REVENUE	$8,701,122	$10,429,257	$12,515,799	$15,018,269

*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 S.

Personnel Budget: Expenditure Projections 2016-17 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.

BUDGET EXPENDITURE PROJECTIONS Personnel	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
Administrative & Support Personnel:												
Executive Director	1	$75,000	$75,000	1	$77,250	$77,250	1	$79,568	$79,568	1	$81,955	$81,955
A - Total Admin and Support:	1		$75,000	1		$77,250	1		$79,568	1		$81,955
Instructional Personnel:												
Core Content Teacher(s)	33	$37,000	$1,221,000	42	$37,740	$1,585,080	53	$38,495	$2,040,235	64	$39,265	$2,512,960
Exceptional Children Teacher(s)	7	$43,000	$301,000	8	$43,860	$350,880	9	$44,737	$402,633	11	$45,632	$501,952
Instructional Support	2	$41,000	$82,000	3	$41,820	$125,460	4	$42,656	$170,624	6	$43,510	$261,060
B - Total Instructional Personnel:	42		$1,604,000	53		$2,061,420	66		$2,613,492	81		$3,275,972
A+B = C - Total Admin, Support and Instructional Personnel:	43		$1,679,000	54		$2,138,670	67		$2,693,060	82		$3,357,927
Administrative & Support Benefits												
Health Insurance	1	$12,010	$12,010	1	$12,371	$12,371	1	$12,742	$12,742	1	$13,124	$13,124
Retirement Plan--NC State	0	$0	$0	0	$0	$0	0	$0	$0	1	$0	$0
Retirement Plan--Other	1	$393	$393	1	$405	$405	1	$417	$417	1	$430	$430
Life Insurance	1	$118	$118	1	$122	$122	1	$125	$125	1	$129	$129
Disability	1	$367	$367	1	$378	$378	1	$389	$389	1	$401	$401
Medicare	1	$1,253	$1,253	1	$1,291	$1,291	1	$1,330	$1,330	1	$1,369	$1,369
Social Security	1	$5,358	$5,358	1	$5,519	$5,519	1	$5,685	$5,685	1	$5,855	$5,855
D - Total Admin and Support Benefits:	6		$19,499	6		$20,086	6		$20,688	7		$21,308
Instructional Personnel Benefits:												
Health Insurance	42	$6,116	$256,872	53	$5,817	$308,301	66	$5,606	$369,996	81	$5,481	$443,961
Retirement Plan--NC State	0	$0	$0	53	$0	$0	0	$0	$0	0	$0	$0
Retirement Plan--Other	42	$200	$8,400	53	$190	$10,070	66	$184	$12,144	81	$179	$14,499

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Social Security	42	$2,728	$114,576	53	$2,595	$137,535	66	$2,501	$165,066	81	$2,445	$198,045
Disability	42	$187	$7,854	53	$178	$9,434	66	$171	$11,286	81	$167	$13,527
Medicare	42	$638	$26,796	53	$607	$32,171	66	$585	$38,610	81	$572	$46,332
Life Insurance	42	$60	$2,520	53	$57	$3,021	66	$55	$3,630	81	$54	$4,374
E - Total Instructional Personnel Benefits:	252		$417,018	371		$500,532	396		$600,732	486		$720,738
D+E = F - Total Personnel Benefits	258		$436,517	377		$520,618	402		$621,420	493		$742,046
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	7		$94,499	7		$97,336	7		$100,256	8		$103,263
B+E = H - Total Instructional Personnel (Salary & Benefits)	294		$2,021,018	424		$2,561,952	462		$3,214,224	567		$3,996,710
G+H = J - TOTAL PERSONNEL	301		$2,115,517	431		$2,659,288	469		$3,314,480	575		$4,099,973

Operations Budget: Expenditure Projections 2016-17 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:				
Management Company	School Admin: Education Consulting & Program Mgmt	$318,956	$384,886	$461,863	$554,236
	School Admin: Program Administration	$413,633	$413,633	$413,633	$490,000
	School Admin: Student Mgmt Info. System (Smis)	$67,481	$81,000	$97,200	$116,640
	School Admin: Enrollment & Records Mgmt	$149,958	$180,000	$216,000	$259,200
	School Admin: Business Admin & Financial Mgmt	$75,000	$75,000	$75,000	$85,000
	School Admin: Human Resources Support Services	$25,300	$30,369	$36,442	$43,731
	Technical Support: 24-Hour Help Desk & Support	$149,958	$180,000	$216,000	$259,200
	Technical Support: Systems Mgmt	$74,979	$90,000	$108,000	$129,600
	Technical Support: Network Security & Monitoring	$50,000	$50,000	$50,000	$50,000
	Technical Support: Data Mgmt & Reporting Svcs	$74,979	$90,000	$108,000	$129,600
Professional Contract	Legal Counsel	$25,000	$25,000	$25,000	$25,000
	Independent Financial Auditor	$20,000	$20,000	$20,000	$20,000
Facilities	Full-Service Lease	$96,000	$96,000	$96,000	$96,000
	Maintenance	$5,000	$5,000	$5,000	$5,000
	Insurance	$37,356	$43,856	$51,902	$61,540
	8 District Testing Ctrs / Meeting Place Facilities	$120,000	$144,041	$172,849	$207,419
Office:	Furniture & Equipment	$40,000	$16,000	$8,000	$6,000
	Computers & Basic Software (Admin & Teachers)	$89,800	$50,353	$55,135	$59,684
	Communications, Phone, Internet (Admin & Teachers)	$80,716	$90,876	$103,052	$117,662
	Office Supplies	$12,679	$15,219	$18,263	$21,915
	Copier & Reproduction	$6,000	$6,120	$6,242	$6,367
	Postage	$13,339	$14,610	$16,131	$17,958
Other	Community Outreach	$75,000	$75,000	$100,000	$100,000
	Administrative Travel	$48,000	$48,000	$48,000	$48,000
	Board Development	$10,000	$10,000	$10,000	$10,000
	K - TOTAL Administrative & Support Operations	$2,079,134	$2,234,963	$2,517,712	$2,919,752
	Instructional:				

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Classroom Technology	Computers & Software: Students - Computer Leases	$145,834	$175,050	$210,060	$252,072
	Computers & Software: Learning Sw Setup/Logistics	$275,922	$331,200	$397,440	$476,928
	Education Mgmt System: Student Access, Blackboard	$341,903	$410,400	$491,400	$589,680
	Education Mgmt System: Teacher Curriculum Delivery	$72,435	$86,947	$104,336	$125,203
	Education Mgmt System: Student Curriculum Delivery	$1,606,002	$1,866,165	$2,176,398	$2,583,957
Instructional Contract	Special Education Services	$194,945	$234,000	$280,800	$336,960
	Teacher Staff Professional Development	$90,585	$108,987	$130,784	$156,941
	Third Party Supplemental Curriculum	$106,151	$226,800	$335,160	$429,912
Books And Supplies	Teacher Instructional Materials	$55,650	$66,799	$80,159	$96,190
	Student Instructional Materials	$1,072,196	$1,287,000	$1,544,400	$1,853,280
Other	Testing & Assessment - Licencing, Fees, Materials	$74,979	$90,000	$108,000	$129,600
	Testing & Assessment - Proctoring & Administration	$89,975	$108,000	$129,600	$155,520
	Student Field Trips	$15,000	$18,005	$21,606	$25,927
	Student Internet Subsidy	$149,958	$180,000	$216,000	$259,200
	Special Education Travel Reimbursements	$18,339	$19,610	$21,131	$22,958
	L - TOTAL Instructional Operations	$4,309,874	$5,208,963	$6,247,274	$7,494,328
	K+L = M - TOTAL OPERATIONS	$6,389,008	$7,443,926	$8,764,986	$10,414,080

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	$2,115,517	$2,659,288	$3,314,480	$4,099,973
M - TOTAL OPERATIONS	$6,389,008	$7,443,926	$8,764,986	$10,414,080
J+ M =N TOTAL EXPENDITURES	$8,504,525	$10,103,214	$12,079,466	$14,514,053
Z - TOTAL REVENUE	$8,701,122	$10,429,257	$12,515,799	$15,018,269
Z - N = SURPLUS / (DEFICIT)	$196,597	$326,043	$436,333	$504,216

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 NCVA enrollments were projected based on three sources: (1) the number of NC families who have contacted K12 directly in 2014 to express interest in virtual education for their children; (2) NCVA statement of interest survey; (3) statutory limitations.

* K12 reported to us that they have received 23,427 inquiries from NC families from January 1, 2014, through September 24, 2014. The map in Appendix A1 illustrates the geographically widespread interest in virtual education in the state. Over a quarter of the inquiries (28%) have come from the four largest school districts in NC Wake, Charlotte-Mecklenburg, Guilford, and Cumberland Counties. NCVA expects to draw the majority of its students from those four districts.

* NCVA conducted a statement of interest survey to gauge family interest in NCVA. In the course of one month, NCVA received close to 1,000 responses from individual families, expressing interest for enrollment of 1,677 students in grades K-10. The majority of responses came from the three largest school districts: Charlotte-Mecklenburg, Wake and Guilford. Since the announcement of the Virtual Charter Pilot Program, an additional 74 individual families have contacted NCVA expressing interest in the School.

* Included with this application are five support letters. Two letters are from the co-Chairs of North Carolina Public School Options and three are from North Carolina parents who support the Virtual Charter Pilot Program and NCVAs efforts.

* The Virtual Charter School Pilot program as outlined in Senate Bill 744 (2013) section 8.35.(b)(1) sets a maximum Year 1 student enrollment of 1,500 students and allows an annual increase of 20%, up to a maximum student enrollment of 2,592 in the fourth year of the pilot.

Senate Bill 744 determines the maximum virtual pilot enrollments. NCVA has

elected to target these maximum enrollment numbers. Based on the large number of inquiries in 2014 and the statement of interest survey results, the Board feels confident that the School can achieve these enrollments. Our confidence is reinforced by knowing K12s thirteen years experience with the rate of enrollments which actually result from inquiries and the rate of enrollment growth each year the school is in operation. 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. A consistent and strong marketing plan will be used to ensure the enrollment projections are realized. We felt confident to base our fiscally sound budget on these projected enrollments.

One guarantee 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.

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

As provided in the current executed services agreement in response to cash flow challenges in the first Fiscal Year of services agreement, K12 will provide the Board with a short term interest free loan to address start-up cash flow issues if those funds are required to meet the annual School budget. The term of any such loan shall not exceed nine (9) months, and in any event shall be repaid in full prior to the close of the Fiscal Year (see Appendix L Section 4.6, and Appendix N EMO Financial History)

K12 may also submit to the Board proposed modifications to the annual School budget to take into account the actual School student enrollment for such 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 (see Section 3.1 Appendix L). Also, please see Appendix S, Assurance Revenues, for a financial commitment letter.

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

No other funding sources are anticipated or planned.

However, if eligible, North Carolina Virtual Academy will 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, assessment resources, 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, if eligible and 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-8: 50:1 and HS: 150:1

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, management and 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, telephone, and other facility-related services that are not included in the lease.

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.*

NCVAs mission is to be a community of students, families and educators dedicated to expanding educational choice through innovative and technology rich instructional practices, and accountable for developing each students full potential for academic and post-secondary success. The four-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 innovative online technology with traditional instruction and materials. Through a services agreement with our EMO which is reflected in our budget, NCVA students 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 operations. Specific positions will be determined by confirmed enrollments.

Each K-12 student eligible for free and reduced price meals will be eligible for a loaned computer and a printer/fax/scanner. NCVA will establish a rate

to assist families eligible for free and reduced priced lunch with the cost of Internet service. For students residing in NC rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology. The School will establish a process for families that are not free and reduced eligible but still in need of a computer, peripherals, and/or Internet access to make a request to the School administrative team. The School will ensure access is available for all students.

Student instruction will occur in a virtual learning environment and not require daily transportation to a physical facility. It will be the responsibility of a students parent/learning coach to provide transportation to and from school-related instructional or non-instructional activities requiring the students attendance outside their home or place of regular study. The Principal 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 IEPs in accordance with all applicable State and Federal laws.

Our facility needs are only for an administrative office which will serve as one of the 8 testing/meeting sites in the State. Other sites will be arranged some rented and others provided at no cost to the School. An insurance quote is provided in Appendix P and costs are aligned to the expected facility and school budget.

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 beginning the first year of the four year term the school will build a one and one half percent (1 %) general fund balance. The fund balance will be further increased by an additional one and one half percent (1 %) during year two to reach a total general fund balance of three percent (3%). Thereafter, a general fund balance of at least three percent (3%) will be maintained 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 guarantees for startup and financial solvency arrangements, should they be required, provided for in the services agreement with the EMO (see Appendix S for a financial commitment letter). K12 agrees to provide the Board with a short term interest free loan to address start-up cash flow issues if those funds are required to meet the annual school budget. The term of any such loan shall not exceed nine (9) months, and in any event shall be repaid in full prior to the close of the Fiscal Year. The Board has not filed a 990 return (see Appendix T for a letter of exemption) as the organization has never had annual receipts in excess of $200,000.

Additionally, facility, furniture and equipment leases may occur as described in Section 9 below.

> 6. *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 to medium professional and business office locations. 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.

== BUDGET NARRATIVE ==
The following narrative supplements NCVA application Section V. Financial Plan.
PLEASE NOTE: The following tables in the online application require up to four years of data beginning with 2016-2017. The virtual pilot charters are proposed to open in fall 2015. As instructed via correspondence with NCDPI

(CONTINUED)on September 22, 2014, we have entered year 1 projections (July 1, 2015 June 30, 2016) into the first available column in the respective tables labeled 2016-2017.
a.   Projected Enrollment 2016-17 through 2018-2020
b.   Budget: Rev Projections from each LEA 2016-2017
For 2016-17 through 2019-2020:
c.   Total Budget: Rev Projections
d.   Personnel Budget: Expend Projections
e.   Operations Budget: Expend Projections
f.   Overall Operations Expend Projections

NCVA will be a state-wide school and anticipates enrolling students from across the state, while having its administrative offices in the area of Wayne County.
==YEAR 1 BUDGET: REVENUE PROJECTIONS FOR EACH LEA==
Year 1 Base State allotments are determined by the LEA in which the student resides. We have chosen the 3 largest student population counties, Wake, Charlotte-Mecklenburg, and Guilford, and have prorated enrollments based on student population. NCVA expects that these three counties will account for the largest respective enrollments based on their population counts and inquiries received by our EMO, K12.
YEAR 1 REVENUE ASSUMPTION
Year 1 State and Exceptional Children Funding (EC) Rate Assumptions: Per SL 2014-100 8.35(e), "The State Board of Education shall provide State funding to a virtual charter school participating in the pilot program as provided in G.S. 115C-238.29H(a) and G.S. 115C-238.29H(a1). The amount allocated pursuant to G.S. 115-238.29H(a)(1) shall not, however, include the allocation for low-wealth counties supplemental funding and the allocation for small county supplemental funding".
There are no low wealth or small county supplemental funding allocations for

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Wake, Charlotte-Mecklenburg, and Guilford counties and the online template auto-populates the State and Federal (EC) Per Pupil funding rates accordingly. However, there is a low wealth allocation for Wayne County, NCVAs home county refer to Year 2-4 Revenue Assumptions for details.
** Year 1 Local Funding Rate Assumption: Continuing from SL 2014-100 8.35(e), "Virtual charter schools participating in the pilot program shall also be subject to the requirements in G.S. 115C-238.29H(b) through G.S. 115C-238.29H(d) and the amount of local funds provided to participating schools pursuant to G.S. 115C-238.29H(b) shall be the lesser of seven hundred ninety dollars ($790.00) per pupil or the amount computed in accordance with G.S. 115C-238.29H(b).
The link to the Local Education Agency Local Appropriation to Charter Schools, as reported by LEAs via survey 2013-14: http://www.ncpublicschools.org/docs/charterschools/applications/localapprop.pdf shows that for the most recent information available, Fiscal Year 2013-14, the 3 Year 1 counties, as well as Wayne County, have reported local annual appropriations in excess of $790 per ADM:
Wake: $2,048.00
Charlotte- Mecklenburg: $2,318.40
Guilford: $2,301.17
Wayne: $977.24

As such, we use the lesser figureof $790.00 as our Local funding rate assumption for Years 1 through 4.

** Year 1 Projected LEA ADMs: The online template also populates Projected LEA ADM from the Projected Enrollments Table for State and Local Funds. For Federal EC Funds, we have populated Projected LEA ADMs of approximately 13% for each of the 3 counties, or 80, 76 and 39, respectively. We also use this 13% assumption for Years 2 through 4.
** Year 1 Revenue: The template calculates Year 1 revenue for the 3 counties to be:
Wake: $3,555,998
Charlotte- Mecklenburg: $3,384,068
Guilford: $1,761,055
Total : $8,701,122

== YEARS 2-4 BUDGETS: REVENUE PROJECTIONS FOR EACH LEA==
In Year 2 and beyond, Base State allotments are determined by the LEA in which the school will be located (Wayne County).
** Years 2-4 Funding Starting Assumptions (reconciled to North Carolina State 2014-15 sources referenced below):
(CONTINUED) LEA 960 - Wayne County:
(a) State Base PPR - $4,925.30 (before Low Wealth deduction)
(b) Exceptional Children PPR - $3,449.16
(c) Low Wealth Supplemental Funding - $7,074,163
(d) Small County Supplemental Funding - $0 (zero)
(e) ADM -19,137

Sources:
(a, b)Fiscal Year 2014-15 Charter School Dollars per ADM: State Base and Exceptional Children Dollars
http://dpi.state.nc.us/fbs/allotments/support   --   Filename: [csdollarsperadm14-15-4.xls]

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

(c) Fiscal Year 2014-15 Low Wealth Planning Allocations
http://dpi.state.nc.us/fbs/allotments/state/   --   Filename:
[lowwealthplanning 14-15-1.xls]
(d) Fiscal Year 2013-14 Small County History
http://dpi.state.nc.us/fbs/allotments/support/   --   Filename:
[smallcountyhistory-1]
(e)http://www.ncpublicschools.org/fbs/accounting/data/   Page   Section:
Average Daily Membership (ADM) 2013-14. Filename: [2013-14admmld-4.xls]
**Years 2-4 State Funding Rate Assumption Low Wealth Deduction approach:
Dividing the Wayne County Low Wealth allocation of $7,074,163 by the ADM of
19,137 yields a PPR of $369.65. We deduct this amount from (a) State Base
PPR of $4,925.30, which results in a NET STATE BASE PPR OF $4,555.65. This
State Base PPR is used for Years 2-4.
**Years 2-4 Local Funding Rate Assumption: As described above, we use
$790.00 as our Local funding rate assumption for Year 1, as well as Years 2
through 4.
**Years 2-4 Projected LEA ADMs: As in Year 1, we use enrollments from the
Projected Enrollments Table for State and Local Funds. For Federal EC
Funds, we also use Projected LEA ADMs of approximately 13% for Wayne County.
**Years 2-4 Revenue: the Total Budget Revenue Projections across the 4
year term are:
Year 1: $8,701,122
Year 2: $10,429,257
Year 3: $12,515,799
Year 4: $15,018,269

**Other Funds and Working Capital
No other funding sources are anticipated or planned. If eligible, North
Carolina Virtual Academy will apply for a 3-year USDOE Public Charter School
Grant Program Planning and Implementation Grant. NCVA does not anticipate
financing arrangements other than EMO guarantees for startup and financial
solvency arrangements that could be due to revenue variability or other
items.

+++ Tables in the online application for the following sections have been
amended to align with projected staff (and benefits), education plans,
marketing plans, and all sections of the proposed Operations Plan.
==PERSONNEL BUDGET: EXPENDITURE PROJECTIONS ==
The Personnel budget includes Board-employed staff - the number of staff
FTEs, average salaries, and total salaries and benefits associated with the
Administrative, Support and Instructional staff included in the Organization
Chart in Appendix F, as well as the Projected Staff List included previously
in the application. K12-employed administrative staff employment costs are
included in the Operational Expenditures section below under Management
Company/ School Administration.
==OPERATIONS BUDGET: EXPENDITURE PROJECTIONS==
The budget category descriptions below mirror the application template
categories and provide explanations for the non-self-explanatory line items.
A. ADMINISTRATIVE & SUPPORT OPERATIONS
1. Management Company
a. School Administration: School Administration categories described below
include salaries and benefits for the K12 assigned personal referenced in
the Organizational Chart in Appendix F.
i. Education Consulting and Education Program Management: K12 subject

matter expertise, school and program support of instructional model implementation, school leadership advisory, program integration, virtual program community development, preparing recommended policies, and assisting with charter renewal.
ii. Program Administration: Day-to-day and on-site program administration: School and program administrators provide academic and program operational support, special education services and program management.
iii. Student Management Information System (SMIS): Licensing, access, maintenance, program
(CONTINUED) integration and customization of the SMIS tailored to the school's requirements.
iv. Enrollment & Records Management: Provision of services and systems to enroll and account for students in the school, including initial contact, follow-up calls and enrollment assistance. Online marketing programs, such as search engine management and optimization.
v. Business Administration & Financial Management: Maintenance of financial and student records, financial compliance management, and providing periodic and annual reports to the sponsor.
vi. Human Resources Support: Human resources management and personnel file management. Payroll, benefits and retirement plan administration.
b. Technical Support & Repairs
i. 24-Hour Help-desk and Support for all users.
ii. Systems Management: Support team to implement, maintain and manage the SMIS.
iii. Network Security and Monitoring: Safeguarding against cyber-attacks and technological malfunctions.
iv. Student Data Management and Reporting Services to schools.
2. Professional Contracts
a. Legal Counsel
b. Independent Auditor
3. Facilities
a. Full Service Lease
b. Maintenance
c. Insurance
d. 8 District Testing Centers/Meeting Place Facilities

4. Office - Standard equipment and supplies to support our administrative office in Wayne County:
a. Furniture & Equipment
b. Computers & Basic Software (incl. for Office, Administrative Staff & Teachers)
c. Communications, Phone, Internet (incl. for Office, Administrative Staff & Teachers)
d. Office Supplies
e. Copier & Reproduction
f. Postage

5. Other
a. Community Outreach: ESP/EMO ancillary support services such as building a school community, advocating for legislation, and coordinating support and events for enrolled families.
b. Administrative Travel
c. Board Development
TOTAL ADMINISTRATIVE & SUPPORT OPERATIONS

B. INSTRUCTIONAL OPERATIONS
1. Classroom Technology
a. Computers & Software:
i. Students Computer Leases
ii. Learning Software Technologies Setup & Logistics: student computer setup and imaging with K12 proprietary software. Warehousing, fulfillment, logistics management, asset management, Help Desk.
b. Education Management System
i. Student Access and Blackboard Connect
ii. Teacher Curriculum Delivery: Per teacher fees to access/utilize the K12 online curriculum education system per the Fee Schedule in the ESA.
iii. Student Curriculum Delivery: Per student fees for students to access/utilize the K12 online education curriculum system per the Fee Schedule in the ESA.
2. Instructional Contracts
a. Special Education Services
b. Teacher/Staff Professional Development: Professional development and training for instructional staff. Implementation of programs to ensure and measure teacher effectiveness and to drive academic outcomes (incl. associated travel).
c. Supplemental Curriculum: Supplemental teaching support (i.e. NCVPS, high school electives andNational Math Lab)
3. Books and Supplies
a. Teacher Instructional Materials: Teacher kits, instructional tools, supplies charged per kit.
b. Student Instructional Materials: Instructional tools and supplies charged per course per annual materials price list.
4. Other
a. Testing & Assessment Licensing, Fees, and Materials: Student assessment and diagnostic testing; Computer testing; Study Island.
b. Testing & Assessment Proctoring and Test Administration Services
c. Field Trips
d. Student Internet Subsidy
e. Reimbursements for Special Education Travel
== SURPLUS/DEFICIT ==
Based on our conservative revenue estimates and careful planning and budgeting of expenses, we project that in Year 1 the school will build a 1% general fund balance. The fund balance will be increased by an additional 1% during Year 2 to reach a total general fund balance of 3%. Thereafter, a general fund balance of at least 3% will be maintained each year.

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?

The Board will employ an Executive Director responsible for the overall compliance of the School. As provided in the bylaws, the Board may establish a Finance Committee made up of knowledgeable financial advisors who will work closely with the Board and Executive Director 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. The Principal 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. Board members have substantial experience managing budgets including State and local funds and will apply their expertise to governance issues relating to the Schools finances.

The Finance Committee and Principal in consultation with the Executive Director will 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 an exhaustive list.

Cash receipts/disbursements: authorized signatories; approval authority levels; segregation of duties; monthly bank reconciliations

Procurement Process: Purchase requisitions; approved vendors; approved purchase order authorizers; reconciliation of product/services invoices/receipts

Human Resource Policies and Processes: hiring and salaries; conflicts of interest; confidentiality of personal and personnel information; competitive benefits; local, state and federal laws and regulations compliance; employee performance evaluation system; staff professional development

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 Principal will prepare a "working budget" in March for review by the Executive Director, Finance Committee and the Governing Board and will make all necessary arrangements for final Budget approval by May 15th for the succeeding fiscal year.

Monthly the Principal will prepare a financial report for the Board including changes in net assets for the period and a monthly cash flow statement and balance sheet. All variances from the approved Budget will be investigated and explained.

Monthly, based upon year-to-date results, the Principal 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 School shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System. The School shall report at least annually to the StateBoard the information required by the State Board. The Operations Manager will ensure monthly that all regulatory reports are filed in a timely manner.

NCVA will be subject to charter school financial audits/related procedures and requirements as required by G.S. 115C.238.29F(f)(1). The Governing Board will arrange for an annual independent audit of the schools programs and finances by an auditor approved by the NC Local Government Commission (LGC). The Executive Director 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 audit will be submitted when due as prescribed by the Local Government Commission. Any necessary corrective action plans on any audit findings will be filed in writing and proposed changes will be implemented in the subsequent fiscal year. The full board has reviewed the requirements and procedures for audits with the firm of LB&A, Certified Public Accountants, PLLC.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)
NCVA 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.
The Board has investigated but not yet contracted with these qualified firms to conduct the audit:

LB&A, CPAs, PLLC
212 W Matthews St
Ste 102
Matthews, NC 28105
P. 704-841-1120 F. 704-841-4901

Potter & Company, PA
434 Copperfield Blvd, NE
Ste A
Concord, NC 28025
P. 704-786-8189 F. 704-786-4447

Petway, Mills & Pearson, PA
1014 N Arendell Ave
Zebulon, NC 27597
P. 919-269-7405 F. 919-269-8728

Rives & Associates, LLP
702 Oberlin Rd Ste 410

North Carolina Virtual Academy

Raleigh, NC 27605
P. 919-832-6848 F. N/A

If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

VII AGREEMENT PAGE

<u>Applicant Signature:</u>

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: Chairman

Signature: _____   Date: 10/10/2014

Sworn to and subscribed before me this
_____day of _____, 20_____.

_____
Notary Public   Official Seal

My commission expires: _____, 20_____.