





## Organization Information

Organization Name \*

Pine Springs Preparatory Virtual Academy

Telephone

9194399448

Fax

Address

220 Rosewood Centre Dr.

Unit/Suite

Zip Code

27540

City

Holly springs

State

North Carolina



Primary Contact Name \*

Bruce Friend

Opening Year \*

2026

Is Management Organization Used

☒ Yes ☐ No

Primary Contact Relation To Board \*

Head of School

Management Organization Name

K12 Virtual Schools LLC

Management Organization Contact Name

Dr Shelton Jeffries

Primary Contact Email \*

bfriend@pinespringsprep.org

Management Organization Phone

7048407952

Primary Contact Phone \*

9198020832

Management Organization Email

sjeffries@k12.com

PrimaryContact Address \*

220 Rosewood Centre Dr.

Unit/Suite \*

Zip Code \*

27540

City \*

Holly springs

State \*

North Carolina

## Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Dave Machado	512 Sage Oak Lane	27540	dmachado@pinespringsprep.org	Charter School Leadership
Erin Fisher	700 Varina Lane	27526	efisher@pinespringsprep.org	Curriculum Implementaton
Fay Gore	5613 Scottish Hills Dr.	27540	fgore@pinespringsprep.org	Strategy Partnerships and Grants
Gregg Sindors	108 Hardy Ivy Way	27540	gsindors@pinespringsprep.org	Charter School Management & Policy



Name	Street Address	Zip Code	Email	Expertise
Jamie McDonald	104 Beldenshire	27540	jmcDonald@pinespringsprep.org	Family & Life Development
Josh Prizer	365 Golf Vista Trail	27540	jprizer@pinespringsprep.org	Finances / Biz Development
Julia McCombs	4201 Barkton Way	27526	jmccombs@pinespringsprep.org	K-12 Curriculum and Assessment
Sean Coleman	116 Palermo Ct	27539	scoleman@pinespringsprep.org	Business Technology





## 1. Application Contact Information

### Q1.Name of Proposed Charter School

Pine Springs Preparatory Virtual Academy

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

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

(919) 802-0832

### Q3.Geographic County in which charter school will reside

Wake County (office location of PSPVA)

### Q4.LEA/District Name

This question is not applicable. PSPVA will be a statewide virtual charter school.

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

27540

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

#### I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

- a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
- b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

☒ Yes

☐ No



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

K12 Virtual Schools L.L.C.

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

No fees were provided to K12 Virtual Schools L.L.C.

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

Please see Appendix A4.1: Executed Management Contract.

**Q10. Projected School Opening Month**

August, 2026.

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


☐ Yes (Year-Round)

☒ No

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


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

**Resources**


Enrollment Summar...



Applicant Evidence :


Q12 Enrollment Sum...

Uploaded on **4/24/2025**  
by **Dave Stauff**


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

At full capacity in Year 5, PSPVA expects to enroll 5000 students in grades K – 12.


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

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

Resources


Enrollment Demogra...

Applicant Evidence :


Q14 Enrollment Dem...

Uploaded on **4/24/2025**  
by **Dave Stauff**

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

Marketing estimates have been completed based on current enrollment and families who have expressed interest in potentially enrolling within the school. Projections have been created that demonstrate that the number of students and grade levels included are fully supported by observed and measured interest.

**Q16. This subsection is entirely original and has not been copied, pasted, or otherwise**



reproduced from any other application.

- ☒ I certify
- ☐ I do not certify

#### Q17.Explanation (optional)

Pine Springs Virtual Academy is an approved Remote Charter Academy (approved by the NC Charter School Review Board in 2024). This application is to convert the currently approved Remote Charter Academy to a virtual charter school with its own charter. As such, some of the answers provided in this application were provided in the Board's Remote Charter Academy application in the Spring of 2024.

## Section



Natasha Norins

### Ratings

**Exceeds  
the  
Standard**

The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.



## 2. Non-Profit Corporation Information

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

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

### Q18. Organization Type

- ☒ Non-Profit Corporation
- ☐ Municipality

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

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

Triangle Education Organization

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

- ☒ Yes
- ☐ No

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

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- ☒ Yes
- ☐ No

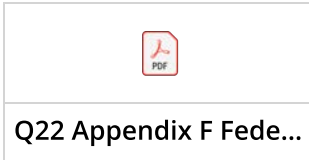
### Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status



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

Total Files Count: 10

Applicant Evidence :



Uploaded on **4/24/2025**  
by **Dave Stauff**

Q23.Name of Registered Agent and Address

- As listed with the NC Secretary of State

333 Chrismill Lane, Holly Springs, NC 27540

Q24.Federal Tax ID

47-5478684

Section



Natasha Norins

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

#### Q26. Requirements

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

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

☒ Yes

☐ No

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

☒ Yes

☐ No

Q28. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

☒ Yes

☐ No

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




PSPVA will provide an online instructional program in which state licensed teachers provide both synchronous instruction (where the student and the teachers are online together) and asynchronous instruction (when the student is working more independently off-line) and support to students and work in conjunction with Learning Coaches to ensure student success. Office space and other administrative facilities (e.g., conference rooms) are available on the Pine Springs Preparatory Academy (PSPA) campus and will be provided to Pine Springs Preparatory Virtual Academy (PSPVA) for the school's use. There are no facilities' issues with opening PSPVA on an accelerated schedule.

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

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

**Applicant Evidence :**


Q30 Appendix A1 Acc...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q31. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year:**

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

☐ Yes





☐ No

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

PSPVA is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life.

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

PSPVA believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at PSPVA. The School will explore available opportunities for dual credit with North Carolina community and technical colleges and four-year colleges and universities whose dual credit programs align well with PSPVA's mission and its goals for PSPVA students. We plan to provide challenging college level experiences through dual enrollment course offerings to our eligible students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions (e.g., through the North Carolina Career and College Promise (CCP) program).

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



With the full-service school model provided by K12, PSPVA will offer an effective public education that meets the unique needs of its students and families so that every student can reach his or her true potential in accordance with the North Carolina Standard Course of Study and contribute to the economic and educational development of the state. The elementary and middle school curriculum focuses on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards and complete more advanced coursework. High School courses will be offered to enable students to meet the North Carolina Future-Ready Course of Study (FRC) requirements to earn a diploma, graduate, and prepare students for post-secondary success ensuring that students are prepared for life and whatever pathway they choose after they graduate: workplace, colleges/university or the military. Unlike other programs, where a student must be on a particular “academic path,” the curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Foundational and credit recovery courses will be offered to meet the needs of diverse learners. The Occupational Course of Study with adapted course requirements and the same credit requirements as FRC will be available via a third party curriculum provider for those high school students with disabilities who are specifically qualified for this course of study. It is intended to build work ready and community college ready skills.



**Natasha Norins**

**Comments :**

Similarly to other Stride Curriculum providers in the state, will there be a CTE Work Keys component for students to earn certification for completing CCR coursework? Will there be a possibility of Early College credit reciprocity under this full-service model, or simply using the online coursework?

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



In an arrangement that is quite common for schools who operate a fully virtual learning school, the governing board of PSPVA, Triangle Education Organization, will contract with an EMO, K12 Virtual Schools L.L.C. ("K12") (a wholly owned subsidiary of Stride, Inc. (NYSE: LRN)), for the delivery of online courses and instruction and education services. K12's experience is extensive as a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. They have transformed millions of people's teaching and learning experiences by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, districts, the military, and enterprises in primary, secondary, and postsecondary settings. K12 was founded in 2000 to utilize advances in technology to provide children with access to a high quality education regardless of their geographic location or socioeconomic background. In September 2001, they introduced their kindergarten through 2nd grade offering and subsequently added new grades and new school clients in additional states. K12's experience is documented in the most recent Stride, Inc. Form 10-K annual report in 2023-2024 (Appendix A4.3) in which they state that, during the 2023-2024 school year, they provided their school-as-a-service offering to 91 schools in 31 states and the District of Columbia in the General Education market, and 56 schools or programs in 27 states and the District of Columbia in the Career Learning market. They have delivered millions of courses over the past decade and serve learners in all 50 states and more than 100 countries.

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

Charter schools in North Carolina operate under a charter authorized by the state Charter School Review Board which provides a charter school with greater flexibility than traditional public district schools in areas such as curriculum, programming, and staffing.



Natasha Norins

Comments :

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

The applicant, Triangle Education Organization, is an existing charter school board, with eight years' experience as the governing board for Pine Springs Preparatory Academy. In 2021, the school that the Board governs, Pine Springs Preparatory Academy, was granted a 10-year charter renewal.

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



years.

The nonprofit corporation, Triangle Education Organization, has existed for more than two years. Pine Springs Preparatory Academy was granted an initial charter in 2015 and the school opened in 2017.

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

The proposed governing board, Triangle Education Organization, operates Pine Springs Preparatory Academy, a North Carolina public charter school. Pine Springs Preparatory Academy opened as a K-6 school in September of 2017 and has since expanded to include a Middle School. Additionally they operate a Blended Academy and Pine Springs Preparatory Virtual Academy a Remote Charter Academy option.

## Section



Natasha Norins

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

☐ Yes

☒ No

## Section



Natasha Norins

### Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



## 5. Replication

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

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

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

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

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.



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

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

## Section



Natasha Norins

### Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



## 6. Alternative

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

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

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

☐ Yes

☒ No





## Section



Natasha Norins

### Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item



## 7. EMO/CMO

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

☒ Yes

☐ No

**Q71.** EMO/CMO Mailing Address City, State, Zip

K12 Virtual Schools L.L.C.

ATTN: SVP of School Management

11720 Plaza America Drive, 9th Floor

Reston, Virginia 20190

**Q72.** EMO/CMO Website

<https://www.k12.com/> (<https://www.k12.com/>)

**Q73.** Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.




The Educational Products and Services Agreement (EPSA) (see **Appendix A4.1**) which was negotiated by the Triangle Education Organization (the “Board”) and the EMO (K12 Virtual Schools L.L.C., “K12”) as independent contractors and fully executed by both parties states that “the Board governs the Program while K12 provides comprehensive educational products and services, including administrative services, and in which K12 will help assure the financial solvency of the Program in accordance with the terms of (this) Agreement.” In the EPSA, K12 agrees to “provide a level of quality for the Program that meets or exceeds generally accepted standards for educational service organizations and K12’s additional quality standards established over time as K12 deems applicable.” The EPSA also states that the Board shall “be responsible for overseeing the Program’s quality and operational performance in order to ensure the Board is permitted to operate the Program as a public school entitled to receive public funds, appropriations and revenues. K12 shall reasonably cooperate with such monitoring and oversight.” The EPSA gives K12 responsibility “to recommend various policies for the operation of the Program” and to “implement procedures consistent with such policies, but the Board retains ultimate responsibility for adopting policies and for overseeing K12’s implementation.” The EPSA includes the process for K12 to invoice and the Board to pay K12’s product and service fees. The procedure for dispute resolution as well as the process for either party to terminate the EPSA are also included in the EPSA.

**Q74. Attach as Appendix A4.1: Executed or Draft Management Contract**

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

**Applicant Evidence :**


Q74 Appendix A4.1 E...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q75. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.**



Triangle Education Organization (aka “the Pine Springs Preparatory Academy Board of Directors” and “the Board”) elected to partner with K12 as our EMO for PSPVA because K12 can deliver excellent, holistic services including courses, curriculum, and teacher development and it is the leader in career-focused programming. In addition, K12 will offer PSPVA an essential combination of school services (e.g., special education, family engagement, etc.) as well as extracurricular programming experiences and external partnerships. From the outset, the Board understood the importance of providing students with classroom and real-world education. To this end, K12 has an impressive resume of career and technical education courses, as well as in person and virtual internship opportunities, to provide a full-service approach to preparing and educating our future students for success. To further assist our efforts, K12 has relationships and experience leveraging technology such as Tallo, a closed network for students to research careers and college majors and scholarships, which will be paired with fulsome career counseling to round out our learning model.

**Q76. 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 are the highest and lowest-performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?**



K12 monitors and supports student performance, governance performance, and finance performance across the schools it manages.

The charter schools and districts that K12 contracts with operate independently and are responsible for their own governance. K12 aids in promoting strong governance by offering policy recommendations but does not directly govern the schools. K12's government affairs team and school leaders stay abreast of legislative changes that impact the schools. Executive Directors present this information to boards with recommended policy changes to support compliant operations. Additionally, K12 supports boards and partners with a robust compliance support team. The National Special Programs team conducts audits in alignment with the Individuals with Disabilities Education Act (IDEA) for schools who provide special education support. The K12 Compliance team collaborates with schools to ensure their requirements are accurate, efficiently implemented, and effective. Our support covers Federal, State, and District/Authorizer regulations and Service Agreements. Furthermore, K12 hosts an annual board and partner summit where participants can learn from other schools and receive valuable information on topics such as special programs, Science of Reading and career programming. This information helps boards and partners in governing their schools effectively.

K12 schools receive internal financial audits and, in some cases, external financial audits. Additionally, a few charter schools receive annual reviews based on performance frameworks from their authorizers. Schools that receive annual reviews currently meet or exceed the financial standards set by these frameworks. Currently, all active schools managed by K12 that receive a performance framework meet or exceed the operational standards set by these frameworks. For example, the Michigan Great Lakes Virtual Academy has "Exceeded" or "Met" its three financial criteria according to its authorizer's framework. Stride Learning's FY24 10-K filings can be found here- <https://investors.stridelearning.com/financials/sec-filings/sec-filings-details/default.aspx?FilingId=17736447> (<https://investors.stridelearning.com/financials/sec-filings/sec-filings-details/default.aspx?FilingId=17736447>)

Academic achievement varies between schools due to differences in enrollment criteria, at-risk focus, and how the state measures alternative education. Beginning with highest performing, Destinations Career Academy of Colorado is one of the longest running career-focused schools with which Stride contracts. It serves students in grades 6-12 statewide and has an enrollment of 453 students. CODCA experienced significant improvement in academic ratings since transitioning to a career-focused model from a virtual academy in SY2016-2017. Their state report card has improved year-over-year for four straight years. For the last three years the rating has been "Improvement Status". In 2024, CODCA High School received the rating of "Performance Status", the highest rating a school can earn in Colorado. CODCA's graduation rate has also steadily increased since moving to a career-focused school. The 2024 four-year graduation rate was 97.4% (above the state average of 84.2%), an improvement of over 40 percentage points since SY2016-2017. Additionally, since the introduction of the career-focused model, the dropout rate has decreased 14 percentage points (currently 1.4%). The number of students earning certifications and completing a CTE pathway have both increased in the



last three years; the number of students earning a certification has doubled year-over-year since SY2016-2017.

One of the lowest performing programs, Insight School of Michigan is an alternative high school that specializes in credit recovery, block scheduling, Individualized Career planning, and social and emotional learning. Students seeking enrollment must be residents of the State of Michigan and at least 16 years of age. Even though it is classified with an “alternative” status, like many of Stride alternative programs, it still receives a traditional report card. The school received an Overall Index Score of 22.94%, which placed it within the lowest 5% for school scoring. But the school also received Standardized Academic Measures from the Central Michigan University Center for Charter Schools. As can be seen from the Spring 2023-2024 Academic Performance Report, Insight Schools of Michigan met its authorizer goal in the following areas:

- Schools are expected to demonstrate that at least 50% of eligible students make at least one year’s progress in each subject
  - Insight Michigan ELA- 56% (Met)
  - Insight Michigan Math- 56% (Met)
- Schools are expected to demonstrate that at least 50% of students earn 4.5 or more credits during the school year.
  - Insight Michigan students earning 4.5 or more credits= 52% (Met)

Schools that exceeded state performance in one or more grades in their respective state assessments.

- Virginia Virtual Academy- Performed 33% higher than state average
- Colorado Preparatory Academy – Performed 14% higher than state average
- California Virtual Academy @ San Mateo – Performed 13% higher than state average
- Idaho Virtual Academy- Performed 12% higher than state average
- Minnesota Virtual Academy- Performed 12% higher than state average
- Destinations Career Academy of Oregon- Performed 12% higher than state average
- Cascade Virtual Academy- Performed 10% higher than state average
- Destinations Career Academy of Colorado – Performed 9% higher than state average
- Florida Cyber Charter Academy @ Osceola- Performed 8% higher than state average
- Louisiana Virtual Charter Academy- Performed 8% higher than state average
- IQ Academy of Minnesota- Performed 8% higher than state average
- North Carolina Virtual Academy- Performed 7% higher than state average
- Washington Virtual Academy- Performed 6% higher than state average
- California Virtual Academy @ Kings – Performed 5% higher than state average
- California Virtual Academy @ Sonoma – Performed 4% higher than state average
- Insight School of Kansas- Performed 4% higher than state average
- Utah Virtual Academy- Performed 4% higher than state average
- California Virtual Academy @ San Joaquin – Performed 3% higher than state average
- Florida Cyber Charter Academy @ Clay- Performed 3% higher than state average



- Insight School of Oregon Painted Hills- Performed 3% higher than state average
- California Virtual Academy @ San Diego – Performed 2% higher than state average
- Kansas Virtual Academy- Performed 2% higher than state average

**Q77. 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.**

Section 2.1 Status of the Parties of the Education Products and Services Agreement states that “K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by the Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement....” The Board will monitor the EMO, K12, for its compliance with the terms of the Education Products and Services Agreement, through a variety of tools, including, among other: administrator evaluations; frequent direct reporting from the School Leader, principals, and additional school leadership, ; parent surveys, and the multiple data collecting/reporting tools which are built into the Board and/or EMO performance frameworks.

The Board will evaluate the EMO’s performance annually based on the effective delivery of services and performance as laid out in the EPSA.

The HOS will deliver a report at each board meeting that provides information regarding finance, academics, and enrollment. Establishing a strong line of communication and partnership among the Board, the EMO, the authorizer, and other parties associated with the operations of the School will be vital to the success of the School.

**Q78. Provide a description of the relationship that will exist between the charter school employees and the Management Organization.**

**Section 9. Personnel Supporting the Program** of the Educational Products and Services Agreement (EPSA) (**Appendix A4.1**) which was negotiated by the Triangle Education Organization (the “Board”) and the EMO (K12 Virtual Schools L.L.C. (“K12”)), states that K12 will employ “except as otherwise required by Applicable Law” and determine the employment terms for PSPVA administrative program staff and that K12 will also employ and be ultimately responsible for the Teachers and Student Support Staff for the Program “except in limited circumstances where K12 deems it reasonably necessary for the Board to employ such staff”. **Section 9.5 Determination of Employer Entity** provides a process for K12 employees at PSPVA to become Board employees should K12 determine that is necessary or desirable.



Natasha Norins

Comments :

If necessary, please provide more detail regarding Section 9.5 and upon when it may need to be implemented from the above Answer.

**Q79.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.**

The Educational Products and Services Agreement (EPSA) which was negotiated by the Triangle Education Organization (the "Board") and the EMO (K12 Virtual Schools L.L.C., "K12") as independent contractors and fully executed by both parties enumerates the responsibilities, products, and services to be provided by the EMO, K12 Virtual Schools L.L.C. (see **Appendix A4.1 Section 3. K12 Responsibilities, Educational Products and Services; Exhibit A**). In **4. Board Responsibilities Section 4.2 Oversight of K12 and the Program** of the EPSA it states that "The Board shall be responsible for monitoring K12's performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The Board shall be responsible for overseeing the Program's quality and operational performance in order to ensure the Board is permitted to operate the Program as a public school entitled to receive public funds, appropriations and revenues. K12 shall reasonably cooperate with such monitoring and oversight."

The procedures for dispute resolution as well as the process for either party to terminate the EPSA are included in **Section 12. Termination**.

**Q80.Is the facility provided by the EMO/CMO?**

☐ Yes

☒ No

**Q81.Attach as Appendix A4.2 Facility Buyout Agreement, if applicable**

**Appendix A4.2** Facility Buyout Agreement is not applicable.

**Q82.List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.**

Please see Appendix A4.4 for links to North Carolina Learns, Inc. Form 990s for FY21 and FY22 and the pdf for FY23.






**Q83. Attach Appendix A4.3: EMO/CMO Financial History** Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6

Applicant Evidence :



Q83 Appendix A4.3 E...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q84. Attach Appendix A4.4: IRS Form 990** Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years

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

Applicant Evidence :


Q84 Appendix A4.4 I...

Uploaded on **4/24/2025**  
by **Dave Stauff**



## 8. Remote Academies

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

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

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

Q85.

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

☐ Yes

☒ No

## Section



Natasha Norins

Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 9. Mission Purposes, and Goals

### 9.1. Mission and Vision

The mission and vision statements, taken together, should:

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

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

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

PSPVA is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life.

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

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

Our vision as PSPVA Pioneers is for all students to become a Great American Citizen by achieving our mission and instilling core values for the long-term success of our students. PSPVA students will be prepared to lead the world; be informed on current events; be on the path of excellence; navigate our historical roots; explore future opportunities; engage the community around us; be responsible to create a just society; and share goodwill with others.

**Q114. Educational Need and Targeted Student Population of the Proposed Charter School** Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and



ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).

As a statewide virtual charter school PSPVA expects to enroll students from all demographics and subgroups throughout the state.

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

PSPVA's most comparable school in the virtual public charter space is North Carolina Cyber Academy, which received a "D" grade with an enrollment of 2,241 students based on the 2023–24 North Carolina School Report Card. While this reflects the broader challenges of virtual education, it also highlights an opportunity to better serve students across the state. PSPVA's model is designed to address these challenges through personalized instruction, high-quality synchronous learning, and strong family engagement. Other virtual schools with similar models to PSPVA's are North Carolina Virtual Academy, Charlotte-Mecklenburg Virtual School, and Person County Schools Virtual Academy. With a localized implementation of the K12 curriculum and a focus on data-driven decision making, PSPVA is committed to improving academic outcomes for North Carolina's virtual learners.

**Q116. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).**

PSPVA's total projected statewide enrollment for Year Five is 5000 students with an ADM of 90%. The total statewide 2024 Charter School Membership in North Carolina was 202,007.

<https://www.dpi.nc.gov/documents/fbs/charterschools/csmembersregion23-24rptpdf/download?attachment> (<https://www.dpi.nc.gov/documents/fbs/charterschools/csmembersregion23-24rptpdf/download?attachment>)

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



As previously mentioned in Q35, PSPVA's proposed EMO is K12. What will make PSPVA more unique and more effective than surrounding schools throughout North Carolina is that K12's experience is extensive as a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. They have transformed millions of people's teaching and learning experiences by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, districts, the military, and enterprises in primary, secondary, and postsecondary settings. Having these options for students not only allows for PSPVA students to excel in their K – 12 public education, but also provides a catalyst for future opportunities in their lives ahead.

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

Stride Corporate Marketing has recruited a local Public Relations firm to help capture student, family, and teacher stories and publicize them to local media. The K12 Marketing Team and PR agency continue to develop relationships with broadcast, print, and other news media producers to ensure those stories receive broad coverage. Additionally, we secured a paid partnership with the Family + Kids Expo this year. Demand for the school is assessed via ongoing market research both at the category level (online schools in general) and at the National brand level (Stride/K12) and at the local brand level for PSPVA and other competitors in our market. Market research is performed semiannually, and trended data shows increased awareness and likelihood to enroll with online schools.




**Q119. Attach Appendix A: Evidence of Community/Parent Support.**

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

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

**Applicant Evidence :**


Q119 Appendix A Evi...

Uploaded on **4/24/2025**  
by **Dave Stauff**

## 9.2. Purposes of the Proposed Charter School

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

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

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



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

Providing parents and students with expanded choices in the types of educational opportunities that are available within the public-school system is paramount for PSPVA to fulfill its mission goal in providing a foundation for students' success in school, career, and in life. A part of achieving this goal requires a new approach to education, Career Readiness Education which is facilitated by K12's Career and College Prep (C&CP) model, where a diploma signifies not just completion of past coursework but a true readiness to tackle what comes next.

C&CP gives students a jumpstart in life after high school. Students have the chance to embark on a future career path while still in school with the wraparound services they need to achieve their goals.

Our vision for PSPVA's C&CP programs is to offer enriching and professional learning experiences that equip all students for success. Upon graduation, we aim for all C&CP students to have:

- **Career Training Experience:** We strive for all students to engage in a career training opportunity before graduation. This could be an internship, youth apprenticeship, part-time job, or student-based enterprise. These real-world experiences enable students to develop their durable and professional skills, enhance their resumes, and gain insights into what they do (and importantly, don't) enjoy in a job.
- **Durable and Professional Skills:** We aim for all students to cultivate durable and professional skills, as outlined by the America Achieves Durable Skills Framework. These skills can be acquired through a range of experiences such as Project-Based Learning (PBL), rigorous coursework, participation in National Career Student Organizations (NCTSOs), and career training.
- **Curriculum and Post-Secondary Currency:** We aspire for all students to participate in rigorous CTE and college curriculum and coursework, and for those students to earn the associated industry-recognized credentials and/or college credits.
- **3-E Post-Secondary Plan for Success:** Throughout their high school journey, it is imperative that students explore their post-secondary options, which include Enlistment in the military, Enrollment in a 2- or 4-year institution, and Employment in an entry-level job. By their senior year, each student should have identified their "E" and have a post-secondary plan that aligns with their goals.

**Encourage the Use of Different and Innovative Teaching Methods**

**Interactive Curriculum**

K12's K-12 curriculum emphasizes an active, multi-sensory approach that targets cognitive domains learners need to acquire, use, and develop knowledge through rich media, videos, scaffolded models, virtual manipulatives, and learning games. Other content providers lack an interactive strategy as they have entered the online education market from a traditional textbook environment. These providers either build online textbooks that do not support learners with appropriate interactive tools, or they build complex interactives that fail to engage learners at an appropriate cognitive level.



The K12 learning experience is intentionally designed for a digital learning environment and follows an interactive strategy that uses technology to enhance learning and engage students. mmK12 content aligns the interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, user research from students, teachers, and families in the schools, and programs served by K12 and external markets. This research-driven development approach enables teachers and content authors to build scaffolded online experiences that engage learners through full instructional cycles. Furthermore, the alignment of interactivity metadata and standards enables automation for playlists that target appropriate cognitive domains to engage learners with the correct tools at the right time in a learning cycle. In addition to the online curriculum, K12 provides students with interactive offline learning in several ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on materials and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for one-to-one and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

### **Multimedia**

Neuroscience research confirms changes in visual stimuli can help students maintain focus and concentration.<sup>1</sup> K12's K–12 courses are packed with engaging multimedia, including:

- *Audio*: Maximizes the learner's ability to process information without being overwhelmed by visuals
- *Photographs/Illustrations*: Help represent, organize, and interpret the content
- *Interactive Activities*: Are used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty
- *Technology-Enhanced Items (TEI)*: Offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: Are used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

### **Games and Gamification**

Games and gamification—the application of game elements to learning activities—often includes points,<sup>2</sup> rewards and varying levels,<sup>3</sup> as well as an element of competition.<sup>4</sup> Increased participation, engagement, motivation, and knowledge retention are research-based benefits of gamification.<sup>5,6</sup>

Games are incorporated throughout the curriculum for instruction, practice, and extension. An example is MathBee, K12's game for math fluency practice, which replaces traditional practice in Grades 2 through 5 math courses. This game uses the popular bubble-shooter mechanic to encourage repeated practice and progression through skills.

Learning activities throughout K12's curriculum are infused with game elements. An example of a





reward engine is the Q&A Space Coaster game integrated into many English language arts and mathematics courses. In this game, students work to improve fluency with mathematics facts, selecting an exciting piece of coaster track with each correct answer to build a personalized animation that shows their roller coaster when they complete the game. There is also a pizza-themed version of this game, as well as a version specifically for middle and high schoolers named “Indomitable Ninja Hamster.”

### **K12 Skills Arcade**

The K12 Skills Arcade is a teaching tool that motivates students toward mastery and rewards learning with games. Embedded right into many courses, subjects supported in the K12 Skills Arcade include Preschool to 8th grade reading and math, K-8 language arts, high school English 1-3, Algebra I and II, geometry, grades 3-8 science, high school biology, AP Biology, U.S. History, and AP World History. Students practice related concepts tailored to their specific needs. K12 Skills Arcade is integrated right into courses to ensure sufficient independent practice time. The K12 Skills Arcade’s adaptive technology guides students to practice where they need it most and then serves up a variety of lively and engaging activities. Students spend less time on skills they have mastered and more time practicing skills with which they are not yet proficient. The K12 Skills Arcade’s vast database of questions, video lessons, and printable resources delivers content aligned to the rigor of the Common Core and individual state standards. The K12 Skills Arcade’s benchmark and formative assessments identify where students are performing on specific grade-level standards throughout the year and help identify critical foundational gaps missed in prior grade levels. Test prep capabilities pinpoint student strengths and weaknesses for improved outcomes on end-of-year assessments. In addition to test prep, we launched Live Practice, a synchronous skill practice tool that allows personalized, standards aligned quiz creation in just a few seconds. According to new efficacy research from February 2024, engagement in K12 Skills Arcade is positively associated with reading growth for elementary school students. Time spent answering questions in K12 Skills Arcade is positively related to both ELA course quiz outcomes and reading growth at the elementary level. In the K12 Skills Arcade, students answer questions to earn points. When students accumulate enough coins, they can use them to play fun games or check out items in the student shop. We offer game based learning opportunities, such as ELA Village and Mathbee, where students can earn Skills Arcade coins by learning concepts in the method they learn best. One example of a game students can play in K12 Skills Arcade is Slap Shot. In this game, students touch or click and hold to aim and then release to hit the puck. Students play to beat their personal best score and can also view a class and grade level leaderboard.

1. Hardiman, M. (2012, February). The brain-targeted teaching model for 21st-century schools. Corwin.



2. Attali, Y., & Arieli-Attali, M. (2015). Gamification in assessment: Do points affect test performance? *Computers & Education*, 83, 57-63.
3. Merchant, Z., Goetz, E. T., Cifuentes, L., Keeney-Kennicutt, W., & Davis, T. J. (2014). Effectiveness of virtual reality-based instruction on students' learning outcomes in K-12 and higher education: A meta-analysis. *Computers & Education*, 70, 29-40.
4. Jaguš, T., Botički, I., & So, H. J. (2018). Examining competitive, collaborative and adaptive gamification in young learners' math learning. *Computers & Education*, 125, 444-457.
5. Mohammed, Y. B. & Ozdamli, F. (2021). Motivational effects of gamification apps in education: A systematic literature review. *BRAIN: Broad Research in Artificial Intelligence & Neuroscience*, 12(2), 122-138. <https://doi-org/10.18662/brain/12.2/196>
6. Putz, L.-M., Hofbauer, F., & Treiblmaier, H. (2020). Can gamification help to improve education? Findings from a longitudinal study. *Computers in Human Behavior*, 110. <https://doi.org/10.1016/j.chb.2020.106392>

### 9.3. Goals for the Proposed Charter School

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



## **PSPVA Financial and Academic Goals:**

The school will provide an educational program of the highest caliber to promote enhanced academic success while remaining faithful to sound economic and budgetary principles through aligned responsibility and accountability. The school understands that with the receipt of public funds, it becomes the keeper of the public trust and must fiscally perform in a manner which reflects the highest standard of stewardship.

The board's finance committee members will review monthly financial reports. At each regularly scheduled board meeting, the finance committee will provide a whole-board report. The full board will be involved in the major financial decisions for the school.

### **Financial Goals**

#### **Year 1**

Adopt balanced operating budget in alignment with NCDPI expectations

Develop and submit 5-year financial forecast to the Charter School Review Board

Establish financial controls and chart of accounts

#### **Years 2-5 Goals**

Submit all fiscal reports to the Office of Charter Schools on or before deadlines

Complete **annual clean audit with zero material findings**

### **Academic Goals**

#### **Year 1**

Administer all required state EOGs, EOCs, and local diagnostics (e.g., i-Ready, NWEA MAP assessments and NC Check-Ins 2.0)

Establish baseline proficiency rates in reading, math, and science for each grade level

Administer ACT, Pre ACT, and WIDA/ACCESS to establish growth data

#### **Years 3-5 Goals (Annually)**

**Achieve  $\geq 100\%$  Expected Growth** in Reading and Math per EVAAS projections

Increase student proficiency rates by **at least 5 percentage points per year** in EOG/EOC exams



Increase percentage of students **on grade level** in reading by 10% in K-3 by Year 3 (Read to Achieve targets)

Ensure **≥95% participation rate** on NC state assessments

Decrease **course failure rates** by 10% annually in grades 6-12

Increase **graduation rate to ≥70%** by Year 5

### **Supporting Actions**

Implement MTSS and targeted intervention based on benchmark data

Develop credit recovery options and improve on-time promotion annually by 5%

### **School Operations Goals**

#### **Year 1**

Hire 100% certified and licensed staff aligned to NCDPI standards

Establish attendance tracking protocols

Implement a virtual operations handbook for staff, students, and families

Develop a calendar of virtual and face-to-face family engagement opportunities

#### **Years 2-5 Goals (Annually)**

Increase **family communication and engagement** by Year 3; sustain thereafter

Achieve **parent satisfaction scores ≥85%** on annual climate surveys and Voice of Customer surveys

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

The Board will frequently monitor PSPVA's financial, academic, and operational goals to determine the success of working toward attaining its mission.





## 10. Educational Plan

### 10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



## INSTRUCTIONAL PROGRAM

PSPVA will offer an effective public education that meets the unique needs of its students and families so that every student can reach his or her true potential in accordance with the North Carolina Standard Course of Study (NCSCOS).

### Personalized Learning

PSPVA curriculum products and materials will have a range of content rigor, flexibility in content sequencing, and features that engage and motivate students. Because every student and every school K12 serves is different, it is important that every course and every supplemental product or tool supports students and schools to individualize and personalize their learning needs. For example, the International Literacy Association (ILA) defines Science of Reading as “a corpus of objective investigation of reliable evidence about how humans learn to read and how reading should be taught.” In alignment with this definition, K12’s English Language Arts curriculum is based on decades of research-based best practices and empirical evidence from internal and external studies supporting the efficacy of their curriculum. Numerous facets of literacy—from speaking and listening, phonemic awareness, and phonics, to comprehension, fluency, and vocabulary, as well as writing, grammar, and spelling—are integrated throughout courses for a cohesive, balanced experience.

PSPVA’s goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will only need the online independent tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches. A Learning Coach is a student’s parent or another responsible adult who is dedicated to making sure their child receives a quality education. By supporting all these learning preferences, PSPVA meets the needs of the range of students it serves. The cord connecting all these learning support sources is alignment to NCSCOS, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by the School through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. It is important to recognize that effective teaching and learning is about meeting the student where s/he is on a continuum of learning within each content area, utilizing technology, and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. Products like Stride Skills Arcade, a personalized digital rewards-based learning system, do this through algorithms, but the end result remains the same—meeting the needs of individual students. Personalized learning must be available to every student through each content experience.

Consider a continuum of content, ranging from teacher-led instruction to a completely technology-driven experience. PSPVA offers teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions



PSPVA will customize the learning experience for all students by addressing each student's unique strengths, weaknesses, and aptitudes by developing the following plans that allow for student choice, flexible learning environments, and enriching classroom experiences:

- A **communication plan** to inform students and their families about the required elements of the instructional program as they apply to personalizing learning for students:
  - welcome call to each student's Learning Coach (usually parents or guardians, but can be any caring adult that the parent or guardian selects) within the first two weeks of school;
  - online orientation with each student and Learning Coach within the first two weeks of enrollment to learn about synchronous instruction via Live Class sessions, the grades K-12 learning management systems, how to navigate the curriculum, requesting help, first week school activities (including readiness assessments), and School specific requirements;
  - testing requirements (readiness, formative, and/or summative); and
  - synchronous and asynchronous instructional cycle requirements which are individualized based on student academic needs.
- Development of a **graduation plan** for each student in grades 8-12 which complies with state requirements including:
  - a 4-year high school course plan;
  - credit and graduation requirement checks;
  - post-secondary planning; and
  - prior test score data.

### Synchronous Instruction

Synchronous instruction is an essential component of PSPVA's instructional model. Teachers provide direct instruction and support in Live Class sessions using a web-based conferencing platform, Engageli. Students will attend Live Class sessions by logging on to the Learning Management System, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and engage in lesson topics synchronously with teachers and fellow students.

### Instructional Cycles

PSPVA will establish an instructional cycle: a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas. Based on this analysis, students will be assigned to the appropriate synchronous Live Class sessions on the web conferencing platform, Engageli, to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the Learning Management System (described in Q129) and work actively with students and parents to advance each student's learning in all coursework. Students in PSPVA will be regularly assessed in all core courses to ensure they are





proficient in state standards. Students in career-based courses may also be graded based on project completion.

Formative assessments will be given throughout the instructional cycle. In the week following an instructional cycle, teachers and academic leaders will work collaboratively to analyze data and regroup students for the next instructional cycle. Between instructional cycles (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally a week is set aside for teachers and academic leaders to evaluate data and regroup students.

As part of a comprehensive instructional model, PSPVA will establish an MTSS (Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and are integrated as part of the instructional cycles.

Synchronous instruction will be an essential component of PSPVA's instructional model. Teachers will be able to interact and build relationships with students, assess skill level, and provide personalized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:

- Synchronous instruction based on the NCSCOS
- Synchronous instruction using the K12 curriculum lessons
- Remediation for small groups based on students' academic needs
- Support/Remediation for individual students based on their academic needs
- Enrichment for accelerated learners
- Providing individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles
- Writing workshops

### **Asynchronous Instruction**

K12 courses meet a wide variety of student learning preferences and follow well-researched and



proven instructional methods. Asynchronous instruction is provided on the OLS for students in grades K-5. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises. In the K12 Online Middle and High School teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is provided that content or activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

K12 courses provide enhanced features to further support students and teachers. Built-in formative assessments allow teachers to employ data-driven instruction through the use of enhanced assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

## **ELEMENTARY AND MIDDLE SCHOOL CURRICULUM**

From Kindergarten through eighth grade, K12 courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes assessments (both formative and summative) built in at regular intervals appropriate to each course and subject to ensure mastery and provide for remediation or enrichment where necessary.

## **HIGH SCHOOL CURRICULUM**

High school courses will be offered to enable students to meet the North Carolina Future-Ready Course of Study (FRC) requirements to earn a diploma, graduate, and prepare students for post-secondary success ensuring that students are prepared for life and whatever pathway they choose



after they graduate: workplace, colleges/university or the military. Math, English, Science, and History courses will be offered in Core and Honors levels. Unlike other programs, where a student must be on a particular “academic path,” the curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. A wide array of electives will be offered that enrich students’ education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. Elective curriculum includes courses in Financial Literacy; World Languages; Science; Social Science; Fine Arts; Technology and Computer Science; Business; Health and Physical Education; Communications; Finding Your Path which includes a school-counseling tool; and Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Foundational and credit recovery courses will be offered to meet the needs of diverse learners.

## **OCCUPATIONAL COURSE OF STUDY**

The Occupational Course of Study with adapted course requirements and the same credit requirements as FRC will be available via a third party curriculum provider for those high school students with disabilities who are specifically qualified for this course of study. It is intended to build work ready and community college ready skills.

## **Dual Enrollment/Credit**

PSPVA believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at PSPVA. The School will explore available opportunities for dual credit with North Carolina community and technical colleges and four-year colleges and universities whose dual credit programs align well with PSPVA’s mission and its goals for PSPVA students. We plan to provide challenging college-level experiences through dual enrollment course offerings to our eligible students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions (e.g., through the North Carolina Career and College Promise (CCP) program).

## **End-of-Course (EOC) and End-of-Grade (EOG) Assessments**

PSPVA recognizes the importance of designing and executing state standardized testing that is fully aligned to North Carolina’s administration and security guidelines while maximizing the accessibility of the testing locations so that they are convenient for our students and their families. Mandatory state assessments provide useful information to parents and teachers on a child’s academic progress and are the basis for State accountability results for PSPVA.

PSPVA students will be required to participate in all state-mandated academic assessments. These



tests must be administered in person at PSPVA testing sites around the state. These testing sites are at facilities with classroom style settings (e.g., local libraries, local schools, public meeting rooms, and other such locations with proper accommodations for special needs students, when appropriate). PSPVA will secure the use of computer labs at sites such as community colleges or will bring mobile computer labs with Wi-Fi hotspots to regional testing location(s). These mobile labs will consist of laptops designated for testing purposes set up and secured to meet testing security guidelines. PSPVA will ensure that all testing requirements are met regarding proctoring state testing virtually including appropriate testing devices, secure testing browsers, and proctored testing environments as specified by NCDPI.

General EOC and EOG testing windows will be provided to the parents and students during the first quarter. The date, time, and location of student-specific testing assignments will be announced closer to each scheduled testing period but are subject to change as needed. The site locations will depend on the number of students who are subject to testing and where they live. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. Every effort will be made to ensure that families will not need to travel an unreasonable amount of time to testing sites, but all families should be prepared for the possibility of some travel to and from the testing location. The Testing Coordinator will review all available resources and work with families in special circumstances to provide transportation to and from testing, to ensure that transportation is not a barrier to access for all students. If transportation is required for a student as part of an IEP, arrangements will be made on an as-needed basis. If the student has a medical concern that may require treatment or medication during the duration of testing, a parent/guardian is required to stay on site to administer the medication in the event it is needed.

The School will follow the guidelines established by NCDPI for proper test administration and security. Testing site coordinators, proctors, and other staff involved in test administration will receive training in proper test handling procedures so that testing security is not compromised. PSPVA admin will ensure that all appropriate staff have knowledge of ethical testing practices and procedures and understand how to secure, administer, and handle the state required tests while in their possession.

With over 15 years of experience supporting schools in executing state standardized testing, K12 provides a national support network for state testing, a series of trainings and best practices for schools to draw from, a central source for schools to secure equipment/ technological services, and an exclusive contractual relationship with a virtual testing software vendor, Testing Nirvana.

During the months leading up to state testing, K12's national teams will work with PSPVA leadership to provide these trainings and procedures so that school level processes can be developed and followed. The training sessions include topics such as creating your testing project plan; understanding state accountability subgroups; documenting and planning for special education accommodations; student testing computer requirements/ordering; identifying great testing locations



and managing contracts; staff roles and responsibilities; state requirements for proctors; understanding testing security and safety protocols; assigning students to locations; monitoring site capacity; communicating with families; taking live attendance; and following up and rescheduling no-shows.

Testing Nirvana is a testing logistics software system that contracts exclusively with K12 that supports the needs of virtual school testing by providing a system to efficiently manage the complexity of event planning. The software ultimately puts all the pieces together so that schools can take real-time action to meet the state testing participation thresholds outlined in administration guidelines and requirements. Testing Nirvana provides a way to make otherwise difficult logistics successful. Some critical functionality includes automatic test location and schedule assignment based on student address and accommodation management for special education IEP, ML, and 504 modifications.

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

- ☐ Yes
- ☒ No

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



## **Instructional Framework**

PSPVA's instructional model will combine online technology with traditional instruction and materials. State licensed teachers will provide both synchronous instruction (where the student and the teachers are online together) and asynchronous instruction (when the student is working more independently off-line) and support to students and will work in conjunction with Learning Coaches to ensure student success.

### **Elementary School**

Each elementary school student will be instructed by licensed teachers. A healthy working relationship between the student and the assigned teacher(s) and between the Learning Coach and the teacher will be essential. A licensed teacher(s) will be assigned to each elementary school student and will communicate with the Learning Coach through email, telephone, and online web meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. Teachers engage students in the coursework and continually motivate them through frequent live interaction. Teachers also validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual strengths and weaknesses. Students learn from this feedback and then revise their efforts for future assignments. Teachers help set the pace of the course by setting due dates and supporting students through the use of synchronous and asynchronous methods. The class size for elementary will be a range of 27:1 to 60:1.

### **Middle and High School**

Middle and high school students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online synchronous classes, setting up the asynchronous course that aligns with state standards, providing individualized support, validating student attendance and course activity, curricular mastery, setting and grading assignments, and providing instructional feedback. This approach will allow the parent, or other person serving as the Learning Coach, to guide her/his student to help them achieve academic excellence.

Through its service provider K12, PSPVA's proposed learning management platform consists of the K12 Online School (OLS) and the K12 Online Middle and High School (OMHS) platforms. The OLS will serve all students in grades K-5, their teachers, and their Learning Coaches. Middle School and High School students in grades 6-12 and their teachers and Learning Coaches will use the OMHS. The class size for middle and high school will be a range of 27:1 to 60:1.

### **K12 Online School (OLS)**

The OLS provides access to online courses which are presented as a series of units, each comprised of a series of lessons. The OLS also provides activities for the student to complete and for Learning Coaches to score. The OLS monitors student performance and progress through each course and



supports mastery-based learning, requiring students to score 80% or higher on assessments before related lessons are marked as "Complete".

A Daily Plan is provided to the student that indicates the next item to be completed in the course, so there should be no question as to what should be done next. This includes live sessions known as "Live Class" sessions provided by teachers using the virtual learning platform Engageli which is designed to boost learner engagement and create an interactive learning experience for students and teachers. Additionally, teachers can define specific due dates for lessons in the course and anything not completed by the due date will be indicated as overdue so that students can manage their workflow. For Learning Coaches, the OLS provides an online dashboard with which they can monitor the progress and performance of their student(s). It also provides tools for communication with School staff and the ability to record attendance to reflect the amount of time students spend on course work for each subject for each day.

Teachers are provided with data and analytics to monitor students' progress through courses and mastery of assessments and learning objectives. Teachers also have course management tools to manage the course schedule and course content. The teacher can show, hide, or reorder K12 published lessons and/or add their own lessons in a course. Teachers will have access to the K12 Learning Hub – giving them access to K12's extensive library of content and assessments (see Learning Hub description below).

Using the Auto-Adjust setting, the OLS may be set to automatically skip overdue lessons for students who are added late to a classroom.

Student grades can be managed with the OLS Gradebook. Teachers can manage OLS assessment scores as well as add additional grade items and define how all graded items will be counted towards the final grade. Schools can choose to display grades in real time to Learning Coaches and students or keep them internal for school staff only. Teachers can also export and import student grades.

### **K12 Online Middle and High School (OMHS)**

The K12 Online Middle and High School (OMHS) learning management system is an intuitive, web-based software platform for grades 6 through 12. It provides access to online courses and lessons that include hands-on activities; alternative learning approaches; classroom collaboration tools; optional and supplemental lessons and activities; lesson planning and scheduling tools; and progress tracking tools. Students, Learning Coaches, School administrators, and teachers can access the OMHS with an Internet connection at any time.

Students and teachers have "landing pages" that help them to easily stay on top of what is important for them each day. Students can view their schedules across all courses in one view, including their live, teacher-led sessions. Teachers create and manage the daily plans of students to ensure adequate pacing and progress through course activities.





Teachers and students are kept aware of areas needing attention, such as discussion posts and items submitted to – or scored and returned from – teachers. With a single link, students can take part in course activities and teachers can manage and score student work submissions and posts.

Courses are organized by units and lessons. Lesson content is explicitly designed for online instruction, and progress through course content is tracked automatically and monitored by teachers. The OMHS provides both computer- and teacher-scored assessment tools including:

- Traditional and technology-supported questions
- A file-sharing tool for student work submission and teacher feedback
- Asynchronous online discussion capabilities
- An online rubric tool for efficient and consistent scoring of and feedback on student work

Teachers have a high degree of control over the content and assessments in grades 6 – 12 courses. Teachers can:

- Add original content and assessments to courses
- Search for and add educational resources from the K12 Learning Object Repository (LOR), a database of open educational resources available to teachers using the K12 curriculum
- Access the K12 Learning Hub – giving them access to K12's extensive library of content and assessments. Share their original content and assessments with teachers across the K12 network via the Teacher Shared LOR
- Automatically pace their student's course by adding start and end dates, holidays and working days
- Use release conditions to provide differentiated instruction to students based on defined criteria or groups
- Adjust assessment settings by assessment or student

Students and Learning Coaches, a student's parent or another responsible adult who is dedicated to making sure their child receives a quality education, are provided with rich progress views that go beyond a traditional gradebook and provide details of what a student is doing in a course and how well the student is performing. Teachers also have rich and insightful data tracking and analysis tools that allow them to monitor student progress, performance, and engagement in coursework.

ClassLink Launchpad is a value-add tool that will provide School staff and students with a single location sign-on solution to access hundreds of applications used in the virtual classroom. The tool reduces the need to manage multiple links and passwords and simplifies student account set up with third-party web applications. ClassLink is available on the Quick Links toolbar in the OMHS for students and teachers. For K-5 teachers, the ClassLink also appears in the Quick Links toolbar. ClassLink is available on the Resources page in the OLS, for K-5 students.

### **K12 Learning Hub**

Through its service provider K12, PSPVA will have access to the K12 Learning Hub ("Learning Hub"). Learning Hub is a cutting-edge search interface and content repository seamlessly integrated into the





K12 Online School (OLS) and the Online Middle and High School (OMHS) platforms. Provided to elevate users' teaching experience, the Learning Hub is a tool that empowers teachers to tailor courses by searching for, previewing, and incorporating a diverse range of activities, assessments, and lessons. In recognizing the diverse ways teachers leverage resources to differentiate instruction, the Learning Hub has emerged as a one-stop-shop. High-quality, standards-aligned content can be deployed in the OLS and OMHS directly from the Learning Hub. It eliminates the need for teachers to leave the online school environment, enabling them to dedicate more time to their students and less time to resource discovery. Teachers can bookmark their favorite assessments, activities, and lessons. Additionally, while previewing activities, teachers see a list of lessons that contain those activities making it easy to search and add new content to their courses.

Key Learning Hub features include:

1. **Customized Content Discovery:** Teachers have access to supplemental content tailored to their unique needs. Whether they need a refresher on a previously taught topic, to remediate for a struggling learner, or to extend the curriculum, the Learning Hub has content.
2. **Smart Search** Teachers can easily find lessons, activities, and assessments, preview them, and seamlessly add them to their classroom. Teachers can fine-tune searches based on content standards in the core subject areas, as well as with filters for subjects, grade levels, and content types.
3. **Customized Assessments:** Teachers can craft personalized assessments with ease. The Learning Hub offers the ability to create a new assessment from scratch or modify an existing one by copying and editing.
4. **Customized Lessons:** Teachers can copy and edit existing lessons, to add or remove content, as well as build new lessons with activities and assessments from the platform.
5. **Collections:** In addition to robust search functionality, teachers have access to continuously evolving collections of specifically curated content. Examples of Collections include Doggyland for grades K-2; MathBee bubble-shooter games for math practice in grades 3-5; Wonder Media animated, illustrated videos on a variety of topics for grades 3-5; partnership content with Rebel Girls for grades 3-5; Next Generation Science: Middle School for grades 6-8; and Financial Literacy for grades 9-12. Featuring renowned content partners, these collections are continuously updated and enhanced. Teachers can view the latest through a revolving carousel or look at previous collections by grade or subject.

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



PSPVA's service provider, K12, has invested in developing and acquiring curriculum and online learning platforms that promote mastery of core concepts and skills for students of all abilities. The K12 suite of services and instructional curriculum and courseware are collectively referred to as the "K12 curriculum." The K12 curriculum currently includes public and private K-12 options, K12 Learning Academy for districts, World Languages, K12 Skills Arcade, and Career Readiness Education (CRE) curriculum.

### **Guiding Principles**

K12's curriculum is intentionally designed to meet the needs of all learners throughout the United States. K12's curriculum development team uses state standards as the roadmap for what content to include in each course. Using a reverse design approach, the team unpacks state standards into discrete learning objectives to determine what a student should know and be able to do by the end of a course. This drives the development of comprehensive assessments that can be used to evaluate student mastery of standards at the level of understanding required by each standard. Curriculum teams then organize content into units, lessons, and activities that scaffold instruction using sound pedagogical principles and the most relevant research in learning science to support the learner in obtaining the depth of knowledge required by state-approved standards.

### **Standards Alignment**

K12 is a curriculum provider that serves public and private schools in all 50 states. As such, courses and content developed by K12 must be flexible to meet various state standards and requirements. What is restricted in one state may be required in another. Therefore, K12's courses are built to be customized for its public and private school clients to meet their respective state standards and requirements without impacting the content requirements of public and private school clients in other states.

### **Skills Tree**

K12 has invested in creating a proprietary skills taxonomy derived from state standards, referred to as "The Skills Tree," to empower consistent tagging of skills within content and assessment. Skills trees for English language arts, mathematics, and science are complete, and additional skills trees are in development. Each skill identifies content to be covered and the depth of knowledge related to what students need to be able to do with that content. This consistent tagging enables visible and invisible connections to aligned standards and proficiency projections within and across products. Additionally, each skill is mapped to its prerequisite skills, creating connections that inform vertical support for students. As a student works through K12 content, a full picture of how that student is tracking toward mastery begins to emerge, enabling teachers to make informed data-driven decisions and enabling the system to make personalized content recommendations in a variety of ways.

A digital representation of the "tree" of skills, their relationship to each other, and the metadata and



links to state standards is critical to power personalized learning, state-specific proficiency reporting, and targeted teaching recommendations. In summary, the Skills Tree allows curriculum designers to:

- Dynamically sequence content,
- Identify the content prerequisites and the content basis from which to suggest a recommended activity, and
- Organize the context around which to construct reports and views of state-specific student achievement for teachers, students, learning coaches, and appropriate academic school staff.

**Q131. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**



PSPVA will collaborate with K12 to develop and implement a school-based Academic Playbook leveraging K12's Academic Playbook. A comprehensive Academic Playbook carefully developed and thoughtfully implemented, will help PSPVA become a learning community in which our educators are unified by a shared understanding of what is needed to help students learn and achieve. With a relentless focus on continuous improvement, the School's Academic Playbook is an essential component of the annual school improvement and planning process.

The School Academic Playbook, designed by the Executive Director and academic leadership of PSVPA will be aligned to the K12 national Playbook. The primary purpose of the Playbook is to define a set of expected practices that the School believes must be available in order to achieve our short-term and medium-term goals and identified student outcomes, as reflected in the Leading and Lagging Indicators (LALI) and our Performance Measured Outcomes (PMOs). The playbook is organized into four sections, each of which includes expected practices and indicators of success:

1. Academic Achievement & Growth
2. Student Engagement & Retention
3. Matriculation to the 3Es (education, employment, and enlistment) and
4. Teacher Excellence

Overarching indicators of success in the four sections include these measures among others identified at the school level:

- Students make at least one year of academic growth
- K-3 students reading is at or above benchmark
- School meets target to retain students
- Improvement of state reported graduation rates
- High school seniors express their post-secondary 3E intention

K12's Data Science team conducts annual research to ensure the efficacy and validity of the expected practices and outcomes.

K12 will collaborate with PSPVA via the K12 Support Team which will work directly with PSPVA to provide the training, resources, and guidance needed to meet each indicator and goal within PSPVA's Academic Playbook. The K12 team provides this support through ongoing school consultations, professional development, and communities of practice that include other virtual school leaders.

Once the school year has begun, PSPVA will implement the Academic Playbook, which is closely monitored and evaluated by the PSPVA's leadership team throughout the school year. In addition, the K12 Support Team will provide ongoing support focused on developing instructional leadership capacity with ongoing school reviews, strategic action planning, measurement, and evaluation.

K12's Support Team will meet with PSPVA's leadership team to review each indicator, component, and evidence of completion. During these comprehensive school reviews, PSPVA will be provided with



feedback on each component, including recommendations for refinement during implementation of the Academic Playbook.

Through improvement-focused instructional leadership, K12 will collaborate with PSPVA to maintain a focus on continuous improvement towards increased student learning and outcomes. PSPVA will measure successful execution of the Academic Playbook through continual reviews of student outcomes on various assessment measures, course grades, engagement, retention, and satisfaction measures.

During the spring semester of each school year, PSPVA will maintain its focus on measuring implementation of the Academic Playbook and making program adjustments as needed, while also beginning the needs assessment and planning for the next school year. The comprehensive school-based Academic Playbook will be a key part of the school improvement planning process for the next school year.

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



As previously mentioned in the response to Q124, PSPVA will offer an effective public education that meets the unique needs of its students and families so that every student can reach his or her true potential in accordance with the North Carolina Standard Course of Study (NCSCOS) to ensure readiness to transition through each grade span. Student promotion will be based on teacher recommendations. It will be the responsibility of the school principals to make final grade level placement decisions. See the response to Q159 for more information about student promotion.

### **GRADUATION PLAN**

All eighth grade students will develop a customized high school Graduation Plan, aligned with state graduation requirements, to strategically guide and keep them on track toward graduation. A Graduation Plan outlines all credits, courses, and additional requirements for graduation and is individualized for each student.

Graduation Plans are role-based so that all staff can have the appropriate levels of view and management access for their involvement in the process. The graduation planning tool:

- Provides counselors and school administrators with the ability to track student progress toward high school graduation requirements
- Works in conjunction with the official transcript that includes course credit and additional requirements determined by the school diploma
- Automatically updates to reflect the student's current progress as students complete courses, or transfer credits are entered in to the historical grades area of the student information system.

Once a Graduation Plan is assigned to a student, a complete record will be created in an easy-to-read format, tracking the student's progress and path to graduation. Courses for all four (or more or less) years of high school are outlined and displayed by course status. Additional requirements needed to graduate beyond courses and credits, such as, exams, community service, portfolios, etc. can be documented and tracked by counselors on the Graduation Plan. All Graduation Plan information is exportable and reportable allowing PSPVA to track key measures such as graduation rate, on-track progress towards graduation, and course enrollment patterns.

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

As previously mentioned in response to Q124 Instructional Program, PSPVA's goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. By doing so PSPVA's education plan coincides with its mission by allowing students to succeed in this environment while incorporating the yearly academic calendar.

### **Q134. Describe the structure of the school day and week. Include the number of**



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

PSPVA's Student Management Information System (SMIS) will have multiple data collection and reporting systems that work together to provide and present information to various stakeholders, including PSVPA administrators, teachers, Learning Coaches, students, customer care, and K12's central teams.

The SMIS is structured so that it may be customized to align with various state requirements (e.g., reporting, field capture, and graduation requirements) and it is easily modified to align with the School's needs by adjusting to its school calendar (e.g., quarters or semesters), programs of study and individual courses.

The Learning Management Systems (LMS) are configured to incorporate 185 days or 1100 hours of instruction during the school year and assign a certain number of lessons each day to ensure that the students reach the end of the curriculum by the end of the school year. Daily expected progress monitoring tools are available so that PSPVA administrators and teachers, as well as LCs, can monitor student progress. In addition, the LCs are responsible for logging asynchronous work time for their student(s) each day to ensure time spent within the online school is documented toward their 1025 state mandated hours for the year.

School staff will review student accounts weekly by monitoring progress and attendance hours entered. Students should attend an average of 6 hours on each school day in accordance with their instructional learning plan.

- Instructional components include but are not limited to:
  - Live, required Live Class sessions,
  - Multi-Tier System of Supports (MTSS), Exceptional Children IEP Supports, therapies, evaluations, targeted small groups, remediation etc.,
  - Assigned coursework and assessments,
  - Portfolios, interims, exit tickets, etc.,
  - Supplemental Programs,
  - Third-party education platforms -i-Ready, Seven Mindsets, NWEA, Edmentum
- If a student misses instructional time, the student must work additional time outside of class to make up for the missed instructional time.
- If a student misses a live instructional session, they must watch the recording to make up for the missed hours.
- If the student's account shows 18 hours of missed Live Class instruction and/or assigned coursework progress in the LMS or 3 consecutive days of no log in to LMS courses, School staff will contact the Learning Coach with an attendance warning letter and truancy proceedings will follow if not remediated.



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





The following schedule is an example of a typical day for a high school math teacher at PSPVA:

- **8:00 – 8:45:** Math 2
- **8:45 – 9:30:** Math 1
- **9:30 – 10:00:** Break
- **10:00 – 10:45:** Math 2
- **10:45 – 11:30:** Math 2
- **11:30 – 12:15:** Math 1
- **12:15 – 1:00:** Lunch
- **1:00 – 1:45:** Math 4
- **1:45 – 2:15:** Break
- **2:15 – 2:45:** Office Hours
- **2:45 – 5:00:** Various Activities through the week, i.e. HS staff meeting; Professional Learning Communities (PLC); Professional Development; enter grades; connect with students; one-on-one support with struggling students.

### **A Day in the Life of a Student at PSPVA – Business Pathway**

**8:00 am – Entrepreneurship Class:** Sarah's Tuesday starts with a web-conferencing meeting in Engageli where a new unit is about to kick off in her business course.

To introduce the unit, a local entrepreneur shares her story with the class:

*I started my own business at 22 and faced numerous challenges, from securing funding to managing a team. My biggest struggle was creating a business plan that investors would take seriously.*

The entrepreneur guides students through the process of creating a business plan by breaking it down into manageable steps. They begin with an overview of the key components of a business plan, such as the executive summary, market analysis, organizational structure, product line, marketing strategy, and financial projections.

Using real-world examples from successful startups, the teacher illustrates each section, highlighting what makes them effective. Students are then provided with templates and resources to help them structure their own plans.

Students will create a detailed business plan using software like Microsoft Word, Excel, and a presentation. The presentation will explain the business concept, market analysis, organizational structure, and financial projections.

Sarah begins working on the executive summary to have a draft ready to submit for feedback by the end of the week.

**9:30 am - Geometry:** After the Entrepreneurship class, Sarah joins a small group session for her



Geometry class. Her teacher noticed via online assessments that a few students are struggling understanding the properties of triangles, specifically the Pythagorean theorem. The teacher starts the session with a brief review of the theorem, using an interactive whiteboard to illustrate how it applies to right-angled triangles.

Sarah is then able to use a virtual manipulative tool that allows her to adjust the lengths of the sides of a triangle and see how the theorem holds true. Sarah and her classmates are encouraged to use the virtual manipulative to solve right triangle problems in real-time, using the chat feature to share their answers and thoughts.

**10:30 am - Break:** Sarah has an hour break before her live American Literature class. She grabs a snack, chats with her father about her new project, and spends 30 minutes reading *The House on Mango Street* by Sandra Cisneros.

**11:30 am – Economics:** Sarah attends a Live Class session where her Economics teacher leads a lesson on supply and demand. The teacher starts by explaining the basic concepts of supply and demand, using real-world examples to illustrate how these forces affect prices and availability of goods.

To make the lesson interactive, the teacher shares an Excel spreadsheet with data on the supply and demand of a popular product. Sarah and her classmates are tasked with analyzing the data to identify trends and make predictions about future prices. They use Excel functions to calculate the equilibrium price and quantity and create graphs to visualize the supply and demand curves. Sarah realizes this work in Excel can help with the financial projections section of her business plan.

**12:30 pm – Independent Study:** After her Economics class, Sarah logs in to the Learning Management System and checks her dashboard. She sees she must catch up in her Chemistry class before a synchronous session tomorrow. She completes the work, learning about chemical bonding and reactions and works on an online lab about precipitation reactions with salt. Before logging out, Sarah ensures she submitted all assignments due for the day.

**1:30pm – Club Meeting for Business Professionals of America (BPA):** During the BPA meeting, Sarah and her Small Business Management team focus on using strategic planning and problem-solving skills to tackle a business case study. They analyze the case study, identify key issues, and brainstorm potential solutions for a small business. Sarah contributes by researching market trends and developing a marketing strategy. As they prepare for the state competition, the team anticipates an additional element to the scenario that will require them to revise their presentation. They practice adapting their solutions and presentation skills to ensure they can effectively address any new challenges presented during the competition.

**2:30 – Independent Study:** Sarah logs into the learning management system to prepare for the Entrepreneurship and Small Business certification exam she plans to take later this year. She reviews



study materials, including modules on business concepts, financial management, and marketing strategies. Sarah takes practice quizzes to test her knowledge and identifies areas where she needs further study. By dedicating time each week to this preparation, Sarah feels increasingly confident in her ability to pass the certification and apply these skills to her future business endeavors.

**Q136. Will this proposed school include a high school?**

- ☒ Yes
- ☐ No

**Q137. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.**

PSPVA's SMIS will collect, organize, maintain, and display (as appropriate) student information from the time a student is approved through the generation of transcripts and state level reports. Between these two stages, the SMIS provides course and section management, course access, fulfillment of computer equipment and materials orders, attendance tracking, student demographic data, student grades, user permissions, communications, reporting, graduation plan and credit tracking, and generation of report cards and transcripts.

In support of the Every Student Succeeds Act goals of holding all students to high academic standards that prepare them for success in college and careers as well as ensuring accountability by providing services to engage students, the graduation planning tool also includes tools to track student graduation. This tool centrally stores student graduation plans, making them easily accessible to School staff, students, and parents/Learning Coaches with the ability for School staff to update, providing students' current credit standings. See Q132 and Q160 for a detailed description of the Graduation Plan.

**Q138. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.**



Students receive one credit hour per course taken. Grade quality points are awarded by grade letter on a 10 point scale as follows:

**Standard Level Courses:** A (90-100)=4; B (80-89) =3; C (70-79)=2; D (60-69)=1; F (0-59)=0

**Honors Level Courses:** A (90-100)=4.5; B (80-89) =3.5; C (70-79)=2.5; D (60-69)=1.5; F (0-59)=0

Student transcripts will include the school name and contact information; student demographic information; the principal's name; academic courses attempted; academic courses currently enrolled in; credits earned per course; North Carolina Accountability Testing scores and percentiles; GPA; class rank; and graduation degree program.

### **Student Evaluation/Grading**

All parents will be informed at regular intervals on their children's academic progress, based on procedures approved by the School Administration. The academic year will consist of two eighteen-week grading periods. Progress reports are issued at the end of the first grading period, and official report cards will be issued at the end of the second grading period. Parents can access student information via the Parent Portal at any time, including student grades and progress within courses. A date will be sent to parents to check grades during the interim of each grading period in the Parent Portal. A paper copy progress report will not be sent home. Report cards will be a combination of numerical and narrative evaluations.

### **Electives**

K12's curriculum is enhanced by a wide array of electives that enrich students' education in essential areas—including those identified by the 21st century skills and science, technology, engineering, and mathematics (STEM) initiatives—and will prepare students well for the world beyond high school. K12's elective curriculum includes courses in:

- **World Languages:** World Languages courses currently offered by K12 include Spanish, Chinese, and Sign Language.
- **Science:** Special interests in science can be pursued in environmental science, astronomy, or forensic science.
- **Social Science:** Students interested in the social sciences can elect to explore anthropology, psychology, economics, civics, sociology, family and consumer science, archaeology, or contemporary world issues.
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP® Art History.
- **Technology and Computer Science:** A variety of technology and computer science courses are offered, ranging from basic Computer Literacy to Computer Science. Students may explore career avenues with courses including Digital Arts, Image Design and Editing, Programming languages, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.



- **Business:** Students are given additional opportunities to explore careers with marketing and accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with personal finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- **Health and Physical Education:** Students can earn credit and learn essential skills with the courses Skills for Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state requirements, requires daily physical activity, verified by a guardian or mentor. Physical Education is also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- **Finding Your Path:** This series of courses, which include K12's school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning.

**Q139. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).**

High school courses will be offered to enable students to meet the North Carolina Future-Ready Course of Study (FRC) requirements to earn a diploma, graduate, and prepare students for postsecondary success ensuring that students are prepared for life and whatever pathway they choose after they graduate: workplace, colleges/university or the military. High School students will have the opportunity for expanded choices at PSPVA with C&CP options (described in more detail in Q121) and the "3-E Post-Secondary Plan for Success". Throughout their high school journey, it is imperative that students explore their post-secondary options, which include Enlistment in the military, Enrollment in a 2 or 4-year institution, and Employment in an entry-level job. By their senior year, each student should have identified their "E" and have a post-secondary plan that aligns with their goals.

**Q140. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.**



## **Role of a Learning Coach**

Learning Coaches are usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. A Learning Coach supports the student in the learning process while they are enrolled in the School. They are responsible for ensuring their student is on track with assignments and coursework as well as communicating with teachers throughout the school year. Learning Coaches play an active role, especially in the early grades.

The typical time commitment for a Learning Coach varies depending on a variety of factors but in general a Learning Coach should anticipate the following commitments:

- Grades K–5: 4 to 6 hours/day
- Grades 6–8: 1 to 3 hours/day
- Grades 9–12: 1 to 3 hours/day

## **Support for Learning Coaches**

The PSPVA program will help Learning Coaches succeed in their role as a Learning Coach by providing resources, tools, and programming designed for Learning Coaches. Support for Learning Coaches is provided through K12's LC Communities. The LC Community is available via global home (OLS login). Learning Coaches have access to a myriad of resources, updates on national programming, and direct access to customer support. In addition, the LC Community serves as the primary place to find, connect, and develop relationships with other learning coaches.

## **Student Support Team**

The Student Support Team is designed to proactively support students identified as needing engagement-type intervention as well as to reactively support students and Learning Coaches when they reach out for support. In collaboration with teachers, school counselors, and school administrators, the Student Support Team offers support to all students.

Each member of the Student Support Team uses specific tools to help students get back on track and improve their engagement and academic achievement. The goals of the Student Support Team are to:

- help students stay on track by providing early intervention, organizing wraparound support, and coordinating focused engagement strategies;
- help students work through non-academic issues to foster engagement and academic success;
- develop community partnerships to better support students and Learning Coaches with issues related to homelessness, psychological or social supports, teen parenting needs, and similar challenges; and
- help foster student connectedness and nurture student motivation.

The Student Support Team is an important part of the School's support system. The team utilizes data to identify students in need of engagement and/or academic support and develops programs and



tactics to deliver wraparound support to these students. Examples of programming and tactics may include truancy prevention, MTSS supports, compliance notifications, and opportunities for enrichment and/or tutoring.

### **Guided Outreach Engagement Strategy**

Guided Outreach (GO) is a student engagement strategy that begins with an assessment of student success based on two related dimensions--Academics (percent of courses passing or expected progress) and Engagement (days logged in previous week) -- and then sets out specific supports for that student. The following description details the GO strategy:

#### Red

- Student is not attending school, outreach from Attendance and Truancy Specialist.
- School outreach to students and Learning Coaches in compliance with state attendance statutes.

#### Orange

- Student is somewhat engaged but struggling academically.
- Teacher outreach to students and Learning Coaches to support academic struggles.

#### Yellow

- Student is engaged in school and doing fairly well in school.
- General outreach to students and Learning Coaches to identify engagement concerns, offer additional supports, connect with resources.

#### Green

- Student is attending school regularly and seeing academic success.
- General outreach to students and Learning Coaches to ensure ongoing success.

**Q141. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both 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.**

See attachment.

☒ Upload Required   File Type: pdf, image, excel, word, text   Max File Size: 30   Total Files Count: 6



Applicant Evidence :



Q141 Appendix C 9-1...

Uploaded on **4/24/2025**  
by **Dave Stauff**

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

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

Applicant Comments :

See attached.

Applicant Evidence :



Q142 Appendix B Cur...

Uploaded on **4/24/2025**  
by **Dave Stauff**

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

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

Applicant Comments :

See attached.

Applicant Evidence :



Q143 Appendix D Ye...

Uploaded on **4/24/2025**  
by **Dave Stauff**





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

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

Total Files Count: 15

Applicant Comments :

See attached.

Applicant Evidence :



Q144 Appendix E Dai...

Uploaded on **4/24/2025**

by **Dave Stauff**

## 10.2. Special Populations and "At-Risk" Students

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



PSPVA understands that all students learn differently, and that effective instruction encompasses Universal Design approaches. PSPVA will implement a Multi-Tier System of Supports (MTSS), a multi-tiered research-based approach for early identification and support of students' learning and behavioral needs that is aligned with the School's Academic Plan.

Through the implementation of a tiered system of instruction and intervention, teachers implement teaching strategies and work proactively to design lessons to meet all learner needs through differentiated strategies. Through the implementation of a Universal Screener Tool, students' academic strengths and weaknesses are identified before the beginning of the school year or after enrollment approval.

Using a multi-tiered approach to efficiently differentiate instruction for all students, PSPVA will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Struggling learners at Tiers I, II, and III will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. Advanced learners will be provided opportunities for enrichment. Data analysis will be used to inform and evaluate each student and their unique learning needs regardless of tiered level. Through the implementation of regular data conferences, students will be identified proactively as at-risk, on track or advanced students. Students identified as at-risk or advanced will have measurable action steps developed in response to the data analysis; action steps will include SMART goals, instructional strategies, and a system for follow-up to monitor progress on each of the identified individual students. Decisions about the intensity and duration of interventions will be based on individual student response to instruction. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists.

PSPVA will have defined tiered system procedures that will be aligned to state requirements. In addition to regularly occurring data team meetings, tiered team members will conduct a deeper data dive on those students identified in tier II or tier III. Depending on the type of identified need, academic and/or behavioral, needs can be addressed through intervention support and data collection to validate each student's response to instruction. Tiered teams are composed of a diverse background of stakeholders, often including a grade level administrator, math teacher, English teacher, and other content area staff.

Students identified as the most at-risk or students that need additional enrichment are ranked using universal screener data, state assessment data, and teacher recommendation. Tier II supports are created based on individual student needs, with a focus on small group, differentiated sessions aligned to address each identified student need. Interim assessments are utilized to continuously drive instruction and to adjust interventions based on student data and response to instruction. Students that need more intensive supports are supported in Tier

1. Tier III students receive individualized targeted instruction in one-on-one or small group settings.

K12's online curriculum makes real-time and continuous student data review seamless. Since student



progress towards each lesson is recorded and tracked instantly within the online dashboard, teachers and tiered teams are able to analyze and pinpoint specific academic needs of each student. Courses provide students with diagnostic assessments throughout the school year that allow the School to track student growth in each subject and to proactively target specific areas of need. In addition to diagnostic assessments, courses have built-in formative assessments throughout each course for continual progress monitoring and student data to drive instruction.

### *Universal Design for Learning*

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; instead, it supports flexible approaches that can be customized and adjusted for individual needs.

The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in a number of ways at K12:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development
- Throughout their educational materials and services, K12's professional development and training, implementation, and evaluation are responsive to students' tiered needs of supports.

UDL principles are also compatible with and facilitate the accessibility compliance of K12's materials and services. K12's design practices take into account students' needs, preferences, and abilities to interact with the curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and also support individual needs for accommodations and the use of assistive technologies.

Universal Design for Learning has influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within K12's products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make on-going school services support more effective.

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



The PSPVA founding board includes several individuals with experience working with special populations of students including these members:

- Erin Fisher, Chair, has taught middle and high school science in central North Carolina for ten years. She is a national board-certified teacher, a 2014 Kenan Fellow, and was awarded the 2017 outstanding Educator Award (9-16) by the North Carolina Science, Mathematics, and Technology Education Center. At ImplementEd LLC, an education consulting company, she designs curriculum and professional development plans based on best practices in teaching and learning.
- Gregg Sindors, Treasurer, has over 18 years of education and technology experience. He is currently Director of Business Development for EMO Charter One, LLC. As the previous State Director for TeamCFA Foundation, he oversaw the opening of seven charter schools and supported the operations of seventeen charter schools in North Carolina. He has also served as chief operating officer for a K-12 North Carolina charter school, responsible for converting the school from a traditional learning environment to an innovative blended learning environment.
- David Machado, Director, is currently the executive director at the North Carolina Coalition of Charter Schools. He was previously the North Carolina State Superintendent for Charter Schools USA, Inc.; the Executive Director of the Office of Charter Schools at the North Carolina Department of Instruction; and Chief Administrator of Lincoln Charter School.
- Julia McCombs, Director, was a teacher for 10 years in Wake County. She then worked for 28 years in educational sales of technology. Julia recently retired from Curriculum Associates. In addition to serving on the board of Pine Springs Preparatory Academy, she supports the School's curriculum team by serving on the School's Academic and Performance Committee. Josh Prizer, Director and parent of Pine Springs Preparatory Academy, is Senior Director of Sales at MyHealthTeam, a company that creates social media platforms that connect, lend support, and educate people affected with chronic conditions.

The K12 New Student Placement team will work with School leaders to create an effective enrollment plan for students with special needs and/or families who have concerns about their child's possible needs for special education services. The main goal of the New Student Placement team is to connect with families early in the enrollment process to ensure their questions, concerns, and needs are being met early so students can transition into their classrooms, ready and prepared to reach their maximum learning potential.

The enrollment planning process begins with an initial meeting with the School's Academic Administrator of Special Programs. Team members will discuss the guidelines for enrolling students with special needs, as pertaining to the state requirements, the Child Find query process, required enrollment documents, and necessary early enrollment talking points for families. Based on this initial meeting, school leaders will provide a statement of usage identifying the steps to enrollment and the parties responsible for each task. The finalized process will assist the enrolling families so they are ready and prepared for learning according to their IEPs. School enrollment plans will be finalized annually at the beginning of each enrollment year to determine best practices for the upcoming school year. Adjustments will be made annually as needed to better meet the needs of



families and school personnel.

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

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



PSPVA will serve Multilingual Learners (ML) through a comprehensive program, including the following components:

- Identification
- Program Entrance
- Parent Notification
- Service and Assessment
- Program Exit and Monitoring
- Annual Program Evaluation
- Professional Development

PSPVA will first identify potential ML students, students whose primary language is not English, during the enrollment and Child Find process. All eligible families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. The HLS is the first and primary effort to collect required native/primary language information about the student and/or family. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703. All relevant staff will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate English as a Second Language (ESL) point of contact. Additionally, school records will be requested from any student that was previously enrolled in a school within the United States and will be reviewed for EL indicators. Those students with positive responses to any of the HLS questions will be referred to the ESL point of contact. The ESL contact will talk with the family to determine if ESL services were previously received, identify current language needs of the student, and review prior school records, including any previous ESL evaluations, program plans, etc. that could help the School determine next steps. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

A Parent/Guardian Notification Letter in both English and the language of the family is used to notify parents of students that have been identified as ML and their student's placement in a language instruction program. The parent notification letter is sent each year to all identified ML students' parents and specifies the reason for identification of their child as ML and the need for placement in a language instruction program; the child's level of English proficiency; how it was assessed; the status of the child's academic achievement; the methods of instruction that will be used and the program in which the child will be placed; how the program will meet their child's educational strengths and needs; how the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; specific exit requirements for the program; and if the child has a disability, how such program meets the objectives of the individualized education program of the child. Also, parents are notified that they have the right to decline to enroll



their child in such programs or to choose another program or method of instruction.

Once students are identified as ML students, PSPVA will increase English proficiency and academic achievement of ML students by providing high-quality language instructional programs that are evidence based. The School will employ an appropriately licensed ESL or bilingual teacher, as defined by state regulations, for the ML identified students. The ESL teacher can provide support to the students within the School by: relating background information and experiences to the students to better grasp a concept; scaffolding instruction to aid the students in comprehension; adjusting speech or content; and providing project-based learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers. ESL teachers also provide support through ongoing collaboration with General Education teachers. An annual language proficiency assessment will be administered to all active ML students to monitor individual student language growth and overall program effectiveness. Exit criteria for ML students and monitoring of students after EL program exit will be consistent with state and federal requirements.

Professional development will be provided to all staff on the following: knowledge and use of effective pedagogy in instructing English Learners, methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible, and Universal Design for Learning.

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

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



PSPVA will utilize a variety of data to identify and, when applicable, evaluate students for formal gifted identification or informal identification as Advanced in one or more content areas. Examples of data sets to create this identification may stem from prior year's state test scores, assessment data, course placement, teacher/parent /student referral, AP scores and more.

Opportunities for each student are determined by the student's identified strengths. PSPVA will allow students to elect to participate in many offerings, including exploring higher level coursework or enrichment, where offered. -

K12 believes in instruction based on differentiation, flexible pacing, acceleration, advanced content, and student opportunities that are aligned with student outcomes and match each student's strengths and interests, as defined below:

- *Differentiated Instruction* provides students with the best environment for having their academic needs met. Differentiation is the least intrusive intervention for gifted students.
- *Flexible Pacing* includes any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skills. For advanced or gifted learners, flexible pacing generally means some form of acceleration, accomplished by moving the student up to advanced content or by moving advanced content to the student. The rate of progress can be varied in either direction. With flexible pacing, all students can progress through school at a pace that provides a steady challenge without crippling frustration or unreasonable pressure.
- *Acceleration* means matching the level and complexity of the curriculum with the readiness and motivation of the student.
- Students have access to *advanced content* when mastery is demonstrated through evaluation data and student work samples.

**Acceleration** means progressing a student through their curriculum at a faster rate than their peers. This can include grade skipping or subject acceleration (example: 5th grade student taking 6th grade math class)

If a student comes to the School with a subject grade promotion, they will remain on the path of acceleration.

If a current K12 student is eligible for subject acceleration, a collection and review of several pieces of the body of evidence will be made (Examples include course progress, scores on curriculum assessments, scores on benchmark testing, etc.).

**Ability Grouping** allows students with similar ability or achievement levels to be placed in a class or group based on their performance.

**Advanced Placement (typically for high school students) Courses** meet criteria established by institutions of higher education via the College Board. College credit may be earned with successful





completion of an AP exam in specific content areas.

**Concurrent/Dual Enrollment** (typically for high school students) will provide the opportunity to take college courses and earn credits.

**Curriculum Compacting** will adjust curriculum for students by determining if students have mastered learning outcomes and providing replacement instruction or activities for more challenging work.

**Enrichment** activities can be added to go beyond the existing curriculum.

**Independent Study** is a self-directed strategy where students play a role in designing and managing their learning. Often includes an area of interest.

Stride Professional Development will include training for all teachers to ensure teachers are familiar with and able to leverage the power within the existing platform and products to meet the needs of gifted learners.

### 10.3. Exceptional Children

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

**Q149. Identification and Records** Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



PSPVA will welcome the opportunity to serve children with disabilities in compliance with Article 9; English Learners in compliance with State Board of Education Policy 16 NCAC 06D .0106 (d); and each of these students in compliance with other applicable state and federal laws. The founders believe strongly that all students have strengths and needs that must be recognized and accommodated in order to reach their full potential as contributing members of society.

### **Child Find**

The School enrollment application, a conference call with a placement counselor, and conference calls with a PSPVA general education teacher will all provide a query for the parent to indicate a disability or special programs student. In addition, a careful review of previous school records, after enrollment approval, by the PSPVA special education department will be undertaken upon receipt of such records to identify any students enrolling who have previously

been identified as a student with a disability or exceptionality. PSPVA's general education teachers will be provided professional development prior to and during the school year about their Child Find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Public notification 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 and will be sent via electronic and/or U.S. postal service mail to all enrolled families.

### **Section 504**

Using the Child Find strategy previously described, PSPVA will first identify students with an active Section 504 referral, or those students in need of a new Section 504 referral as part of the enrollment process. When the decision is made to initiate a Section 504 referral, the parent(s) (or guardian(s), if applicable) will be notified. When a student is identified after enrollment, a Section 504 Referral Form will be completed by the student's teacher(s) with input from others who work with the student, including the parent. The Section 504 evaluation will accurately and completely assess the nature and extent of the disability and the impact of the disability on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected disabilities.

If the committee determines that a student is disabled as defined by Section 504, the committee will determine what services or accommodations are required to enable the student to receive an appropriate education and to provide the student an equal opportunity. The 504 committee includes persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. The School's 504 Committee will be composed of the appropriate committee members as well as the guardian(s) and the student, when appropriate.



**Q150. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.**

For a description of the process for identifying students who may be eligible for special education services as identified in the federal "Child Find" mandate, please see the response to Q149.

When screening (Child Find) indicates that a student may be eligible for special education services, PSPVA will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a student has a disability and the nature and extent of the special education/ related services that the student requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the student, and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members.

Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation will be made in writing to the Special Programs Administrator. Parents have the right to request an independent educational evaluation if they disagree with the results of the School conducted evaluation. When requested by parents, PSPVA will provide them with information about where an independent evaluation may be obtained.

PSPVA will work to accommodate students with all disabilities who enroll. PSPVA will offer necessary accommodations by procuring the technology and other services required in the student's Individualized Education Program (IEP) to aid students in navigating through their courses. Further, K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

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

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



Ensuring that the School is in compliance with federal and state special education regulations is a key support that K12 will provide to PSPVA as its service provider. Each year K12's National Special Programs Team will conduct an audit of special education files and/or Special Programs operational procedures to identify any areas that may need to be addressed to ensure ongoing compliance. The results of the audit will be shared with the School and any potential compliance concerns will be addressed through training and follow up by the National Special Programs Manager. In addition, the School will be provided support in development of a local special programs procedure manual that outlines School requirements for compliancy aligned with state and local requirements.

K12 will support PSPVA by building sustainable systems and procedures. All special programs' procedural manuals will be developed and reviewed using a critical component check sheet. Implementation of established procedures will be monitored. Each component is aligned to the Office of Civil Rights, Department of Education (including ESSA), Department of Justice, and/or research-based evidence (as appropriate). The goal of each review is to identify program strengths and needs and to identify targeted supports, training, and resources needed to create stronger and compliant programs.

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

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 student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification(s), and support necessary for the student to be involved in the general education coursework within the new virtual learning environment, including assistive technology. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, the School's staff will conduct a Functional Behavioral Assessment (FBA) and create a Behavioral Intervention Plan (BIP) as appropriate. The IEP team will consider strategies including positive behavioral interventions and support to address behavioral needs through the IEP process.

Students with disabilities will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, will be located within the geographical vicinity of the student or services will be provided virtually if appropriate.



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



Students with disabilities will participate in the general education program to the greatest extent possible offered by PSPVA and as determined by the IEP team. PSPVA's special education teachers 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 web conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. PSPVA will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom will not miss any general education instruction. Possible exceptions to this would be related services at a provider's office or students who may be better served through a functional or life skills curriculum outside of the general education classroom.

Oversight and compliance monitoring in a distance learning setting is 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 as well as file review and monitoring of timelines by the PSPVA's Special Programs Administrator.

Based on K12's experience serving students with disabilities in over 60 statewide programs across the United States, PSPVA projects that the School will provide special education services across all disability categories including: autism, deaf and hard of hearing, deaf-blindness, developmental delay, emotional disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disability, speech/language impairments, traumatic brain injury, and visual impairment.

PSPVA believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools.

### **Differentiated Learning**

PSPVA will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on Universal Design for Learning principles (UDL). Assistive technology will be fluidly integrated into daily lessons based on student needs. Through a tiered system of instruction (MTSS), teachers will implement strategies based on UDL and work proactively to design



lessons to meet all learner needs through differentiated strategies.

K12's product development team strives to align with the Web Content Accessibility Guidelines

2.0 Level AA and has begun the process of working towards Web Content Accessibility Guidelines 2.1 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs and 3rd party assistive technology resources. This platform meets the accessible education media needs of users in accordance with the National Instructional Materials Accessibility Standard (NIMAS). Any proposed K12 resources that may result in user challenges due to disability may be reported for investigation and remediation, as appropriate, via [www.k12.com/accessibility](http://www.k12.com/accessibility). (<http://www.k12.com/accessibility>)

Through the use of the K12 curriculum, PSPVA will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the School's online learning platform, lessons will be created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

#### *Assistive Technology*

Due to the unique online nature of the School's curriculum, many assistive technology tools can be accessed by Exceptional Children (EC) based on their individual needs as mandated by their IEP or 504 plan. With the support of K12's Assistive Technology Resource Library, all PSPVA staff members will have recommended tools and strategies at their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, and visual graphs and web support.

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



In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students have access to grade level curriculum and their educational environment. Accommodations are provided in order to allow access, not to lower or reduce learning expectations. The following table provides examples of guiding questions or needs and sample accommodations that may be considered to address those needs. The chart does not contain an exhaustive list; accommodations should be evaluated on an individual basis.

Sample Access Need	Sample Accommodation
Reading difficulty	<ul style="list-style-type: none"><li>· Text to Speech technology</li><li>· Tracking support</li><li>· Highlighter</li><li>· Graphic Organizer</li></ul>
Difficulty sustaining attention; Easily Distracted	<ul style="list-style-type: none"><li>· Simplify directions</li><li>· Reminders to stay on task</li><li>· Allow for breaks</li><li>· Extended deadlines</li><li>· Small group or individual support</li></ul>
Fine Motor deficit	<ul style="list-style-type: none"><li>· Allow typed or oral response</li><li>· Adapted keyboard or writing instrument</li><li>· Fillable notes</li></ul>





<b>Deaf/Hard of Hearing</b>	<ul style="list-style-type: none"><li>· Closed Captioning</li><li>· Sign Language interpreting</li><li>· Audio amplification device</li><li>· Preferential seating</li></ul>
<b>Blind, Low Vision, Partial Sight</b>	<ul style="list-style-type: none"><li>· Large print/font</li><li>· Magnification devices</li><li>· Braille</li><li>· Screen reader</li><li>· Text to Speech</li><li>· Descriptive video</li></ul>
<b>Mathematics difficulty</b>	<ul style="list-style-type: none"><li>· Calculator</li><li>· Visual Supports</li></ul>
<b>Health-Related concerns</b>	<ul style="list-style-type: none"><li>· Flexible scheduling</li><li>· Extended Deadlines</li><li>· Class recordings</li><li>· Copies of notes</li></ul>

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



PSPVA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Parents will receive IEP driven updates at a frequency in alignment with progress reporting for all students but at a minimum, quarterly. All staff with a "need to know" will have access to the applicable state specific EC documentation and training will be provided in their specific roles in implementing the agreed upon services.

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



Related services required in a student's IEP (examples listed below) will either be provided by a licensed therapist or individual employed by or contracted by PSPVA, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in home, virtually, or face-to-face. Face-to-face services are provided at a neutral location as agreed upon by the family and therapist.

- Orientation and mobility training
- Assistive technology evaluations
- Counseling services
- Psychological services
- Speech and language services
- Occupational therapy
- Physical therapy
- Transportation (when required)
- Interpreter services for the deaf or hard of hearing

Through PSPVA's EMO, K12, the K12's Related Services Team will provide support to PSPVA upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the K12 Related Services Team is to ensure that students are receiving their therapy services as assigned and that the PSPVA is compliant in the provision of these services.

The team is comprised of a National Related Service Director, Managers, and a team of contractors. Supervision of assigned contractors is provided by K12's National Related Service Managers in conjunction with the PSPVA Special Programs Administrator. Related Service contractor support is based on enrollment volume and specific service needs.

K12 also offers the Related Service Manager (RSM) a proprietary online database that tracks all aspects of related service delivery. This system allows for the tracking of service delivery, therapist credentials, contracts, invoicing, and much more. Reports are available from this system that allow the School to see how many students receive services, what types of service, how many sessions were delivered, how many sessions are still owed, the total cost of each service by student and vendor, and timeframe of service delivery. Logins are controlled and allow access to assigned students at the School, teacher, provider, and therapist levels.

K12 provides general Related Services support to all schools within the K12 public schools programs through monthly national meetings, regular data reviews, trainings, and other resources.

#### 10.4. Student Performance Standards

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



PSPVA will offer an effective public education that meets the unique needs of its students and families so that every student can reach his or her true potential in accordance with the North Carolina Standard Course of Study (NCSCOS). As stated on the NCDPI website (<https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study>): *The **North Carolina Standard Course of Study (NCSCOS)** defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course so that they are prepared for postsecondary opportunities, be it college, career, or military.*

**Q158.Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.**



As described in the response to Q124, PSPVA will establish an instructional cycle: a predetermined cycle of time for targeted and general instruction determined by student data that allows students to be grouped by instructional need. Prior to each instructional cycle, teachers and academic leaders will collaborate to analyze student performance data in core content areas and on i-Ready, NWEA MAP (for high school students), and NC Check-Ins 2.0, which students will participate in three times a year and NC Check-Ins 2.0 for Biology four times a year. Based on this analysis, students will be assigned to the appropriate synchronous Live Class sessions on a web conferencing platform to include targeted instruction for all students. The frequency and duration of required synchronous instructional sessions is dependent on each student's academic needs.

Teachers will continuously monitor student progress through the LMS and work actively with students and parents to advance each student's learning in all coursework. Students in PSPVA will be regularly assessed in all core courses to ensure they are proficient in state standards.

Formative assessments will be given throughout the instructional cycle. In the week following an instructional cycle, teachers and academic leaders will work collaboratively to analyze data and regroup students for the next instructional cycle. Between instructional cycles (instruction, assessment, data analysis/student grouping, and student/parent communication of requirements) generally a week is set aside for teachers and academic leaders to evaluate data and regroup students.

As part of a comprehensive instructional model, PSPVA will establish an MTSS (Multi-Tiered System of Supports) multi-tier approach to the early identification and support of student learning. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of

intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and are integrated as part of the instructional cycles.

Synchronous instruction will be an essential component of PSPVA's instructional model. Teachers will be able to interact and build relationships with students, assess skill level, and provide personalized instruction to meet the academic needs of each student. Below is a list of some of the uses of synchronous instruction:

- Synchronous instruction based on the NCSCOS
- Synchronous instruction using the K12 curriculum lessons
- Remediation for small groups based on students' academic needs



- Support/Remediation for individual students based on their academic needs
- Enrichment for accelerated learners
- Providing individualized instruction and drop-in tutoring
- Skill assessments
- Test taking skills and practice questions for state testing
- Classroom/community building activities
- Science experiments
- Student and/or group projects
- Book clubs
- Literature circles
- Writing workshops

K12 courses meet a wide variety of student learning preferences and follow well-researched and proven instructional methods. Asynchronous instruction is provided on the OLS for students in grades K-5. Learning Coaches monitor student performance and progress in courses. Teachers, students, and Learning Coaches collaborate and meet to ensure the success of every student. In grades K through 5, Learning Coaches play an essential role in working with students offline on hands-on activities such as handwriting and other manipulative exercises.

In the K12 Online Middle and High School teachers can provide asynchronous instructional and assessment materials directly inside the online course itself. Teachers have a significant level of control over the delivery of and access to online course activities. Teachers can assign release conditions to course content and activities to control when and if a student is provided that content or activity. Release conditions can be customized to be triggered by specific student behaviors and performance in the course which provides a powerful tool for the differentiation of asynchronous instruction. Teachers can also employ audio and video to create a sense of teacher presence in courses and utilize online discussions to develop communities of learning within their courses.

K12 courses provide enhanced features to further support students and teachers. Built-in formative assessments allow teachers to employ data-driven instruction through the use of enhanced assessment reporting based on state standards. The result is a course that makes it easier than ever to differentiate instruction for students while increasing visibility into student readiness for high-stakes state testing.

**Q159. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.**



The Board of Directors, along with PSPVA's leadership, will develop policies that are specific to PSPVA in accordance with the North Carolina School Attendance and Student Accounting Manual and as outlined in North Carolina State Board of Education policies. These policies will include those related to promotion.

Student promotion will be based on teacher recommendations, grades, and EOG test scores. It will be the responsibility of the school principals to make final grade level placement decisions.

A parent/guardian notification letter in both English and the language of the family will be used to notify parents of students that have been identified as ML and their student's placement in a language instruction program. The parent notification letter is sent each year to all identified ML students' parents and specifies how the program will help their child learn English and meet age appropriate academic achievement standards (including credit attainment) for grade promotion and graduation.

For students with special needs, promotion will also depend on the fulfillment of the child's Individual Education Plan (IEP). The academic expectations at PSPVA will be made clear to parents. Additionally, teachers and the administration will be diligent in their efforts to keep parents up to date on their children's performance. When a child is in danger of failing, teachers will reach out to the parent or guardian to discuss the child's circumstances and develop strategies that the child, parents, and teachers can implement to afford the child opportunities to succeed.

School administration will consider the following when deciding to retain or promote a student:

- Teacher recommendation
- Student's test scores (Diagnostic, EOG, EOC)
- Student's academic progress over time
- Student's behavior history
- Student's attendance history
- Student's special education needs
- Parent recommendation

**Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.**



High school courses will be offered to enable students to meet the North Carolina Future-Ready Course of Study (FRC) requirements to earn a diploma, graduate, and prepare students for postsecondary success ensuring that students are prepared for life and whatever pathway they choose after they graduate: workplace, colleges/university or the military. Math, English, Science, and History courses will be offered in Core and Honors levels. Unlike other programs, where a student must be on a particular “academic path,” the curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. A wide array of electives will be offered that enrich students’ education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. Elective curriculum includes courses in Financial Literacy; World Languages; Science; Social Science; Fine Arts; Technology and Computer Science; Business; Health and Physical Education; Communications; Finding Your Path which includes a school-counseling tool; and Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Foundational and credit recovery courses will be offered to meet the needs of diverse learners.

The Occupational Course of Study with adapted course requirements will be available via a third party curriculum provider for those high school students with disabilities who are specifically qualified for this course of study. It is intended to build work ready and community college ready skills.

## **GRADUATION PLAN**

For additional support in monitoring student attendance, work completion, and graduation requirements, PSPVA will customize the learning experience for all students by addressing each student’s unique strengths, weaknesses, and aptitudes by developing a communication and/or Graduation Plan (described in the response to Q132) that allow for student choice, flexible learning environments, and enriching classroom experiences. More information about the communication plan is in the response to Q124.

A graduation planning tool will be provided in the Student Management Information System (SMIS) provided by K12. The graduation planning tool centrally locates student graduation plans making them easily accessible to school staff, students, and parents/Learning Coaches with the ability for school staff to update them providing current credit standings.

All eighth grade students will develop a customized high school Graduation Plan, aligned with state graduation requirements, to strategically guide and keep them on track toward graduation. A Graduation Plan outlines all credits, courses, and additional requirements for graduation and is individualized for each student.

Graduation Plans are role-based so that all staff can have the appropriate levels of view and management access for their involvement in the process. The graduation planning tool:





- Provides counselors and school administrators with the ability to track student progress toward high school graduation requirements
- Works in conjunction with the official transcript that includes course credit and additional requirements determined by the school diploma
- Automatically updates to reflect the student's current progress as students complete courses, or transfer credits are entered in to the historical grades area of the student information system.

Once a Graduation Plan is assigned to a student, a complete record will be created in an easy-to-read format, tracking the student's progress and path to graduation. Courses for all four (or more or less) years of high school are outlined and displayed by course status. Additional requirements needed to graduate beyond courses and credits, such as exams, community service, portfolios, etc. can be documented and tracked by counselors on the Graduation Plan. All Graduation Plan information is exportable and reportable allowing PSPVA to track key measures such as graduation rate, on-track progress towards graduation, and course enrollment patterns.

## 10.5. School Culture and Discipline

**Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**

As our mission states, PSPVA is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life. PSPVA is a community, indeed, a "family," where all involved - the students, their families, the faculty, staff, Board of Directors and stakeholders give of their time, talent or resources - work together to create a warm, but challenging virtual learning environment. As PSPVA Pioneers, our Core Values reinforce student intellectual and social development by "Creating Great American Citizens". We do this by reinforcing who we are:

- **P** – Prepared to lead the world
- **I** – Informed on current events
- **O** – On the path of excellence
- **N** – Navigating our historical roots
- **E** – Exploring future opportunities
- **E** – Engaged in the community around us
- **R** – Responsible to create a just society
- **S** – Sharing goodwill with others

**Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**



The PSPVA enrollment and onboarding process at the first day of school and for students who enter school mid-year will provide them with a smooth and welcoming start that sets the tone for the student's journey, ensuring they feel confident and ready to succeed. Students will receive a Welcome to School Email to ensure their families feel informed, supported, and confident from the moment they enroll by providing school-customized information, key resources, and a warm introduction to their learning community. The Onboarding Page provides newly enrolled students and families with a seamless, school-specific introduction to their learning journey. Designed to streamline the transition into PSPVA, this page offers essential resources, key next steps, and guidance to ensure students, and their Learning Coaches feel prepared, supported, and confident as they begin their education. The School Orientation ensures that both new and returning students start the school year informed, prepared, and connected. For new students, orientation provides a structured introduction to their school, key resources, and expectations to help them transition smoothly. For returning students, it offers important updates, refreshers on policies, and support to ensure continued success.

Students at PSPVA will have the opportunity to start building connections by creating meaningful relationships that strengthen the student's support network and commitment, thus creating School Spirit that fosters a sense of belonging, engagement, and pride in a virtual learning environment. Through interactive events, student recognition, and community-building activities, we create opportunities for students, families, and staff to connect, celebrate achievements, and build a supportive online school culture of PSPVA Pioneers.

**Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**

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



To accomplish our mission, PSPVA requires the support and cooperation of the parents and guardians of our students. PSPVA has the following expectations of its students, parents, and families as outlined in the PSPVA handbook:

As a PSPVA student, I will

1. Follow all school rules and expectations.
2. Treat others the way I would like to be treated.
3. Complete assignments as assigned to the best of my ability.
4. Show pride of place and respect all school property.
5. Exemplify the Core Values of PSPVA "PIONEERS" becoming a great American Citizen.

A student may be long-term suspended from the school if, in the opinion of the school administration, there has been sufficient violation of the rules of conduct as established by the School so that continued attendance would be disruptive or dangerous to other students and/or staff. Long-term suspension shall occur if a student continually violates the PSPVA Honor Code, or if a student or his/her parent(s) fail to adhere to the terms of the PSPVA Honor Code and other PSPVA policies. School administration has the discretion to enforce the honor code with all due consideration given to the age of the student and other relevant circumstances.

### **Student Code of Conduct**

PSPVA's expectations for student behavior are based upon the following governing principles:

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others, both in virtual school and during school-sponsored activities.
2. Students shall treat school property with care and respect.
3. Students will follow PSPVA's Honor Code and be honest in all academic and social situations.
4. Student behavior will reflect positively upon PSPVA by a display of manners, pride, and ownership of PSPVA core values.

### **Inappropriate Behavior**

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.
- Bullying anyone based upon gender, race, color, national origin, or disability.

### **Discipline**

Good discipline is imperative to the success of the school: it is helping a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted; it is



turning unacceptable conduct into acceptable conduct, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Board policies regarding student behavior. Teachers are encouraged to seek positive, innovative, and constructive methods of correcting and managing student behavior to avoid repeated misbehavior and suspension.

Consequences for violating the policies in this handbook, teacher/team standards, or rules may include, but are not limited to the following:

- Correct the situation
- Parental involvement
- Loss of privileges
- Behavior improvement agreements/behavior contracts
- Individual or small group sessions with an administrator
- Exclusion from extracurricular activities/loss of privileges, and/or field trips (with administration approval)
- Expulsion (Age 14 or over)

PSPVA is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences including, but not limited to recommendation for longer-term consequences. This Student Code of Conduct is not to be seen as all-inclusive. The administration reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

Failure to follow the instruction of a teacher, administrator, or other school official and any conduct in violation of any written rule, policy or procedure, or code of PSPVA will result in appropriate disciplinary measures.

Opportunities to learn from mistakes create a context for students to learn to make good choices in the future. Ultimately, the goal is for students to do the right thing, even when no one is looking.

Student Offense	School Action Options
-----------------	-----------------------



**Academic Honesty:** Plagiarism, unethical use of AI, cheating on coursework and/or standardized testing (see below for more detailed explanation of consequences to offenses).

PSPVA students are required to attend, complete, and submit all work as their own for all schoolwork and State assessments. Teachers closely monitor academic integrity in all areas. If a student is found to have plagiarized, cheated, or falsely identified themselves, the PSPVA teacher will intervene immediately to research the possible infraction. A meeting may be scheduled by PSPVA faculty or staff, with PSPVA administration, possibly leading to disciplinary consequences.

**Assault, verbal threats, or intimidation:**

Expulsion may occur.

**Bullying** of any kind (in-person or cyber) based on race, gender, color, national origin, or disability.

Expulsion may occur.

**Inappropriate behavior or actions during Live Class sessions:**

The PSPVA teacher has full control over privileges within the online sessions. A student misbehaving may be removed from the session without warning. The student will have a follow-up conference regarding this matter and disciplinary consequences may follow. The school has the right to trace the IP address and retrieve contact information from any person signing into the online classroom.

**Inappropriate Computer Use:** Specific procedures, conditions, and legal restrictions guide the use of school-owned computers. Parents should review appropriate usage of computers with their students before using school computers. Parents are the responsible adult for logging into the computer and should maintain a confidential user password.

Depending on the misuse of the school computer, the Academic Administrator or Executive Director will determine disciplinary consequences, including loss of privileges up to expulsion.



### **Disrespectful Behavior or Inappropriate**

**Conduct:** Students and parents are expected to comply with reasonable directives of school personnel in a timely and cooperative manner. Any refusal to comply or any use of profane means of expression toward other students or school personnel will be assigned a range of consequences.

Expulsion may occur.

**Attire:** PSPVA students are to dress appropriately during Live Class sessions, staff led sessions, outings, or other school events. Parent support is critical in the effort to maintain a productive academic atmosphere. Shirts and blouses must cover the midriff, chest, and back. Pants, skirts, and tops should be high enough and long enough, so no portion of the backside or undergarments is seen.

Students may be asked to change clothing, turn it inside out, or leave the CC session or premises.

Backpacks or handbags may be subject to search at school events, outings, or testing.

Depending on circumstances, an administrative meeting may follow.

**Expulsion:** The indefinite exclusion of a student, age 14 or over, from school enrollment for disciplinary purposes.

PSPVA and its employees shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws.

The school administration may recommend Expulsion, and/or participation in a Behavioral Contract. Decisions for Expulsion shall be made by the school administration after appropriate notice to the parties involved and a hearing if one is requested. Student appeals against the decision of the school administration shall be heard by a panel of two Board members who shall be appointed by the Board Chair. Appeals must be made in writing to the Board Chair within ten (10) days of the decision. The hearing of the panel will occur at a discipline hearing. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors. See the response to Q179 for more information about the student grievance policy.

PSPVA's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun-Free Schools Act, the Individuals with Disabilities Education Act, and the Rehabilitation Act of 1973.



## 10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q165. Explanation (optional):

Pine Springs Virtual Academy is an approved Remote Charter Academy (approved by the NC Charter School Review Board in 2024). This application is to convert the currently approved Remote Charter Academy to its own charter. As such, some of the answers provided in this application were provided in the Board's Remote Charter Academy application in the Spring of 2024.



## 11. Governance and Capacity

### 11.1. School Governing Body

Q166. **Organization Street Address (if you have one)**

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

220 Rosewood Centre Dr.

Holly Springs, NC 27540


### 11.2. Governance

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


Q167. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.**

☒ Upload Required   File Type: excel   Max File Size: 30   Total Files Count: 3

#### Resources


Initial Members of th...

#### Applicant Evidence :


Q167 Initial Member...

Uploaded on **4/24/2025**

by **Dave Stauff**

Q168. **Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to**





overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

PSPVA will be governed by the board members of the nonprofit corporation, Triangle Education Organization, which currently operates Pine Springs Preparatory Academy (PSPA), a North Carolina public charter school. Per the terms of the EPSA, section 4.2 Oversight of K12 and the Program (see **Appendix A4.1**), “The Board shall be responsible for monitoring K12’s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The Board shall also be responsible for overseeing the Program’s quality and operational performance in order to ensure the Board is permitted to operate as a public school entitled to receive public funds, appropriations and revenues. K12 shall reasonably cooperate with such monitoring and oversight.” K12 will recruit, hire, and supervise the lead administrator in accordance with section 9.1 K12 Administrative Program Staff of the EPSA.

Q169. Describe the size, current and desired composition, powers, and duties of the governing board.



The current board has eight members and is composed of a Board Chair, Vice Chair, Secretary, and Treasurer. According to the Board's bylaws (**Appendix J**):

#### **"ARTICLE IV**

#### **BOARD OF DIRECTORS**

SECTION 1. **GENERAL POWERS AND FUNCTIONS.** Except as otherwise provided in the Articles of Incorporation or in these Bylaws, all the corporate powers shall be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees of their own number such powers as they may see fit. The Board of Directors shall appoint such additional employees of the Corporation, as distinguished from the Chairman and officers of the Corporation, as they may desire. The primary function of the Board of Directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission and objectives;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- (h) To retain necessary expertise, consulting, and contractor services and training."

**Q170.** Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The Board's individual and collective qualifications have proven successful with its governance of PSPA. It is the Board's goal for PSPVA that its members will represent a variety of expertise and interests throughout the communities that it serves. The current board members each have a track record which demonstrates successful performance in the following areas:

- Charter School Leadership;
- Curriculum Implementation;
- Strategy Partnerships and Grants;
- Charter School Management and Policy;
- Family and Life Development;
- Finances/Business Development;
- K-12 Curriculum and Assessment; and
- Business Technology

PSPVA's Board includes:

***Erin Fisher, Chair*** – Erin Fisher has taught middle and high school science in central North Carolina for ten years. She has a passion for building community partnerships for the benefit of both students and educators. She is a national board-certified teacher, a 2014 Kenan Fellow, and was awarded the 2017 Outstanding Educator Award (9-16) from the North Carolina Science, Mathematics, and Technology Education Center. After teaching for 10 years, she stepped out of the classroom to care for her two children full time. She also works part time for ImplementEd, LLC, an education consulting company, where she designs curriculum and professional development plans based on best practices in teaching and learning. Ms. Fisher earned a Bachelor of Science in Biology and Chemistry and a Master of Education in Secondary Education and Teaching, each from Slippery Rock University of Pennsylvania.

***Jamie McDonald, Vice-Chair*** – Jamie McDonald is the Director of Connections and Family at Hope Community Church. He joined the church in 2018 and has served as an Adult Ministries Director and Executive Director of Multisite Campus Life. Prior to working in churches, Mr. McDonald spent ten years in business development and expedited logistics. He earned a Graduate Diploma in Biblical Studies and Theology from Liberty University. He also completed coursework in communications from Duke University.

***Sean Coleman, Secretary*** – Sean Coleman is currently the chief technology officer and chief customer officer at BA Insight, a Boston based search software company, Mr. Coleman joined the Board in 2020. Prior to his current role at BA Insight, he served as Director of Global Implementations as part of the acquisition of Kenexa, where he was critical to the success of IBM's Smarter Workforce initiative. Prior to that he served as Director of Worldwide Customer Support and Director of Development at OutStart. Mr. Coleman earned a Bachelor of Science in Business and Management Information Systems from East Carolina University and a Master of Science in Management and Strategic Leadership from New England College.



***Gregg Sinderson, Treasurer*** – Gregg Sinderson has over 18 years of education and technology experience. Mr. Sinderson is the Director of Business Development for Charter One, LLC, an education management organization. Previously, Mr. Sinderson was the State Director for TeamCFA Foundation. Over a three-year period, he oversaw the opening of seven charter schools and supported the operations of seventeen charter schools in North Carolina. Mr. Sinderson served as chief operating officer for a K-12 charter school in North Carolina with over 1,200 students. He was responsible for converting the K-12 school from a traditional learning environment to an innovative blended learning environment. He also served in leadership positions at four IT start-up businesses, worked in the nuclear utility industry for 15 years, and is a former county commissioner. Mr. Sinderson earned a Bachelor of Science in Physics From Purdue University.

***David Machado, Director*** – David Machado currently serves as the executive director at the North Carolina Coalition for Charter Schools. Prior to his current role, he was the North Carolina State Superintendent for Charter Schools USA, Inc., a charter school management company that serves schools in the southeastern United States. Mr. Machado has also served as the Executive Director of the Office of Charter Schools (the “OCS”) at the North Carolina Department of Instruction (“DPI”) for six years. Mr. Machado also served as the Chief Administrator of Lincoln Charter School for 12 years. During his tenure, the school grew from 450 students to over 2,000 students, which is now the largest brick and mortar charter school in the State. He is the grandparent of two students that attend the School. Mr. Machado earned a bachelor’s degree in business administration from Western Carolina University.

***Fay Gore, Director*** – Fay Gore is the Deputy to the Chief Education Officer and is the Vice President of Strategic Partnerships, Grants and Educator Initiatives for National Geographic Society. She has also held the positions of Senior Director of Strategic Partnerships and Grants, and the Senior Director of Education Global Delivery. She has worked with National Geographic for over six years. Prior to her time with National Geographic, Ms. Gore was the Section Chief for K-12 Social Studies for DPI for over 12 years. Ms. Gore earned a Bachelor of Arts in Political Science and African American Studies from the University of North Carolina at Chapel Hill and a Master of Arts in Black Studies from The Ohio State University.

***Josh Prizer, Director*** – Josh Prizer is currently Senior Director of Sales at MyHealthTeam, a company that creates social media platforms that connect, lend support and educate people affected with chronic conditions. After volunteering as a firefighter for 15 years in New York and New Jersey, he moved to Holly Springs in 2019, where he continues to be active in community service. He is also a parent of a student at the School. Mr. Prizer earned a Bachelor of Science in Criminal and Law Studies from Marquette University.

***Julia McCombs, Director*** – Julia McCombs has over 32 years of sales experience and is currently the senior account executive at Curriculum Associates, LLC, which provides innovative software solutions to educators. Prior to Curriculum Associates, LLC, Ms. McCombs was the sales account executive for



Person Digital for the North Carolina and South Carolina regions. Ms. McCombs worked for WCPSS from 1981 until 1991. Ms. McCombs earned a Bachelor of Arts in Education from the University of North Carolina at Chapel Hill. She is also a member of Fuquay-Varina Woman's Club and the North Carolina Museum of History.

See **Appendix H** for the Board member resumes.

**Q171. Explain how this governance structure and composition will help ensure that**

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**

The governance structure and composition of the Board will ensure the overall success of PSPVA. The Board has many committees for active and effective representation of all stakeholders of PSPVA. According to the Board's bylaws (**Appendix J**), Article VII:

"SECTION 1. **GENERAL PROVISIONS.** In accordance with G.S. §55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be approved by a majority of all the Directors in office when the action is taken. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him/her by law. The Chairman shall be an *ex-officio*, non-voting member of all committees. No committee may be comprised of Board members, the total of which equals or exceeds a quorum of the entire Board."

The Board's committees include:

- Standing Committees
- Nominating Committee
- Executive Committee
- Finance and Facilities Committee
- Academic and Performance Committee

**Q172. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?**



The Board publishes a Prospective Board Member Intake Form on the PSPA website. Applicants will then be reviewed by the Nominating Committee. According to Article IV of the Boards bylaws (**Appendix J**):

“SECTION 3. **NOMINATIONS.** At least thirty (30) days prior to the Annual Meeting of the Board of Directors, the Nominating Committee shall present to the Board of Directors a slate of nominees to be elected to serve on the Board of Directors at the Annual Meeting. Other candidates may be nominated by the Directors of the Corporation from the floor to be added to those selected by the Nominating Committee provided that the nominee’s willingness to serve has been determined in advance of the nomination.

SECTION 4. **ELECTIONS.** Voting Directors shall be elected at the Annual Meeting by a majority vote of the Directors present, provided, however, the voting members of the Board of Directors of this Corporation and/or its duly appointed Nominating Committee shall annually recommend the names of persons for election to the Board of Directors. In the event of the death, resignation, retirement, removal or disqualification of a member of the Board of Directors during their appointed term of office, their successor shall be elected and serve only until the expiration of the term of their predecessor provided, however, any Parent Director vacancy must be filled by a parent of a student enrolled in the School. The Board of Directors shall have the power to temporarily fill, at its discretion, vacancies occurring on the Board of Directors by appointment.”

**Q173. Describe the group’s ties to and/or knowledge of the target community.**

Each Board member currently lives and/or works in Holly Springs, North Carolina where the PSPVA facility is located.

**Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**



Regular Board meetings take place on the first Tuesday of each month at 5:30pm, unless otherwise noted. The location of the Board Meeting will be posted on the meeting agenda.

According to Article V Board of Directors Meetings of the Board's bylaws (**Appendix J**):

"SECTION 1. ANNUAL MEETING. An annual meeting of the Board of Directors of this Corporation shall normally take place in July and no later one hundred twenty (120) days after the end of each fiscal year of the Corporation on a date determined by the Board of Directors, at a place designated by the Chairman of the Board of Directors. Notice of the time and place of such meeting shall be given in writing at least two (2) weeks in advance, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 2. ATTENDANCE BY REMOTE COMMUNICATION. Any or all Directors may participate in a meeting by, or conduct the meeting through the use of, any reasonable and legal means of communication by which all Directors participating in the meeting may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed present in person at the meeting unless otherwise determined by the Board or required by law.

SECTION 3. QUORUM. Except as otherwise provided by law, the Articles of Incorporation of the Corporation or these Bylaws, a quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. In no event may these Bylaws or any resolution adopted pursuant to these Bylaws authorize a quorum of fewer than one-third of the number of Directors then in office, except in emergencies requiring action by a majority of the available Board members for the good of the School, only after reasonable efforts to notify and convene all Board members.

SECTION 4. REGULAR MEETINGS. The Board of Directors shall meet at least eight times each year and hold regular meetings at such times as the Chairman or his designee determines. The Annual Meeting shall count towards one of the 8 required regular meetings of the Board. At least seven (7) days advance written notice shall be given for each meeting, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 5. SPECIAL MEETINGS. Special meetings of the Board of Directors for a specific purpose may be called at any time by its Chairman or by the request of at least two (2) members of the Board of Directors. The specific purpose must be stated in the notice and no other business shall be transacted at the special meeting. Unless actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at any such special meeting, notice must be given not less than forty-eight (48) hours prior to any special meeting. Such notice may be given by any usual means of communication. Meetings shall be held at a place and at such time as shall be fixed by the Chairman or Board of Directors members calling the meeting.



SECTION 6. ACTIONS WITHOUT MEETINGS. No action may be taken without a meeting of the Board of Directors.

SECTION 7. OPEN MEETINGS AND PUBLIC RECORDS LAWS. All meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

SECTION 9. ATTENDANCE. All Directors are expected to attend all meetings. Failure to regularly attend meetings may subject a Director to removal.

SECTION 10. MANNER OF ACTING. Except as otherwise provided in these Bylaws, the act of the majority of the members of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. No action may be taken without a quorum present.

SECTION 11. PRESUMPTION OF ASSENT. A member of the Board of Directors of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his contrary vote is recorded or his dissent is otherwise entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

SECTION 12. CONDUCT OF MEETINGS. The Chairman shall cause to be prepared and forwarded to the members of the Board, prior to any regular meeting of the Board, an agenda containing the items to be voted upon at the regular meeting. Neither failure of the Chairman to prepare nor the failure of a member of the Board to receive a copy of the proposed agenda shall affect the validity of any vote taken at such meeting. The Board may consider at any meeting such business as may properly come before it notwithstanding the fact that the subject was not listed on the agenda."

**Q175. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.**





### **Board Member Orientation**

Board member development will be a priority of PSPVA's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability as they apply to the School. Board members will attend, as appropriate, mandatory and other training for charter school board members. Trainings may include 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; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

### **Ongoing Board Development**

After the initial training, each member will be required to complete all required training and minimum hours of training required as specified by North Carolina.

In addition to the trainings mentioned in "Board Member Orientation" above, PSPVA may contract with or provide a trainer who delivers governance training consistent with the School's governance training plan.

**Q176. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.**



The Board's bylaws (Appendix J) address its conflicts of interest standards and procedures. According to Section 1. General Provisions, "Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

A person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy as provided in G.S. 115C-218.15(b)(3) and applicable law." Additional sections of the Board's conflict of interest policy include:

- Section 2. Statutory Requirements
- Section 3. Definitions
- Section 4. Procedures
- Section 5. Recordings of Proceedings
- Section 6. Compensation
- Section 7. Annual Statements
- Section 8. Periodic Reviews
- Section 9. Use of Outside Experts

**Q177. Explain the decision-making processes the board will use to develop school policies.**

The Board of Directors, along with PSPVA's leadership, will work collaboratively to develop policies that are specific to PSPVA in accordance with North Carolina State Board of Education policies, North Carolina law, and as set forth in the EPSA with PSPVA's service provider, K12.

**Q178. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

PSPVA's Board has committees that are outlined in the Board's bylaws and further described in the response to Q171. These committees include:

- Standing Committees
- Nominating Committee
- Executive Committee
- Finance and Facilities Committee
- Academic and Performance Committee

**Q179. Discuss the school's grievance process for parents and staff members.**



## Grievance Policy for Parents and Students

Most issues that a parent or student have with the classroom, teacher or school do not rise to the level of a grievance and appropriate resolution will likely be found with the teacher and/or the school administration.

A grievance is a verifiable assertion that a school employee has violated a school policy, Board policy, or a law. Parents may file a grievance as follows:

1. Filing A Grievance. A grievance may be filed by a parent by submitting a written explanation of the issue and the specific school policy, Board policy, or law that is being alleged to have been violated by sending an email to the Chairperson for the Board of Directors of the school (whose such email can be found at the school website. The subject of the email needs to state: "Grievance" or otherwise give reasonable notice to the Chairperson for the Board of Directors that the parent is filing a grievance pursuant to this policy. A parent may file a grievance but only after the parent has exhausted the available remedies and filed as follows:

- a. The parent must show they attempted in good faith to resolve the issue with the appropriate teacher or principal; and
- b. The parent must show they attempted in good faith to resolve the issue with the school administration, including the Executive Director, via an in-person meeting; and
- c. The parent must show they were not provided an adequate remedy to rectify the grievance by the teacher, administration or the Executive Director; and
- d. The parent must file the grievance within ten (10) days after the in-person meeting with the Executive Director.

2. Certification of a Grievance. Within ten (10) business days after receipt of a grievance, the Chairperson of the Board of Directors will determine, in his or her sole discretion, if a grievance meets the requirements set forth in Section 1 above. If the Chairperson of the Board of Directors determines in his or her sole discretion that the grievance meets the requirements set forth in Section 1 above, the grievance shall be considered "Certified". If the Chairperson of the Board of Directors determines in his or her sole discretion that the grievance does not meet the requirements set forth in Section 1 above, the grievance shall be considered "Rejected". The Chairperson of the Board of Directors shall notify the filing party whether or not the grievance is Certified or Rejected. If the grievance is Certified, the process as set forth below in Section 3 will be followed. If the grievance is Rejected, no further action will be taken by the school and the decision is final.

3. The Certified Grievance Process.

Step 1. Establishing Grievance Committee. Once a grievance has been Certified, the Chairperson of



the Board of Directors, in his or her sole discretion, will appoint a Grievance Committee made up of at least two (2) Board Members to handle the grievance. The Grievance Committee shall be appointed within thirty (30) days after the grievance has been Certified.

Step 2a. Requesting Written Position Statements. The Grievance Committee will contact both the grieving party and the school administration within ten (10) days of appointment and request written position statements setting forth each side's position as to the grievance and the desired outcome of the grievance. The written position statements are to be submitted within ten (10) days of the request.

Step 2b. Setting a Grievance Hearing Date. Contemporaneously with the request for written position statements, the Grievance Committee will work with the parties to set a hearing date as soon as practicable, but not later than thirty (30) days after the Grievance Committee has been appointed.

Step 3. Grievance Hearing. Direct confrontation or interruption while the other party is presenting to the Grievance Committee will not be tolerated. All parties are to remain civil, or the Grievance Hearing will immediately terminate. At the grievance hearing, the grieving party will have thirty (30) minutes to present any arguments to the Grievance Committee and should state the desired outcome of the grievance. The school will have thirty (30) minutes to present any arguments in rebuttal and should state its desired outcome. The grieving party will then have five (5) minutes to respond to the counterarguments by the school administration. Finally, the school will have five (5) minutes to respond to the counterarguments of the grieving party.

Step 4 Ruling. The Board Committee will rule on the grievance within ten (10) days following the Grievance Hearing. The ruling will be provided to the grieving party and the Executive Director in writing. The Grievance Committee's ruling is final.

### **Staff Grievances**

All K12 employees are required to follow the policies contained in the K12 Employee Handbook. K12 complies with applicable state and federal employment law regulations regarding employees and applicants, grievances and/or termination procedures.

### **Q180. Attach as Appendix G Organizational Chart**

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

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



Applicant Evidence :



Q180 Appendix G Or...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q181. Attach as Appendix H Charter School Board Member Information Form and Resume**

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

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

Resources



2024 Charter School ...

Applicant Evidence :



Q181 Appendix H Ch...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q182. Attach Appendix I For Each Board Member**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.
- Background check must include a completed county level check for any county




returned in the Social Security Trace.

- **Background check must include a completed nationwide check.**

☒ Upload Required File Type: pdf, image, excel, word, text Max File Size: 40


Total Files Count: 50

#### Resources



2024 Charter School ...

#### Applicant Evidence :




Q182 Appendix I Cha...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality** The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

#### Applicant Evidence :



Q183 Appendix J Non...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q184. Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

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



Applicant Evidence :



Q184 Appendix K Art...

Uploaded on **4/24/2025**  
by **Dave Stauff**

### 11.3. Staffing Plans, Hiring, and Management

**Q185. Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

☒ Upload Required   File Type: excel   Max File Size: 30   Total Files Count: 10

Resources



Staffing Chart Templ...

Applicant Evidence :



Q185 Staffing Chart ...

Uploaded on **4/24/2025**  
by **Dave Stauff**

**Q186. Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



## Teacher Recruitment and Hiring

PSPVA, through its service provider K12, will employ teachers that possess online teaching competencies and qualities identified by K12's research about effective online teaching. Teachers will meet all federal and/or state licensure requirements for teaching in the state of North Carolina and demonstrate competency for the position. Teachers and other staff with bilingual skills will be recruited and hired as necessary to meet student and school needs. The staff will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year.

Prior to opening in the fall of 2026, the process to prospect, recruit, select, and hire instructional staff for PSPVA generally begins in the spring of 2026. PSPVA will engage K12 for teacher recruitment and hiring. This process includes hiring practices to attract and hire the best teacher candidates. The application process is designed to address and draw out the unique set of skills, aptitudes, and abilities that online teaching requires.

The K12 recruitment and hiring process typically has multiple screening steps that candidates must go through before a determination is made regarding whether or not to hire. K12 will manage the initial steps of the process to eliminate candidates who don't meet the qualifications required for the role for which they are applying. Once qualified candidates are identified, PSPVA's appropriate administrator(s) may take part in the interview and teacher assessment process that may include:

1. Initial Screening: initial assessment comprised of close-ended questions to evaluate if a candidate meets the basic qualifications for the position. Questions include certifications or licenses, salary expectations, and availability.
2. Qualifications Screening: includes review of certification verification, years of experience, and skills minimally required to be successful in the position. A resume is reviewed to assess a candidate's work experience and qualifications. The resume combined with the initial screening answers provide a recruiter with the information to make an initial determination of whether the candidate is qualified for the position.
3. Digital Interviews: a series of behavioral and competency-based questions in which a candidate records their answers on video or in writing. These digital interviews are evaluated by subject matter experts and school administrators to assess the quality of candidates.
4. Interviews (in-person, video interview or via phone): hiring managers have a conversation about the school, position, and expectations. The most common method of interviews is a video interview with school administrators. Questions are customized to each position.

The final steps include requiring all K12 employees to submit to a background screening. K12 employees are required to submit to a name-based screening that complies with the Fair Credit Reporting Act and reviews the national sex offender list, national and local criminal history, and, whenever possible, verifies certificates using state department of education data. Staff and schools





must comply with state laws regarding state-mandated background screenings. Throughout the entire process, K12's team of recruiting and human resources professionals will correspond with applicants regarding the status of their applications.

### **Staff Retention**

PSPVA and K12 will invest in their staff at all levels including targeted professional development programs, mentors and coaches for teachers and administrators, internal mobility and opportunities for growth and advancement, robust benefits, online training resources, annual bonus eligibility, and generous tuition, certification, and professional membership reimbursements. Administrators will participate in K12 training for new managers and ongoing professional development. The Executive Director will receive continuous leadership development and coaching.

**Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.**


PSPVA's Executive Director, Shelton L. Jefferies, Ed.D., is well-qualified to lead the School in achieving its mission with 25 years of leadership experience in both North Carolina traditional school districts and national charter school organizations. His experience includes Assistant Superintendent of Union County Public Schools in Monroe, NC, and Superintendent of Nash-Rocky Mount Public Schools in Nashville, NC. Dr. Jefferies' education includes Doctor of Education in Educational Leadership from UNC Charlotte, and Education Specialist in Administration and Supervision from Converse College. which includes serving as a teacher, principal, and a district leader.



Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

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

Applicant Evidence :


Q188 Appendix O Sc...

Uploaded on **4/24/2025**  
by **Dave Stauff**

Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

PSPVA's employees will be the employees of its service provider, K12. The School's Executive Director will work collaboratively with the Board to implement the Board's vision for PSPVA.

Q190.Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Section 9.1 Administrative Program Staff of the EPSA (**Appendix A4.1**) states in part that ".K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members." Section 9.6 Background Investigations on K12 Employees of the EPSA states in part that "Background checks to be conducted on its employees assigned to the Program to the extent required under Applicable Law and permitted by state agency(ies), and will maintain documentary evidence that it has done so. Upon the Board's request, K12 will provide the Board with documentary evidence of its compliance, subject to any privacy restrictions or confidentiality requirements imposed by Applicable Law."

Q191.Outline the school's proposed salary range and employment benefits for all levels of employment.

Salary offers will align to reflect the candidate's key qualifications, including education, experience, and content area. The budgeted salary range for teaching and instructional support staff is \$52,800 to \$59,450. See **Appendix N** for more details about staff salary ranges and employment benefits.

Q192.Provide the procedures for handling employee grievances and/or termination.



All K12 employees are required to follow the policies contained in the K12 Employee Handbook. K12 complies with applicable state and federal employment law regulations regarding employees and applicants, grievances and/or termination procedures.

**Q193. Identify any positions that will have dual responsibilities and the funding source for each position.**

This question is not applicable. There are no known positions that will have dual responsibilities.

**Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**

As previously mentioned in response to Q186, teachers will meet all federal and/or state licensure requirements for teaching in the state of North Carolina and demonstrate competency for the position. Teachers and other staff with bilingual skills will be recruited and hired as necessary to meet student and school needs. The staff will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year. PSPVA commits to following the state recommended ratios for service to the EC and ML populations.

**Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**



PSPVA staff will be hired by K12 as described in the EPSA (**Appendix A4.1**). Administrators, teachers, and other staff that are required to be licensed will meet all federal and/or state licensure requirements for North Carolina. These positions include:

**Executive Director** – Will hold a current Administrative professional educator’s license issued at the Educational Specialist or Doctoral level from NCDPI. The Executive Director will be responsible for overall school leadership and implementing the Board’s vision with the assistance of school employees.

**Principals (elementary, middle, high school)** – Will hold a current Administrative professional educator’s license issued at the master’s level or above from NCDPI. Principals will be responsible for ensuring compliance of school education programs to state standards; managing school employees; engaging and responding to teacher, student, and parent concerns including enrollment and student expulsion and withdrawals; Ensuring that student needs are met in compliance with state and federal laws; and development of PSPVA’s Academic Improvement Plan.

**Special Programs Academic Administrator** – Will hold a current Administrative professional educator license issued at the master’s level or above from NCDPI. The Special Programs Academic Administrator will be responsible for overseeing the coordinating of services and compliance that includes: ML; Exceptional Children; students experiencing homelessness; federal program implementation; and ensuring protection of student rights such as Family Educational Rights and Privacy Act (FERPA), and Protection of Pupil Rights Amendment (PPRA).

**Teachers (all grade spans including ML, Exceptional Children, and CTE)** – Will hold a current professional educator license issued from NCDPI with appropriate grades and/or content areas and any additional requisites as applicable. Teachers will be responsible for conducting Live Class connects, monitoring asynchronous work completion, and preparing students for EOC/EOG assessments.

- Exceptional Children Teachers will be responsible for ensuring all special education and related services are provided as determined by the IEP; facilitating and leading collaborative special programs meetings such as annual IEP meetings; ensuring implementation of modifications and accommodations to lessons and assessments; delivering specially designed instruction as outlined in the IEP; ensuring federal and state compliance; and collaborate actively with other teachers, parents, and students.
- ML Teachers will be responsible for providing ML support and training; implementing personalized learning plans for ML students; ensuring federal and state compliance, and delivering specially designed instruction as outlined in the ML plans; and collaborating actively with other teachers, parents, and students.

**Student Services Personnel – e.g. Counselor (all grade spans)** – Will hold a current Student Services Personnel professional educator’s license issued at the master’s level or above from NCDPI. School Counselors will be responsible for creating a school SEL plan; conducting grade level SEL



lessons; provide counseling school support for students and families; and developing academic and career plans with students.

#### 11.4. Staff Evaluations and Professional Development

**Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.**

The PSPVA virtual charter academy academic administrators will maintain teachers' and administrators' licensure and professional requirements.

**Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.**



Teacher effectiveness at PSPVA will be measured using a combination of synchronous and asynchronous observation of instruction.

The school's teacher evaluation model will incorporate the K12 Teacher Excellence Framework (TEF), which is a research-based and aligned document that is rooted in a commitment to personalized learning and the primacy of student relationships. The TEF presents standards and practices for highly effective online teachers through an Instructional Rubric by focusing on: Building Relationships, Personalized Learning, Data driven Practices, and Professionalism.

To assist in collecting critical data from the TEF, PSPVA will have access to an online, cloud-based tool known as Evaluation by Education Advanced. This tool serves as the central portal for all facets of the evaluation process that are mapped back to state-based and K12 rubrics.

Teacher observations will be conducted and will be done in conjunction with professional development activities initiated by the Portfolio Support Team. Each observation, conducted by a member of the school administrative team, will focus on live or recorded sessions for the purposes of observing, rating, and providing feedback to teachers on their effectiveness across select priority standards and indicators from the K12 Instructional Rubric. Feedback from these informal observations will be provided to teachers within a couple of business days following the observation. A pre-conference and post-conference with detailed feedback may be included in each observation.

Formal evaluations will be completed for each teacher by a member of the administrative team. This full evaluation utilizes the entire K12 Instructional Rubric and includes reviews and ratings in the areas of synchronous and asynchronous instruction, professionalism, planning, and environment.

### ***Executive Director and Administrative Staff Evaluation***

In addition to evaluation through the North Carolina Educator Evaluation System (NCEES), the Executive Director is evaluated throughout the year against the standards and practices within the Stride *School Leadership Excellence Framework*. The evaluation process is designed to assess Executive Director's leadership effectiveness and offer targeted professional development and coaching support in areas of need. The Executive Director evaluation process is noted below.

### ***Baseline Rating and Goal Setting***

Each ED completes a self-rating against the Stride *School Leadership Excellence Framework* rubric. Their Stride supervisor will also conduct a rating of ED performance in each of the standards and practices within the *School Leadership Excellence Framework*.

### ***Coaching and Ongoing Support***

The Stride *School Leadership Excellence Framework* is utilized as a guide to enhance and inform regular



check-ins with the ED and her/his portfolio supervisor. Portfolio leaders can use this time with their ED to check on progress against goal attainment, professional development completion, as well as school performance and outcomes. This also allows portfolio leaders to identify needs and supports and provide timely intervention.

### ***Periodic Check Ins***

The ED will have periodic check-ins with her/his supervisor to receive feedback on performance and explore areas of need, coaching, and support. The periodic reviews provide an opportunity to target any professional development needs for the ED as well as highlight successes and leverage any best practices to share with other leaders across the region and country.

### ***End of Year Assessment***

Similar to the beginning of year assessment, each ED will collaborate with her/his supervisor at the end of the year to assess their performance of standards and practices. This end of year assessment provides direction in charting areas of support for the upcoming year.

In addition to this process of assessing ED performance, ED and other administrative staff evaluations include Board/partner input.

**Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**



## TEACHER PROFESSIONAL DEVELOPMENT

K12 will provide a robust professional development program as it pertains to virtual learning and associated best practices. Teachers will have the chance to participate in national, regional, and school-level professional development opportunities.

Teachers will receive free and complete access to the ever-growing Stride Professional Development catalog (SPD) (<https://stridepdcenter.com/> (<https://stridepdcenter.com/>)). The SPD offers on-demand, bite-sized, and mobile-friendly courses so that teachers can learn anytime and anywhere. While the SPD primarily offers content through courses that embrace microlearning principles, teachers can also extend their learning by accessing free resources, , and curated content that links to other, valuable tools for learning.

To name a few, courses reside within broader learning categories :

- Instructional Practices
- Student/School Culture
- Project Based Learning
- Student Support

Each course, about an hour in length, includes valuable content, engaging activities, reflection opportunities, checks for understanding, and takeaway resources for immediate application within their local context. Upon successfully completing a course, teachers also receive a certificate with the number of PD clock hours earned. Feedback is solicited from teachers (and leaders) who complete courses so that iterations can be made regularly.

### **New Teacher/Staff Onboarding (NTO - Also available to new school counselors, Student Support Team, and administrators):**

Goal: To provide job-embedded ongoing training for teachers new to virtual teaching in elementary, middle school, and high school grades aligned to school goals, state guidelines, and research-based practices for online learning.

New teachers hired at the school will be licensed teachers and generally highly experienced. School-specific, school-delivered start-up training for new staff introduces teachers and some staff to the curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning and supports.

This training includes basics for online instruction and teachers' access to competency-based Professional Learning Modules. The synchronous and asynchronous time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the Learning Management Systems such as lesson planning and tracking student progress. All teachers will continue to receive support from the portfolio support team





through customized professional development (as requested by School leaders), live professional development modules, informal observations, and offline support through an internal platform.

### ***Teachers of Special Needs Populations***

Special programs teachers, including English Learner teachers, special education teachers, and gifted teachers are included in all aspects of Stride professional development. To develop effective learning plans (such as IEPs, Education Plans, and EL 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 to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of a student's IEP. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications. Special programs teachers participate in the same NTO and have access to the same professional development courses as all teachers as well as access to more than a dozen K12 professional development courses specific to instruction of special programs students and special programs teachers' administrative responsibilities. They are also assigned:

Resources for Special Education: While this module is only assigned to special programs teachers, the content is accessible to all general education teachers and includes: accessible materials; accommodations and modifications in the virtual environment; sample accommodations and modifications checklist; alternate format for textbooks; compliance and academic review audit; data collection and progress reporting; due process; extended school year; IEPs (including data collection, progress tracker; measurable SMART goals and objectives; present levels of performance; special factors, and writing intake plans; special education auditing tools; NIMAS and Bookshare; and the special program teacher's role in related services.

**Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**



The goal of new teacher onboarding is to provide job-embedded ongoing training for teachers new to virtual teaching in elementary, middle school, and high school grades aligned to school goals, state guidelines, and research-based practices for online learning. This training is also available to new school administrators, counselors, and Student Support Team members.

Teachers hired at the School will be licensed teachers and generally highly experienced. School-specific,

school-delivered start-up training for new staff introduces teachers and some staff to the School's model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning.

This training includes basics for online instruction and teachers' access to competency-based Professional Learning Modules. Synchronous and asynchronous time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the Learning Management Systems such as lesson planning and tracking student progress. All teachers will continue to receive support from the K12 team supporting PSPVA through customized professional development (as requested by PSPVA leaders), live professional development modules, informal observations, and offline support through an internal platform.

Special programs teachers, including English Learner teachers, special education teachers, and gifted teachers are included in all aspects of K12 professional development. To develop effective learning plans (such as IEPs, Education Plans, and ML Service 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 to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of a student's IEP. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications. Special programs teachers participate in the same New Teacher/Staff Onboarding and have access to the same professional development courses as all teachers as well have access to more than a dozen K12 professional development courses specific to instruction of special programs students and special programs teachers' administrative responsibilities. They are also assigned:

- **Resources for Special Education:** While this module is only assigned to special programs teachers, the content is accessible to all general education teachers and includes accessible materials; accommodations and modifications in the virtual environment; sample accommodations and modifications checklist; alternate format for textbooks; compliance and academic review audit; data collection and progress reporting; due process; extended school year; IEPs (including data collection, progress tracker; measurable SMART goals and objectives; present levels of performance; special factors, and writing intake plans; special education auditing tools; NIMAS and Bookshare; and the special program teacher's role in related services.



**Q200. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**

Within the first two weeks of a new virtual teacher's start date, they receive approximately 40 hours of onboarding training. Professional development will be provided for an average of 15 hours each school year as onboarding and in-year training for school staff including administrators, counselors, and Student Support Team members. This professional development will provide teachers the opportunity to earn the required 8 Continuing Education Units (CEUs) (80 clock hours) to renew their North Carolina Continuing Professional License every five years.

### **11.5. Marketing, Recruitment, and Enrollment**

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

**Q201. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



An appropriate recruitment plan will be designed to attract students who are most likely to succeed in PSPVA. Two primary challenges are faced when recruiting students for a virtual school:

**Reaching potential students.** Successful students in an online environment are often students who are seeking more academic challenges and are able to work independently as well as students who may require additional one-on-one support. Parents interested in greater involvement with their child or who are seeking to supplement traditional learning may also be good candidates for online schools.

**Knowing how to recruit prospects during the consideration process.** Research has confirmed that this process requires an organization that has a deep understanding of the parental research process, as well as the different media to use during the various phases of consideration.

Creation of the foundational enrollment elements (e.g. open enrollment windows, deadlines, etc.) and messaging/ creative components will be essential parts of the plan. A collaborative approach will ensure alignment with governing Board and CSRB interests and assist in helping to meet the financial/budgetary requirements of the School.

The recruitment plan will use an analytical approach, combining recruitment channels that drive results with information that generates response, helps to reach students and families that might be interested in an online school program, and delivers the appropriate messages during each phase of consideration. Messaging components will provide information about the benefits of PSPVA, as well as how those benefits might meet the needs of the community and prospective families and students.

While the exact recruitment channels will vary based on seasonality and other factors, the following is a representative summary of activities that may be part of PSPVA's recruitment plan:

**Online Recruiting:** Online channels may be used to complement and coordinate with offline channels (see below). These channels help to build and reinforce awareness, assist with influencing consideration, and finalize the enrollment decision. With the changing media consumption habits of consumers and the corresponding growth in information available on mobile devices, digital channels, both owned (e.g., landing pages, websites, etc.) and paid (e.g., Search Engine Recruiting), are optimized through responsive design and content to deliver the best experience for prospective families across the entire engagement continuum. Online recruiting channels may include the following:

- Search Engine Marketing
- Email Recruiting
- Print Promotions
- Social Media
- Search Engine Optimization
- Podcasts



- Digital Radio
- Connected TV
- Online video
- 3rd Party Directory Sites (e.g., Niche.com)

**Offline Recruiting:** Offline channels may be used to generate initial awareness and attract students who are good candidates for an online school. Offline recruiting channels may include the following:

- Radio
- Local media

**Public Relations:** Press and media outreach may be used to drive awareness of PSPVA's program and services. This is done in partnership by PSPVA and our EMO, as this medium relies heavily on access to leadership and staff of PSPVA for interviews and quotes, as well as testimonials from parents and success stories about PSPVA students that may be featured as follows:

- Proactive Media Outreach: Generate positive news coverage by distributing press releases, OpEds, media advisories and student profiles/outcomes to obtain placement in local press outlets.
- Inbound Media Inquiries: Including fielding incoming requests from media and assisting PSPVA in identifying and briefing appropriate spokespersons.

**Events & Local Outreach:** In partnership with PSPVA, our EMO will develop a local engagement plan which may include:

- Strategizing, scheduling, and promoting online information sessions for interested families and the public. During these sessions, prospective families and students will be able to learn about the curriculum, including lessons and materials, and have questions answered.
- Local social media outreach leveraging staff and students to present an authentic portrait of PSPVA.
- Support for outreach campaigns including meetings with PSPVA representatives focused on organizations, community leaders, groups, and other educational influencers in the state to develop mutually beneficial opportunities to promote PSPVA.

**Other Information and Nurture Channels:** A number of additional channels may be used to assist in educating and nurturing consumers about PSPVA.

- **Call Center:** K12 will establish a call center to support the enrollment process and provide information to prospective applicants.
- **Web properties:**

**K12's Website:** Will serve as the primary resource for families seeking to learn more about the School and may include information about policies, instructional approach, curriculum, and FAQs. The site may also include application procedures, event schedules, a direct login to the online learning school, and other useful tools for both prospective and current families. This website may also include in-browser select language translation options when deemed appropriate and necessary.



**School & State-specific Landing pages:** Will provide key information sought by prospective families who respond to awareness-generating channels (see Online & Offline Recruiting described above) by providing an overview of the programs, addressing frequently asked questions, and providing an easy way to start enrollment.

- **Social Media:**

**Facebook:** The School may have a Facebook page and K12 may implement some paid and non-paid promotions to increase page likes, website visits, event registration, and enrollment sign-ups. This aids in brand awareness, event awareness and registrations, and acquisition. K12 will provide training to the School's marketing point of contact(s). K12 will also work with the School to create and post social content to support enrollment, re-registration, and other programming applicable to the School.

- **Email** - Email campaigns are structured around four key buckets designed to drive enrollment, engagement, and reregistration.

- **Nurture** – Email series designed to drive enrollment from a prospective family that has become a new lead and includes content such as steps on how to enroll, key programs' features and benefits, student stories, how it works, and key details addressing frequently asked questions.

- **Engagement** – Email series designed to engage prospective families until they are ready to make an enrollment decision. Ongoing communications are sent to current leads (following the Nurture series) to keep them engaged as they consider enrollment. Content could include timely and relevant articles, invitation to view webinars, links to "how to" videos, detailed information about specific education programs, and student success stories.

- **Re-registration** – Series of emails designed to announce registration opening, explain the process and serve as reminders and helpful assistance to current enrolled families, to ensure they re-register for the next school year.

- **Announcements** – Emails sent outside of the series noted above that notify prospective or existing enrolled families of important school news and information, deadlines, upcoming events and contests, milestones, and/or special programs.

- **Collateral Design:** K12's Creative Services team can assist with designing school-branded collateral, including flyers, business cards, letterhead, and promotional items. The designated School point of contact will receive training on how to maintain and utilize these items, as the production of the collateral will be the responsibility of the School.

**Q202. Describe how parents and other members of the community will be informed about the school.**

Please see the response to Q201.

**Q203. Describe your plan to recruit students during the planning year, including the**



strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Please see the response to Q201.

**Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**

As a statewide virtual charter school, PSPVA will admit students in accordance with G.S. 115C-218.45. PSPVA will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability or disability. PSPVA will be a public school that does not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, or gender.

PSPVA will be open to accept any student who lives within the State of North Carolina at the time of submitting an enrollment application. Children of active military personnel that can provide forthcoming transfer paperwork to North Carolina are eligible to apply.

**Q205. What established community organizations would you target for marketing and recruitment?**



In partnership with PSPVA, our EMO will develop a local engagement plan which may include:

- Strategizing, scheduling, and promoting online information sessions for interested families and the public. During these sessions, prospective families and students will be able to learn about the curriculum, including lessons and materials, and have questions answered.
- Local social media outreach (e.g., WWAY) leveraging staff and students to present an authentic portrait of PSPVA.
- Support for outreach campaigns including meetings with PSPVA representatives focused on organizations, community leaders, groups, and other educational influencers in the state to develop mutually beneficial opportunities to promote PSPVA. Among such educational influencers and opportunities in North Carolina are Blue Star Families, Milspouse Fest, YMCAs, and homeschool organizations.

PSPVA believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at PSPVA. The School will explore available opportunities for dual credit with North Carolina community and technical colleges and four-year colleges and universities whose dual credit programs align well with PSPVA's mission and its goals for PSPVA students. We plan to provide challenging college-level experiences through dual enrollment course offerings to our eligible students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions (e.g., through the North Carolina Career and College Promise (CCP) program). We expect partnership development to be ongoing and fluid over the years due to the demand of our students, their geographic locations, the pathways PSPVA is providing, and the progression of those pathways into postsecondary institutions. We believe that building partnerships based on our students' needs will be the approach to best serve our students and support PSPVA's mission.

Career and Technical Student Organizations (CTSO) allow students to network with peers and potential future employers; develop professional skills; and participate in local, state, national, and virtual events, and competitions relevant to their futures. CTSOs also provide staff with mentoring and professional development opportunities. By participating in CTSOs, students can practice professional skills, provide support for community-oriented projects, and compete against students nationwide. Based on pathway alignment, PSPVA may host CTSOs such as: SkillsUSA, HOSA - Future Health Professionals, DECA, FFA, TSA, and Future Business Leaders of America-Phi Beta Lambda.

K12 has an impressive resume of career and technical education courses, as well as in person and virtual internship opportunities, to provide a full-service approach to preparing and educating our future students for success.

To further assist our efforts, K12 has relationships and experience leveraging technology such as Tallo, a closed network for students to research careers and college majors and scholarships, which will be paired with fulsome career counseling. Tallo is an online platform that will be available to





PSPVA students (ages 13+) that assists students in designing a career pathway, educators in recruiting top talent to their schools, and employers in developing a stable, continuous talent pipeline. Students and professionals showcase their skills and abilities in their online profile, connect directly with companies and colleges looking for the next generation of talent.

To provide a program that is relevant to the students and businesses of North Carolina, the staff at PSPVA will consider the formation of an Advisory Council to be comprised of parents, students, and community leaders from industry, business, government, and education from around the state. The school will work with our partners and community leaders in North Carolina to help identify potential members for the Council, including Chambers of Commerce.

The Advisory Council will serve a complementary role to the School's staff by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The initial members and areas of expertise of the Committee will reflect the initial pathways to be offered by the school.

The Student Support Team is designed to proactively support students identified as needing engagement-type intervention as well as to reactively support students and Learning Coaches when they reach out for support (see the response to Q140). One of the goals of the Student Support Team is to develop community partnerships to better support students and Learning Coaches with issues related to homelessness, psychological or social supports, teen parenting needs, and similar challenges.

## 11.6. Parent and Community Involvement

**Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**



As described in the response to Q162, PSPVA will communicate with and engage students, parents, and community members from the time the school is approved through enrollment and onboarding preparing for school opening by providing:

- **A Welcome Email from school leadership upon approved enrollment to ensure that families feel informed, supported, and confident from the moment they enroll by providing school-customized information, key resources, and a warm introduction to their learning community.** Information will include account information, school calendar, school expectations, how to join and engage with the Learning Coach (LC) Community, and school programs such as the Flex Program which provides flexible scheduling that allows eligible students to learn on their own schedule with a teacher assigned for support and resources.
- **The Onboarding Page which provides school-specific information ensuring newly enrolled families receive relevant information and resources for a smooth transition to PSPVA including expectations, policies, and program highlights.**
- **School Orientation sessions (live and on-demand) before school starts.** Families will be provided with dates; access information via email and from the LC; materials; and follow-up support regarding questions and additional guidance. Information for new students will include: introduction to school leadership; support contacts; account setup and platform access; curriculum review, expectations, and support; attendance, engagement, and grading; and student success tools. Information for returning students will include: review of policies, curriculum, and platform updates; review of attendance, engagement, and academic expectations; reminders about support services and resources; and Q&A and community connection opportunities.

**Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**



PSPVA desires that each student will have a Learning Coach (usually a parent or guardian but can be any caring adult that the parent or guardian selects) to ensure student success. The School will provide tools and resources to help Learning Coaches support his or her students.

Learning Coaches will be encouraged to be proactive, to contact teachers, specialists, and other Learning Coaches to solve problems, to give feedback, or pass on ideas and insights to the School community.

- Teachers and staff will initiate regular conferences and conversations with Learning Coaches about their student's progress and review needs and concerns about the operation of the School. Teachers are trained on how to facilitate welcome calls and customize the learning experience by addressing each student's unique strengths, weaknesses and aptitudes. Parents are free to contact teachers, specialists, and other Learning Coaches to solve problems, give feedback, or pass on ideas and insights to the School community. Ongoing communication can take place via telephone, email, web conferencing sessions, and, where possible, in person. Teachers are expected to respond to parents within 24 hours.
- Parents will help to evaluate the operation of the School both online and offline. PSPVA and/or K12 will survey parents online to determine their satisfaction with their overall experience. Surveys may include questions regarding the enrollment process, curriculum, instruction, learning management system, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other PSPVA students and parents. Parents may supply critiques and/or endorsements regarding their experience at the School.

**Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**



While the Learning Coach (LC) Community (accessed through the K12 app and the K12 Online School) has been referenced previously in this application, it is important to provide additional information about the value of it to parents and the school community as a support system for online school success which benefits students and supports the school mission and vision. Following are the reasons to join the LC Community which will be provided to LCs:

- **Support & Resources at Your Fingertips** – Access expert guidance, tips, and resources to help you confidently navigate your role as a Learning Coach.
- **Meaningful Connections** – Find and build relationships with other Learning Coaches who understand your journey, whether they're across the country or right in your school community.
- **Real-Time Updates** – Stay informed with school-specific news, national K12 programming, and exclusive content designed just for Learning Coaches.
- **Engaging & Interactive Spaces** – Participate in expert-led discussions, direct message other Learning Coaches, join social sessions, and even find ways for your student to connect with peers.
- **School-Specific & National Communities** – Whether you want to dive into what's happening at your school or explore K12-wide opportunities, there's a space for you.

## 11.7. Admissions Policy

**Q209. Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

☐ Yes



☐ No

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

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



As stated previously in the response to Q204, as a statewide virtual charter school, PSPVA will admit students in accordance with G.S. 115C-218.45. PSPVA will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability or disability. PSPVA will be a public school that does not discriminate on the basis of race, color, ethnicity, national origin, religion, creed, or gender.

PSPVA will be open to accept any student who lives within the State of North Carolina at the time of submitting an enrollment application. Children of active military personnel that can provide forthcoming transfer paperwork to North Carolina are eligible to apply. Students entering kindergarten must be five years old by August 31st of the year they apply.

As provided in G.S. 115C-218.45(f), PSPVA will give enrollment priority to siblings of currently enrolled PSPVA students; children and grandchildren of full-time PSPA staff; and children of the Triangle Education Organization board of directors.

If more students apply to PSPVA than there is available capacity, as determined by PSPVA, the Charter School Review Board (CSRB), or state-mandated enrollment caps, PSPVA will accept students by lottery to enroll the maximum number of students established in its charter. The lottery will be blind to disabilities, testing, grades, etc. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Any applications received after the application deadline will be added to the end of the wait list in the order in which they were received. The lottery will be held once each semester as needed. Preference in the lottery will be given to siblings of currently enrolled PSPA students; children and grandchildren of full-time PSPA staff; and children of the Pine Springs Preparatory Academy board of directors.

A lottery or wait list process will be created for all remaining applicants. As students withdraw from or transfer out of PSPVA, open spaces will be given to the next qualified person on the wait list at that grade level. Once the lottery has taken place, parents/guardians will be notified of their child's acceptance into the School and the parent/guardian will be asked to accept or reject their child's enrollment. Families will have 5 business days to accept the placement or not before the seat is offered to the next qualified student on the wait list at that grade level.

### 11.8. Certify

Q214. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

☒ Yes

☐ No



**Q215.Explanation (optional):**

Pine Springs Virtual Academy is an approved Remote Charter Academy (approved by the NC Charter School Review Board in 2024). This application is to convert the currently approved Remote Charter Academy to its own charter. As such, some of the answers provided in this application were provided in the Board's Remote Charter Academy application in the Spring of 2024.



## 12. Operations

### 12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Student instruction will occur in a virtual learning environment and not require daily transportation. However, PSPVA will review available resources and work with students' parents/Learning Coaches to provide transportation to and from required state testing locations if needed 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.

### 12.2. School Lunch Plan

Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.





PSPVA will be a fully virtual school and will not provide school lunch. However, our School will work with appropriate agencies to ensure that students and families are connected with or informed of ways to receive services.

### 12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

#### Q218. **Attach Appendix L: Insurance Quotes**

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

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

#### Applicant Evidence :



Q218 Appendix L Ins...

Uploaded on **4/24/2025**  
by **Dave Stauff**

### 12.4. Health and Safety Requirements



All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

### 12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



PSPVA Virtual Charter School 2026-2027

Phase	Task	Timeline	Responsible Party
Planning & Approval	Ensure curriculum alignment and instructional planning	March–April 2026	Principal, EMO Academic Lead
Planning & Approval	Adjust enrollment projections and budget	March 2026	Executive Director, Operations Manager
Planning & Approval	Update graduation policy and handbook	April 2026	Executive Director, EMO Legal Advisor
Staffing & Training	Train support staff on advising and graduation pathways	June–July 2026	Principal, Executive Director
Staffing & Training	Train counselors on postsecondary advising tools	June 2026	School Counselors, Principal
Communications & Enrollment	Update website and enrollment portals	April 2026	Operations Manager, EMO Tech/Marketing
Communications & Enrollment	Launch internal and external communications	June 2026	Executive Director, EMO Marketing Lead
Communications & Enrollment	Host family info sessions and webinars	July–August 2026	Principal, Executive Director
Launch & Support	Launch senior cohort check-ins	September 2026	School Counselor, Principal



Launch & Support	Initiate weekly data reviews	Ongoing 2026	Principal, Executive Director
Launch & Support	Host senior college/ career planning session	September 2026	School Counselor
Monitoring & Adjustment	Mid-year academic review	December 2026	Principal, Executive Director
Monitoring & Adjustment	Graduation audit reviews	Jan-Mar 2027	Principal, Counselor
Monitoring & Adjustment	Plan senior events and virtual graduation	Feb-Apr 2027	Principal, Operations Manager
Monitoring & Adjustment	Final diploma status confirmation	Apr-May 2027	School Counselor, Principal
Monitoring & Adjustment	End-of-year Grade 12 implementation review	May 2027	Executive Director, EMO

**Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**



The proposed PSPVA governing board, Triangle Education Organization, governs Pine Springs Preparatory Academy, a North Carolina public charter school located in Holly Springs, serving nearly 1400 students as of Fall, 2024. Pine Springs Preparatory Academy opened as a K–6 school in September of 2017 and has since expanded to include a Middle School, Blended Academy, and Pine Springs Preparatory Virtual Academy (a Remote Charter Academy). The Remote Charter Academy is already the largest Remote Charter Academy of any charter school in NC. Pine Springs Prep's rigorous and relevant education allows students to develop and apply skills needed for success in the 21st century.

In an arrangement that is quite common for schools who operate a fully virtual learning school, Triangle Education Organization, will contract with an EMO, K12 Virtual Schools L.L.C. ("K12") (a wholly owned subsidiary of Stride, Inc. (NYSE: LRN)), for the delivery of online courses and instruction and education services. K12's experience is extensive as a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. They have transformed millions of people's teaching and learning experiences by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, districts, the military, and enterprises in primary, secondary, and postsecondary settings.

K12 was founded in 2000 to utilize advances in technology to provide children with access to a high quality education regardless of their geographic location or socioeconomic background. In September 2001, they introduced their kindergarten through 2nd grade offering and subsequently added new grades and new school clients in additional states. K12's experience is documented in the most recent Stride, Inc. Form 10-K annual report in 2023-2024 (Appendix A4.3) in which they state that, during the 2023-2024 school year, they provided their school-as-a-service offering to 91 schools in 31 states and the District of Columbia in the General Education market, and 56 schools or programs in 27 states and the District of Columbia in the Career Learning market. They have delivered millions of courses over the past decade and serve learners in all 50 states and more than 100 countries.

K12 uses its academic expertise to help implement a practice-based educational framework that builds a comprehensive strategic plan of action, reinforces culture, utilizes data-driven instruction, establishes goals and measures progress via an Academic Playbook and other tools, and holds staff and families accountable for success. Through more than 25 years of experience, K12 has amassed the expertise necessary to provide guidance on meeting federal and state compliance requirements, including operational and legal commitments, and its long track record can be leveraged to help navigate policies related to school goals.

K12 provides an ecosystem of services to support the schools with which it works:

- Academic Learning Models: General Education, Special Education, Career and College Prep
- Compliance Operations Support and Reporting/Tools to meet State, District, Authorizer, Federal



and all Associated Academic, Operations, Testing/Assessments, Human Resources, and Financial Requirements including Student Academics, Performance, Progress, Attendance, and other reporting requirements

- Teacher Training and Professional Development
- Student/Family Engagement, including Onboarding, Retention, Socialization, and Student Clubs
- Student Computers/Equipment and Accessibility
- Teacher and Administrator Computer Equipment and Accessibility
- Marketing & Advertising, including School Awareness via Local/National Marketing and Public Relations, Website, Social Media and other tools
- Enrollment, including Acquisition, Customer Care and Compliance
- Human Resources and Talent Management Support
- Enterprise Technology IT Infrastructure and Security
- Financial Planning, Analysis & Accounting, including initial Start-up Cash Flow Protection and ongoing working capital support.

K12 is continuously innovating to remain at the forefront of effective educational approaches to meet students' changing needs. It continues to expand upon its personalized learning model, improve the user experience with its products/services, and develop beneficial tools and partnerships to more effectively engage and serve students, teachers, and administrators.

Combining Triangle Education Organization's eight years' experience and expertise starting and governing Pine Springs Preparatory Academy with K12's twenty-five years of experience providing online courses, instruction, and education services, Triangle Education Organization is confident that it has the ability to successfully start and govern a new virtual charter school.

Pine Springs Preparatory Virtual Academy is an approved Remote Charter Academy (approved by the NC Charter School Review Board in 2024). This application proposes to convert the currently approved Remote Charter Academy to a virtual charter school with its own charter. A Start-Up (Year 0) budget is not applicable to this application.

## 12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

**Q223. What is your plan to obtain a building? Identify specific steps the board will take to**



acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

Due to PSPVA's virtual school model, there are no current plans to obtain a facility for PSPVA. PSPA will provide administrative space for PSPVA in PSPA's brick and mortar school facilities as needed.

**Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**

Due to PSPVA's virtual school model, the school doesn't have educational program facility needs. PSPA will provide administrative space for PSPVA in PSPA's brick and mortar school facilities as needed.

**Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

Due to PSPVA's virtual school model, the school doesn't have educational program facility needs. PSPA will provide administrative space for PSPVA as needed.

**Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.**

This question is not applicable to the PSPVA virtual charter application.

**Q227. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.**

This question is not applicable to the PSPVA virtual charter application.

**Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**



The Pine Springs Preparatory Academy Board has experience managing a brick and mortar facility, including build-out and renovations, for its brick and mortar school since it opened in 2017. Due to PSPVA's virtual school model, PSPVA doesn't have educational program facility needs. PSPA will provide administrative space for PSPVA as needed.

## 12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q230. Explanation (optional):

Pine Springs Virtual Academy is an approved Remote Charter Academy (approved by the NC Charter School Review Board in 2024). This application is to convert the currently approved Remote Charter Academy to its own charter. As such, some of the answers provided in this application were provided in the Board's Remote Charter Academy application in the Spring of 2024.





## 13. Financial Plan

### 13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

**Q230. If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

Appendix M is not applicable to this application.

**Q231. Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"**

☒ Upload Required   File Type: excel   Max File Size: 30   Total Files Count: 5

Applicant Evidence :



Q231 Appendix N 20...

Uploaded on **4/24/2025**

by **Dave Stauff**



Natasha Norins

**Comments :**

Year 1 notes the 3,000 student budget as adequate. In comparison, Year 2 budget with 4,000 students, an increase of 1,000 total students, does not show an adequate increase in staffing with some instances of only 1-3 new staff being hired for the increase of 1,000 more students. This may need more examination to provide supplemental elective teachers, so pre-existing elective teachers do not add 1,000 more to their rosters, as dually noted for only 1.5 more EC teachers for 1,000 more students. Please reexamine some of these staffing updates to consider class size and manpower.

### 13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

#### Q233. How was the student enrollment number projected?

Enrollment projections were based on historical demand trends for virtual learning, demographic analysis of North Carolina's K-12 population, and historical retention trend in virtual learning which has supported enrollment projections across 80+ virtual programs nationwide. We also analyzed migration patterns post-pandemic showing continued interest in remote learning options. Projections were conservatively set with a focus on sustainable growth, maintaining fiscal stewardship while allowing for mission-driven expansion.



Natasha Norins

**Comments :**

Being that this VPS would be the largest in the state by year 5 of 5,000 students, consider the quality control and over extending of staff and analyzing testing/accountability data for such a large school. What quality indicators will be used to ensure all students are receiving a high caliber teacher experience?

#### Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



Across North Carolina, families are actively seeking high-quality, flexible online learning options that fit their children's unique needs. The increased availability of private school scholarships in the state has expanded access to educational alternatives, but it has also introduced greater complexity for families navigating their choices, especially as early indicators suggest decreased interest in the North Carolina school lottery system. This presents a unique opportunity for PSPVA to offer a trusted, streamlined solution that combines academic excellence with the convenience of virtual learning. Our projections were driven by both an understanding of the size of the North Carolina K-12 student population (over 1.5 million) and extensive market research indicating the likelihood of families to consider online learning.



Natasha Norins

**Comments :**

What specific feedback from stakeholders was explicitly shared with the school board of directors on providing a virtual school platform across the state, which would be the 4th one provided within the charter landscape? Were there any surveys, focus groups, or contact made with community members, families, or businesses in Holly Springs specifically and what was the detailed analysis for synchronized learning being blended and in person?

**Q235. Provide the break-even point of student enrollment.**

PSPVA does not rely on a single static break-even enrollment number due to its flexible cost structure. Staffing, technology, and service provider costs scale dynamically with enrollment levels, allowing PSPVA to adjust expenditures proactively if actual enrollment varies. Additionally, Stride, Inc. offers financial flexibility measures that align billing with available revenues, further mitigating financial risk. This scalable model ensures financial sustainability while maintaining focus on student outcomes, even if enrollment growth is phased in over time.



Natasha Norins

**Comments :**

**Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**



The Board will work with K12 to develop a Contingency Plan for risks and opportunities. K12 will recommend, assess, and communicate the adequacy and risks of the Contingency Plan ultimately chosen and mutually agreed upon.

While the Board assumes ultimate responsibility for the financial viability of the School, K12 supports the Board in development of annual budgets and monthly forecasts, management of funding capture and revenue assurance, cost control, working capital and cash flow. K12 will work closely with PSPVA leadership and the Board to report and highlight potential School financial viability issues, risks, and opportunities to allow the Board to react and take action. During the annual student pre-registration process, actual enrollments and projections are closely monitored in conjunction with teacher ratios to mitigate over-hired situations. In the event of lower student enrollments or higher withdrawals versus those planned, instructional staff would be scaled appropriately. In response to cash flow challenges, if the cash receipts of PSPVA available from time to time would be insufficient to cover payment of expenses on a timely basis, K12 will provide the option to advance to the School such amounts necessary to allow payment of such expenses on a timely basis.



Natasha Norins

Comments :

**Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

This question is not applicable. PSPVA's budget does not rely on sources of funds other than state, county, and federal.

**Q238. Provide the student to teacher ratio that the budget is built on.**

The budget projections are based on an estimated student population that includes 10% of students requiring Special Education services. Student-to-teacher ratios across all grade spans range from 27:1 to 60:1.

**Q239. Describe the board's individual and collective qualifications and capacity for**



### implementing the financial plan successfully.

As described in the response to Q170, the Board's individual qualifications include:

- Charter School Leadership;
- Curriculum Implementation;
- Strategy Partnerships and Grants;
- Charter School Management and Policy;
- Family and Life Development;
- Finances/Business Development;
- K-12 Curriculum and Assessment; and
- Business Technology

With the Board's individual expertise the Board will collectively maintain ultimate responsibility for PSPVA's financial management, including adoption of the School's annual operating budget.

The Board will have fiduciary responsibilities to provide financial oversight of the School. This will include oversight of the budget, holding the School staff and K12 accountable for financial compliance, budget management, accounting, and ensuring financial policies are in place.

The Board will ensure that PSPVA complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to, complete and on-time submission of its annual and revised operating budgets and any applicable program budgets, annual financial audits, and IRS filings.

### Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

All students with varying exceptionalities are required to receive the services defined in their IEP, regardless of costs. PSPVA proactively budgets for contingencies related to high-cost exceptional children (EC) services, including specialized therapies, additional staffing, and assistive technologies. Our model leverages a multi-tiered system of supports (MTSS) and partners with experienced related service providers, leveraging the contractual relationships with large vendors to ensure the most cost effective services for students while ensuring the quality of the services is not impacted. A reserve is maintained within the operating budget to accommodate unanticipated high-needs placements without jeopardizing the broader program.



**Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

This question is not applicable. PSPVA's EMO is K12.

**Q242.Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.**

This question is not applicable. PSPVA's EMO is K12.

**Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**

The budget prioritizes student success through investment in certified teachers, robust virtual curriculum aligned with North Carolina standards, student support services, and technology infrastructure. As a virtual academy, facility needs are limited, allowing resources to be directed toward instructional quality. The mission-driven design ensures equitable access, academic excellence, and financial sustainability.

**Q244.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

PSPVA targets a minimum unassigned fund balance equal to 2-3% of annual expenditures within the first five years. This will be achieved through conservative budgeting and cost controls. Building a healthy reserve demonstrates responsible stewardship and provides stability to withstand unforeseen fluctuations.

**Q245.Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

PSPVA will operate virtually, significantly reducing facility costs. Administrative functions may lease modest office space on a short-term basis funded through the operating budget. Technology assets (e.g., laptops) will be procured via operational funds or short-term leases if economically advantageous. No long-term debt financing is anticipated during the term.

**Q246.Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's**



### core operation depends.

Yes. PSPVA will have assets including:

- Leased laptop computers for students
- Leased peripheral technology (headsets, printers)
- Leased curriculum materials (physical kits)
- Leased staff laptops and equipment

All assets are procured through operational budgets. There are no external asset commitments critical to core operations at this time.

## 13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



## Internal Controls

Internal controls are methods and procedures placed at various points in processes to provide reasonable assurance that guidelines are followed and that there is accountability for use of public funds, including:

- Safeguarding of assets
- Ensuring validity of financial reports and records
- Promoting adherence to policies, procedures, regulations, and laws
- Promoting effectiveness and efficiency of operations
- Ensuring financial systems are secure and backed up as needed
- Ensuring separations of duties are properly maintained

## Control Objectives

- Establish accountability at all points along the accountability chain
- Segregation of duties exist within the revenue/expense approval, data entry, and receipt/disbursement functions
- Transactions and events are properly authorized and recorded
- Responsible staff understand their duties, responsibilities, and accountabilities

## Segregation of Duties

Segregation of duties is one of the most important features of an internal control plan at PSPVA. The fundamental premise of segregated duties is that an individual or small group of individuals should not be in a position to initiate, approve, undertake, and review the same action.

The advantage derived from proper segregation of duties is twofold:

- Fraud is more difficult to commit because it would require collusion of two or more persons, and most people hesitate to seek the help of others to conduct wrongful acts.
- By handling different aspects of the transaction, innocent errors are more likely to be found and flagged for correction.

School leadership will work closely with K12, the Board, and the authorizer to navigate requirements for end-to-end finance and accounting business processes and to establish and ensure compliance with the law and the Board's policies. Financial controls and associated processes and procedures will be developed along the following key dimensions:

- Financial Reporting
  - Provide internal reports for School leadership and the Board
  - Manage external reporting to the North Carolina Department of Public Instruction, state, and federal agencies
  - Prepare custom reports as necessary
- Financial Compliance





- Support charter agreement requirements
- Monitor the execution of the EPSA
- Implement internal controls procedures
- Accounting and Bookkeeping
  - Maintain financial records
  - Safeguard assets
  - Support financial audits
- Financial Planning and Analysis
  - Prepare annual budget and revisions
  - Provide forecasting and financial analysis
  - Manage cash flow and support of Treasury functions
- Finance and Accounting Operations
  - Support funding cycle
  - Support grant fund disbursement and expenditures
  - Ensure timely payments to vendors

School leadership, with assistance from K12 Finance, will establish an accounting/bookkeeping software application approach for the School. Today, K12 Finance uses a combination of reputable and workflow process-focused Enterprise Resource Planning and accounting systems for the maintenance and storage of financial records to further strengthen the fiduciary support function.

**Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

This question is not applicable. There are no known or possible related party transactions. PSPVA's Board adheres strictly to conflict of interest policies in compliance with North Carolina law.

**Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**



Darrell L. Keller, CPA, PA

DLK

P.O. Box 1028 Kings Mtn., NC 28086

(704) 739-0771 Fax: (704) 739-6122

Cell: (704) 747-5001

### 13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

☒ Yes

☐ No

Q250. Explanation (optional):

Pine Springs Virtual Academy is an approved Remote Charter Academy (approved by the NC Charter School Review Board in 2024). This application is to convert the currently approved Remote Charter Academy to its own charter. As such, some of the answers provided in this application were provided in the Board's Remote Charter Academy application in the Spring of 2024.




## 14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.


☒ Upload Required   File Type: pdf, image   Max File Size: 30   Total Files Count: 2

### Resources



2025 Charter School ...

### Applicant Evidence :



Q252 2025 Charter S...

Uploaded on **4/24/2025**  
by **Dave Stauff**

## Section



Natasha Norins

### Ratings

Not  
Applicable

The Evaluator doesn't evaluate this item

### Comments :

Deferred to Melanie Rackley who permitted this to move forward.



## 15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

☒ Yes

☐ No

Q254. Give the name of the third-party person or group:

K12 Virtual Schools L.L.C.

Q255. Fees provided to the third-party person or group:

There were no fees provided to K12 Virtual Schools L.L.C. to assist with the preparation of this application.

## Section



Natasha Norins

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 16. Application Fee


Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

**Q256.\*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.**

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

☒ I understand

### Resources


2025 Payment Form....



Natasha Norins

### Comments :

Per Melanie Rackley, payment of \$1000 was received by the Office of Charter Schools.

## Section



Natasha Norins

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

☒ Upload Required   File Type: pdf, image   Max File Size: 30   Total Files Count: 1

### Resources



Signature Page.docx

### Applicant Evidence :



Q257 Signature Page...

Uploaded on **4/24/2025**

by **Dave Stauff**

Q258. Board chair, please digitally sign your application here.  
Signature

## Section



Natasha Norins

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

### Final Status

☐ Reject ☐ Approve

### Approver Comments



Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	N/A		N/A
Year 2	N/A		N/A
Year 3	N/A		N/A
Year 4	N/A		N/A
Year 5	N/A		N/A

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	K-12		3,000.00
Year 2	K-12		3,500.00
Year 3	K-12		4,000.00
Year 4	K-12		4,500.00
Year 5	K-12		5,000.00

<b>Ethnicity/Race</b>	<b># of Students</b>	<b>Percentage (%)</b>
American Indian or Alaska Native	18	1%
Asian	19	1%
Black or African American	617	30%
Hispanic	325	16%
Native HI or Pacific Islander	3	0%
Two or More Races	227	11%
White	849	41%
<b>EDS Subgroups</b>		0%
Economically Disadvantaged Students	1028	64%
Students with Disabilities	447	28%
English Language Learners	47	3%
Students Experiencing Homelessness	74	5%

**Pine Springs Preparatory Virtual Academy**

**Q22. Appendix F Federal Documentation of Tax Exempt Status**

**Pine Springs Preparatory Virtual Academy Q22 Federal Documentation of Tax Exempt Status**

INTERNAL REVENUE SERVICE

DEPARTMENT OF THE TREASURY

P. O. BOX 2508

CINCINNATI, OH 45201

APR 19 2016

Date:

TRIANGLE EDUCATION ORGANIZATION  
C/O BRUCE FRIEND  
333 CHRISMILL LANE  
HOLLY SPRINGS, NC 27540

Employer Identification Number:

47-5478684

DLN:

17053074340026

Contact Person:

JACOB A MCDONALD

ID# 31649

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

September 25, 2014

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

Pine Springs Preparatory Virtual Academy Q22<sup>-2-</sup> Federal Documentation of Tax Exempt Status

TRIANGLE EDUCATION ORGANIZATION

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

A handwritten signature in dark ink, appearing to read "J. Cooper", written in a cursive style.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

**Pine Springs Preparatory Virtual Academy**  
**Q30. Appendix A1 Acceleration Evidences**

**APPENDIX A1 ACCELERATION EVIDENCES**

PSPVA will provide an online instructional program in which state licensed teachers provide both synchronous instruction (where the student and the teachers are online together) and asynchronous instruction (when the student is working more independently off-line) and support to students and work in conjunction with Learning Coaches to ensure student success. Office space and other administrative facilities (e.g., conference rooms) are available on the Pine Springs Preparatory Academy (PSPA) campus and will be provided to Pine Springs Preparatory Virtual Academy (PSPVA) for the school's use. There are no facilities' issues with opening PSPVA on an accelerated schedule.



# **EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT**

Between

TRIANGLE EDUCATION ORGANIZATION

And

K12 VIRTUAL SCHOOLS L.L.C.

**FOR THE PINE SPRINGS PREPARATORY ACADEMY'S ONLINE PROGRAM, PINE  
SPRINGS PREPARATORY VIRTUAL ACADEMY, FOR GRADES K THROUGH 12**

## **TABLE OF CONTENTS – EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT**

RECITALS.....	1
1. DEFINITIONS.....	2
2. RELATIONSHIP OF THE PARTIES.....	3
3. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.....	3
4. BOARD RESPONSIBILITIES.....	4
5. SPECIAL EDUCATION, 504 AND ENGLISH LANGUAGE LEARNERS. ....	5
6. FINANCIAL MATTERS. ....	5
7. TERM OF AGREEMENT.....	6
8. PRICING, FEES AND PAYMENT. ....	6
9. PERSONNEL SUPPORTING THE PROGRAM. ....	7
10. PAYMENT OF PRODUCT AND SERVICE FEES.....	8
11. OTHER SCHOOLS .....	8
12. TERMINATION .....	9
13. TERMINATION EFFECTS. ....	10
14. INTELLECTUAL PROPERTY RIGHTS.....	10
15. LIMITS ON LIABILITY AND DAMAGES. ....	12
16. INDEMNITY.....	12
17. ASSIGNMENT.....	13
18. INSURANCE.....	13
19. REPRESENTATIONS AND WARRANTIES.....	14
20. OFFICIAL NOTICES.....	15
21. NON-SOLICITATION/NON-HIRING.....	16
22. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.....	16
23. FORCE MAJEURE. ....	17
24. COORDINATION, EXERCISE OF APPROVAL OR CONSENT RIGHTS. ....	17
25. MISCELLANEOUS. ....	17
EXHIBIT A.....	20
EXHIBIT B.....	26
EXHIBIT C.....	27

# EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT

Between the  
**TRIANGLE EDUCATION ORGANIZATION**  
And  
K12 VIRTUAL SCHOOLS L.L.C.

This EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT (“**Agreement**”) is made and entered into, by and between the Triangle Education Organization (hereinafter the “**Board**”) and K12 Virtual Schools L.L.C., a Delaware limited liability company (hereinafter “**K12**”), each a “**Party**” together the “**Parties**”, as of the date signed by both Parties, and includes the following exhibits:

- a. Exhibit A (Products and Services)
- b. Exhibit B (K12 Proprietary Marks)
- c. Exhibit C (Form Notice of Intent)

## RECITALS

A. **WHEREAS**, the Board was authorized by the Office of Charter Schools in the North Carolina Department of Public Instruction (the “**Authorizer**”), pursuant to a charter contract (the “**Charter**”) to operate and govern the Pine Springs Preparatory Academy (the “**Academy**”) for a Term from July 1, 2016 to June 30, 2021 and the Charter was renewed for a ten (10) year period from July 1, 2021 to June 30, 2031.

B. **WHEREAS**, the Authorizer on June 11, 2024 amended the Charter to authorize the Academy to operate and govern one (1) remote charter academy Program for a Term from July 21, 2024 to June 30, 2029 that will be called the Pine Springs Preparatory Virtual Academy and may also be referred to in abbreviated form as “PSPVA”.

C. **WHEREAS**, the Board desires to utilize technology-based applications combined with teacher/student/parent involvement, to provide a full-time virtual school program. Such virtual program, may serve grades K through 12 and shall be available exclusively for the benefit of resident and non-resident students.

D. **WHEREAS**, K12 and its Affiliates were established, among other things, for the following purposes:

- promoting and encouraging new methods of effective education;
- implementing innovative and effective instructional systems in elementary and secondary education.

E. **WHEREAS**, K12 will provide the Board with a variety of educational products and services in furtherance of the Program. These educational products and services include providing K12 owned and licensed curriculum, online school and learning management systems; teacher support, training, recruitment, and hiring; Program administration services; technology services for a student account management system and other administrative and technology support services specified in this Agreement.

F. **WHEREAS**, it is the intention of both Parties to enter into a long-term relationship in which the Board governs the Program while K12 provides comprehensive educational products and services, including administrative services, and in which K12 will help assure the financial solvency of the Program in accordance with the terms of this Agreement.

NOW, THEREFORE, the Parties mutually agree as follows:

**1. DEFINITIONS.** For the purposes of this Agreement, capitalized terms used herein but not otherwise defined shall have the meaning ascribed to them in this Section 1 as follows:

1.1. Affiliates. An Affiliate of K12 is an entity that controls, is controlled by, or under common control with K12, where “control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

1.2. Applicable Law. Applicable Law is defined herein as the Constitution of the State, the State education laws and/or code, the federal Elementary and Secondary Education Act, the federal Individuals with Disabilities in Education Act, other applicable federal, state or local statutes, ordinances and regulations, any amendments to or recodification of the aforementioned laws, and other binding rulings applicable to public schools in the State.

1.3. Intentionally Deleted

1.4. Fiscal Year. The Fiscal Year shall run July 1 through June 30.

1.5. Intentionally Deleted

1.6. Program. The Program shall be the Board’s K-12 public online educational offerings, to be known as Pine Springs Preparatory Virtual Academy (“PSPVA”) or any substantially similar Program names.

1.7. Program Revenues. Program Revenues are all revenues and income generated or appropriated for and received by or on behalf of the Board as attributed to any Student or the Program which includes, but is not limited to, the following sources as applicable: state and per-pupil basic education funds and public school state funding, federal funds for the Program and/or its Students; other funding including, but not limited to, Title I funding; special education funding as described in Sections 5.1 and 5.2 (including IDEA, ELL, and 504 funds applicable to the Students enrolled in the program), and any other applicable Federal funding applicable to the students enrolled in the program; all funding provided to the Board for the Students in the Program including but not limited to, state and federal funds; State provided facility funding, lottery funds and other revenue sources provided by law and obtained by or on behalf of the Program and its Board (which are not specifically excluded herein) and all contributions and grants received by or on behalf of the Program or its Board. Parties will mutually agree on a process for confirming Program Revenue as defined in Section 1.7 generated by all Students of the Program. To the extent that the parties cannot mutually come to agreement on federal fund attribution, a third-party funding consultant may be engaged at K12’s expense.

1.8. Shareholder. A Shareholder is a holder of greater than one percent (1%) of K12’s outstanding shares of common stock.

1.9. State. The State is North Carolina.

1.10. Student. A Student is any student enrolled and/or otherwise taking course(s) in the Program or previously enrolled, including those pupils who have withdrawn.

1.11. Student Support Staff. Student Support Staff is defined as any position that provides direct services to the Program and its Students which may include a Guidance Counselor, Academic Coach or similar positions.

1.12. Teachers. Teachers shall mean the Student's instructional staff including teachers and lab attendants, if any.

## **2. RELATIONSHIP OF THE PARTIES.**

2.1. Status of the Parties. K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by the Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another. The Board and their employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

## **3. K12 RESPONSIBILITIES, EDUCATIONAL PRODUCTS AND SERVICES.**

3.1. Description of Educational Products. During the Term, K12 and Affiliates shall license to the Board solely for use in the Program, on a non-exclusive, non-assignable, non-sublicensable basis the products and offerings as described in Exhibit A, including curriculum and access to a learning management system (collectively the "**Educational Products**"). During the Term, the Parties may agree upon K12 and Affiliates licensing additional products (e.g., new curriculum, supplementary curriculum, and/or educational programs) beyond those listed in Exhibit A. Provision of additional products will be mutually agreed upon in writing and shall be governed by the terms of this Agreement unless otherwise agreed in writing. Notwithstanding the forgoing, no Educational Products shall be provided for the purpose of benefiting the Board, the Program or any personnel or students for any school year beyond the expiration or termination of this Agreement.

3.2. Description of Administrative and Technology Services. During the Term, K12 and Affiliates shall provide to the Board solely for the Program "**Administrative Services**", including Program administration services, teacher recruiting, training and administration, and "**Technology Services**" to include a student information system, hosting of an online platform, a student account management system and related technical support and other educational services as described in Exhibit A. The Administrative Services and Technology Services shall collectively be referred to as the "**Services**". During the Term, the Parties may agree upon K12 and Affiliates providing the Board with additional services beyond those listed in Exhibit A. Provision of additional services shall be governed by the terms of this Agreement unless otherwise agreed in writing. Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the Program or any personnel or students for any school year beyond the expiration or termination of this Agreement.

3.3. Place of Performance. Performance of Services is not required to be rendered on the Board's facilities, if any, unless specifically stated in Exhibit A or for compliance with Applicable Law.

3.4. Standards of K12 Performance.

3.4.1. K12 Compliance. K12 will provide the Educational Products and Services set forth in this Agreement and any amendments hereto in accordance with Applicable Law and Board policies made known to K12 in writing and relating to the Program. Subject to Section 12, K12 shall also comply with changes in Board policies applicable to the Program within thirty (30) days of receipt of written notice and a copy thereof; however, Program Policies (as defined in Section 4.3) shall be adopted in accordance with Section 4.3 and Board policies cannot and do not revise, amend or create additional rights or obligations to either Party of this Agreement, except as may be agreed to by both Parties in a written amendment hereto.

3.4.2. Confidentiality of Records/FERPA. The facilities shall ensure that K12 has the right to access personnel, financial, and Student data related to the Program. As such, K12 will maintain the confidentiality of Program personnel, student and other records in accordance with the requirements of Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 (“FERPA”) and the State Public Records Law G.S. 132, K12 has a legitimate educational interest for purposes of the Board disclosing a student’s educational records to K12. The Board shall define “program officials” and “legitimate educational interest” as permitted by FERPA, broadly enough to permit the provision of the Educational Products and Services hereunder.

3.4.3. Licensure or Other State Requirements. Except as otherwise provided in this Agreement, K12 will comply with all applicable licensure or other requirements of the State and any regulations promulgated thereunder.

3.4.4. Non-Discrimination. K12 prohibits discrimination in all its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, and where applicable, marital status, familial status, and sexual orientation.

3.4.5. Student Performance Remediation. At all times during the Term, K12 will provide the Educational Products and Services set forth in this Agreement and any written amendments hereto in accordance with Applicable Law and Board policies made known to K12 in writing and relating to the Program. K12 will provide a level of quality for the Program that meets or exceeds generally accepted standards for educational service organizations and K12’s additional quality standards established over time as K12 deems applicable. In the event that the Program receives a letter grade of “D” or “F” from the North Carolina Department of Public Instruction, K12 will work with the Board to develop a remediation plan to be implemented during the subsequent school year to improve said score.

#### **4. BOARD RESPONSIBILITIES.**

4.1. Payment Obligation. For the Educational Products and Services, the Board shall compensate K12 at the rates and conditions set forth in this Agreement or as amended as mutually agreed in writing.

4.2. Oversight of K12 and the Program. The Board shall be responsible for monitoring K12’s performance under, and compliance with, the terms of this Agreement in accordance with Applicable Law. The Board shall also be responsible for overseeing the Program’s quality and operational performance in order to ensure the Board is permitted to operate the Program as a public school entitled to receive public funds, appropriations and revenues. K12 shall reasonably cooperate with such monitoring and oversight.

4.3. Adoption of Policies. The Parties acknowledge and agree that in providing the Services, it shall be the responsibility of K12 to recommend various policies for the operation of the Program (“**Program Policies**”). K12 will implement procedures consistent with such policies, but the Board retains ultimate responsibility for adopting policies and for overseeing K12’s implementation. K12 will cooperate with such oversight and policy implementation subject to Section 12. K12 and the Board will work collaboratively and in a timely manner on the creation of Program policies that may include, but are not limited to, policies relating to curriculum, transfer and admissions procedures, student conduct online, school calendars, procedures for resolution of parent or student complaints and disputes between Program employees, and the responsible use of computer equipment and other instructional property. To the extent any of the foregoing collaborative policies are not in effect, the Parties agree that K12’s standard policies and best practices applicable to the Program shall be used to avoid a lack of any policy. The Board shall promptly provide K12 written copies of all policies adopted and must promptly notify K12 in writing of any changes to such policies. Other than to comply with State law or the Authorizer in the event the Board adopts a Program Policy or implements a change to the Program which will have the effect of materially increasing K12’s obligations, including but not limited to payment

obligations, materially decreasing K12's rights herein, or adopting adverse policies that have not been mutually agreed to in writing by both Parties, then K12 reserves the right to invoke any remedies available to it, including termination as set forth in Section 12.

4.4. Program Related Correspondence. The Board shall provide K12 with any reports, documents and other findings that are related or may have an impact on the Program and/or K12's obligations herein. Such Program related correspondence includes, but is not limited to, Board resolutions and reports, State audit preliminary and final reports, findings and correspondence, and any reports, financial or otherwise, submitted to a State regulatory body.

4.5. Board Compliance. The Board will perform its obligations under this Agreement and shall comply with, and govern itself in a manner consistent with, the requirements of Applicable Law.

## **5. SPECIAL EDUCATION, 504 AND ENGLISH LANGUAGE LEARNERS.**

5.1. Special Education. Pursuant to Applicable Law including the Individuals with Disabilities Education Act ("IDEA", 20 U.S.C. 1400), the Board is the Local Education Agency ("LEA") and the Board is responsible for appropriately communicating and implementing any policies, required special education and related services to Special Education Students. Eligible State and Federal funds received by the Board for special education Students in the Program shall be included in Program Revenue. K12 may assist the Board with Special Education Students as expressly set forth in Exhibit A.

5.2. EL and 504. Pursuant to Applicable Law including Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et. seq.), the Equal Educational Opportunities Act (20 U.S.C. 39) and Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (20 U.S.C. 28 and 70), the Board (as/for the LEA) is responsible for providing any policies, required educational and related services to English Learners ("EL") and Students under Section 504 of the Rehabilitation Act of 1973 ("504"), as amended. Eligible State and Federal funds received by the Board for such Students in the Program shall be included in Program Revenue. K12 may assist the Board with EL and 504 Students as expressly set forth in Exhibit A.

## **6. FINANCIAL MATTERS.**

6.1. Financial Risk Mitigation. As an inducement for entering into this Agreement, the Parties agree that K12 is willing to assume the financial risks set forth herein, subject to all of the risk mitigation efforts set forth below, each of which are material terms of this Agreement:

6.1.1. Exclusivity. Until and unless this Agreement is otherwise terminated, K12 shall be the sole provider of the Educational Products and Services for the Program unless otherwise waived in writing by an authorized officer of K12. Nothing within this provision, however, shall be construed to preclude the Board in the exercise of its fiduciary obligations under Applicable Law. Moreover, the Board shall be permitted to procure goods and services from a third party to the extent expressly required by Applicable Law, solely provided such goods and services are not otherwise included in the Educational Products and Services. Until and unless this Agreement is otherwise terminated, prior to any third-party procurements, the Board shall give K12 a thirty (30) day right of first refusal to provide such services or goods not enumerated herein or in the future, and if K12 is able and willing to provide such services or goods at the price provided by any such third-party the Board shall procure them from K12.

6.1.2. Financial Risk Remedies. Other than to comply with State law or the Authorizer in the event the Board materially breaches this Agreement or otherwise acts in a manner that will have the effect of materially increasing K12's obligations, including payment obligations, or materially decreasing its rights herein, including changing the name of the Program, or adopting adverse policies and the Agreement is not terminated, then to the extent K12 has not otherwise expressly agreed to such material change in writing, K12 reserves the right to invoke any remedies available to it, including

termination as set forth in Section 12 effective immediately beginning with the Fiscal Year that such breach or action occurred in addition to other remedies available.

## **7. TERM OF AGREEMENT.**

7.1. **Term.** This Agreement will become effective upon the date of full execution for the benefit of the Fiscal Year commencing on July 1, 2024 (“**Effective Date**”) and will terminate on June 30, 2029 (“**Initial Term**”) unless sooner terminated under the Section 12 of this Agreement.

7.2. **Renewal.** Following the Initial Term, this Agreement will automatically extend for successive additional periods of five (5) year(s) (each such period a “**Renewal Term**”), unless (a) either Party provides the other with written notice of intent not to automatically renew at least twelve (12) months before the expiration of the then-current Initial Term or Renewal Term (as applicable); or (b) the Agreement is sooner terminated under Section 12. The Initial Term and any Renewal Terms will be referred to collectively as the “**Term**”.

## **8. PRICING, FEES AND PAYMENT.**

8.1. **Administrative Oversight Compensation.** From those Program Revenues, each Fiscal year the Board shall retain five percent (5%) as an oversight fee (hereinafter “**Administrative Oversight Fee**”) to cover all administrative expenses, and other costs incurred that are associated with the Board’s responsibility of supervising, reporting and overseeing the Program’s quality, compliance, and operational performance in accordance with Applicable Law.

8.2. **Educational Product, Administrative and Technology Fees.** In consideration of the value of the Educational Products, Administrative Services and Technology Services provided by K12, the Board will pay K12 and its Affiliates a “**Products, Administrative and Technology Services Fee**” equal to one hundred percent (100%) of the remaining balance of the Program Revenues after subtracting the Administrative Oversight Fee (the “**Program Funds**”) and fees outlined in Section 8.3. The Parties hereby acknowledge that out of the Program Funds paid to K12 pursuant to this subparagraph, K12 shall be responsible for paying all costs and expenses incurred by K12 in providing the Educational Products, Administrative Services and the Technology Services referenced in Exhibit A of this Agreement including, but not limited to, Teacher and Student Support Staff related salaries and costs and payments to third-party vendors and contractors obtained by K12 and its Affiliates for the Program, and that the balance remaining after the payment of such expenses shall be K12’s fee.

8.3. **Full Time Equivalent Support.** For each Fiscal Year during the Term, K12 shall provide to the Board funding based on the number of full-time students enrolled in the Program based on the best of the first or second month average daily membership as submitted to NC DPI. The sole purpose of this funding is for the Board to hire (or contract for) support position(s) which will support the Board’s oversight of the Program including, but not limited to, data validation for federal and restricted funding, focusing on student registrations, requests for previous public school records and files, reporting of data to the North Carolina Department of Public Instruction, state testing, and special education. The funding shall be as follows:

8.3.1. For 1-499 full-time students enrolled in the Program a total of up to \$100,000;

8.3.2. For 500-1,499 full-time students enrolled in the Program up to an additional \$50,000 (for a total of up to \$150,000); and

8.3.3. For 1,500+ full-time students enrolled in the Program up to an additional \$50,000 (for a total of up to \$200,000).



8.3.4. Payment will be withheld by the Board after the student count is established as referenced in Section 8.3. above.

8.4. Business Judgment. The Board hereby agrees, in the exercise of its business judgment, that the economic arrangement included herein, including the fees payable to K12 hereunder are reasonable compensation for the Educational Products and Services provided for the Term.

## **9. PERSONNEL SUPPORTING THE PROGRAM.**

9.1 K12 Administrative Program Staff. K12 will employ and determine the employment terms for administrative personnel who may include a Principal/ Executive Director (“ED”) or equivalent administrative staff position, and such other staff, as K12 deems necessary to deliver the Educational Products and Services described in this Agreement. The responsibilities and performance of K12’s staff will be consistent with Applicable Law. Such administrative personnel may be assigned to the Program on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

9.2 Program Teachers and Student Support Staff. K12 shall employ and be ultimately responsible for the Teachers and Student Support Staff for the Program to deliver the Educational Products and Services hereunder, except in limited circumstances where K12 deems it reasonably necessary for the Board to employ such staff. The Teachers and Student Support Staff personnel shall be State licensed or possess the necessary credentials, qualifications, background and conduct checks to the extent required by Applicable Law and permitted by state agencies.

9.3 Complaints About K12 Staff. If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the Program, the Board shall discuss the matter first with the ED or its equivalent. In the event the Board has a concern or is not satisfied with the ED’s job performance, the Board will provide K12 official written notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation and K12 shall review such request and respond in a timely manner. Notwithstanding this provision, K12 understands and agrees the Board has an obligation to report certain misconduct to the State Board of Education pursuant to N.C.G.S. § 115C-270.35(b) and 16 NCAC 06C .0373 and nothing in this Agreement limits the Board's ability to report such misconduct

9.4 Intentionally Deleted.

9.5 Determination of Employer Entity. The Parties anticipate that, except as otherwise required by Applicable Law, administrative personnel will be provided by K12. In the event that K12 determines that it is necessary or desirable that any of the K12 staff members providing services under this Agreement become an employee of the Board, K12 shall notify the Board of such determination in writing and upon the written agreement of the Board, such K12 staff member shall become an employee of the Board; such change shall become effective on the date specified by K12 in such notice.

9.6 Background Investigations on K12 Employees. Background checks to be conducted on its employees assigned to the Program to the extent required under Applicable Law and permitted by state agency(ies), and will maintain documentary evidence that it has done so. Upon the Board’s request, K12 will provide the Board with documentary evidence of its compliance, subject to any privacy restrictions or confidentiality requirements imposed by Applicable Law. Under provisions set forth in the Jessica Lunsford Act under North Carolina law, the signature below certifies that neither K12 nor any employee or agent of K12 is listed as a sex offender on the NC Sex Offender and Public Protection Registration Program, the N.C. Sexually Violent Predator Registration Program, and/or the National Sex Offender Registry.

9.7 Intentionally Deleted.

## **10. PAYMENT OF PRODUCT AND SERVICE FEES.**

10.1. Invoicing and Payment of Fees. The Board shall provide to K12 all documentation regarding Program Revenues received by the Board within thirty (30) days of receipt of any Program Revenues. K12 will submit to the Board, a detailed invoice for the Educational Products and Services delivered based on such documentation and pursuant to the terms of Sections 8.1 and 8.2. The parties acknowledge that as of the Effective Date, the Board receives Program Revenues in arrears so Program Revenues for the final Fiscal Year of this Agreement shall continue to be earned, invoiced and paid to K12, net of Administration Oversight Fees, after the expiration or earlier termination of this Agreement.

10.2. Payment Date and Interest. All invoices payable to K12 and its Affiliates are due within thirty (30) days from the later of the receipt of the invoice or when the Board receives the funding applicable to the product(s) or service(s) invoiced (regardless if funding is received after the Term). Except solely for amounts disputed in good faith pursuant to Section 10.5, if the Board fails to pay an invoice when due, then in addition to any other remedies, K12 reserves the right to charge and the Board agrees to pay interest on the past due amount at the lesser of one and one-quarter percent (1¼%) per month or the maximum rate allowed by Applicable Law. All payments made hereunder will be made to K12 (or its designated Affiliate) by wire transfer to the account provided by K12 in writing, unless an alternative payment method is provided for in the K12 invoice.

10.3. Taxes. Except as otherwise stated herein, K12 is not responsible for any taxes or third-party charges related to the activities, or the ownership or operation of the Program. Without limiting the foregoing, the Board agrees to pay any sales, use, property, excise, value-added, or other similar taxes, if any, imposed by Applicable Law, except for taxes based on K12's income. For the avoidance of doubt, all fees for the Educational Products and Services set forth herein are exclusive of such taxes.

10.4. Year-End Adjustments. Within sixty (60) days after completion of each Fiscal Year, the Board shall prepare and submit to K12 a statement of the total amounts of the Program Revenue received with respect to such Fiscal Year, including the calculation of such amounts. If the total amount of the Fees owed to K12 based on the foregoing sentence exceeds the total amount invoiced by K12 pursuant to Section 10.1, K12 will submit an invoice for payment in accordance with Section 10.2. Overpayment of fees, if any, will be applied to or against the next payment(s) or payment(s) otherwise due to K12 or any Affiliate, or if no payments are due, K12 shall refund the excess amount to the Board.

10.5. Disputed Amounts. The Board shall notify K12 in writing prior to an invoice due date of any amount it disputes in good faith ("Dispute Notice"). The Dispute Notice shall detail the reasons for such dispute and the Board agrees to pay all undisputed amounts in accordance with Section 10.2. The Parties shall seek to resolve these disputed amounts in accordance with the dispute resolution provisions set forth in Section 22. Notwithstanding anything to the contrary in this Agreement, K12 may file suit in a court of competent jurisdiction to recover all past due amount.

10.6. Non-Payment Remedies. If the Board fails to pay any amount for which a timely Dispute Notice is not received, then notwithstanding anything in this Agreement to the contrary, in addition to invoking any other legal or equitable rights available to K12, upon twenty (20) days written notice to the Board, K12 reserves the right to: (i) suspend the provision of any or all of its Educational Products and Services offered hereunder; (ii) cease processing enrollments for any new Program students; and/or (iii) terminate this Agreement at the end of the then-current school year or for the coming school year if such notice is provided to the Board no later than June 30. The Board shall be liable for costs incurred by K12 to collect any undisputed amounts due hereunder, including reasonable attorneys' fees.

**11. OTHER SCHOOLS.** The Parties acknowledge that K12 and its Affiliates will have the right to render similar services and provide similar products to other persons or entities including, but not limited to, other public or private schools, institutions or districts within and outside of the State.

## **12. TERMINATION.** Events of termination are as follows:

12.1. Termination for Cause. Except as otherwise provided herein, the Parties shall use good faith efforts to resolve all disputes relating to this Agreement as set forth in Section 22; however, either Party may terminate this Agreement for cause at any time with ninety (90) days' prior written notice to the other Party. Termination for cause shall mean the breach of any material term or failure to fulfill any material condition, term, provision, representation, warranty, covenant or obligation contained in this Agreement, and a failure to cure such a breach within forty-five (45) days after receiving written notification from the terminating Party. Notwithstanding the foregoing, in the event a party breaches any material term or fails to fulfill any material term, condition, provisions, representation, warranty, covenant or obligation on three (3) separate occasions during one school calendar year, the non-breaching party may terminate this Agreement for cause regardless of whether or not such breaches are cured after Notice as required hereinabove. Upon termination of this Agreement, the non-breaching Party shall be entitled to seek any remedies for which it would be entitled at law or in equity. Additionally, in the event the Board does not cure the material breach of this Agreement as set forth in this provision K12, in its sole discretion, may continue performance so long as there are no outstanding payments due to K12 and its Affiliates in lieu of terminating this Agreement, but such continuance shall not be deemed a waiver of any of K12's rights hereunder, including termination.

12.2. Termination for Material Reduction in Program Revenue. K12 may terminate this Agreement in the event there is a material reduction in Program Revenue below the amount for the prior Fiscal Year or such reduction will materially increase the financial risk to K12 in providing the Educational Products and Services. K12 shall notify the Board of its intent to terminate under this provision and provide the Board thirty (30) days' notice so that the Parties may work together to find alternative funding or other means to offset the reduction in Program Revenue. If the Parties are unable to find additional revenue or other means in the thirty (30) day time-frame, K12 may terminate this Agreement and such termination shall be effective: (i) immediately upon written notice by K12 to the Board, if notice or publication of such reduction is given at least ninety days (90) prior to the commencement of the school year to which such reduction is applicable; or (ii) at the end of the school year upon written notice to the Board if notice or publication of such reduction is given during the school year to which such reduction is applicable. In the event K12 elects not to terminate this Agreement in accordance with this provision, K12 may reasonably revise and determine the level of products and services to be provided in accordance with Applicable Law, considering any such funding reduction.

12.3. Termination in the Event of Certain Changes in the Program Policies. K12 may terminate this Agreement effective immediately upon written notice to the Board in the event that the Board adopts or amends a policy without the prior written approval of K12, and the effect of such amendment or policy could reasonably be determined to require K12 to increase materially the level of services required to be provided hereunder or to increase materially the financial risk to K12 arising from its performance of its obligations hereunder, thus rendering K12's performance economically unviable as determined by K12. In the event the Board adopts such an adverse policy in the middle of a school year, K12 agrees to use its best efforts to complete the then current school year without waiving any rights and remedies hereunder.

12.4. Change in Applicable Law. If any change in Applicable Law or action by the Authorizer enacted after the date hereof could reasonably be expected to have a material adverse effect on the ability of any Party to carry out its obligations under this Agreement, such Party, upon written notice to the other Party (which notice may be given at any time following enactment of such change in Applicable Law, whether or not such change is effective on the date of such enactment or is effective at a later date), may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the Parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement will be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

12.5. Termination by the Board. The Board may terminate this Agreement with ninety (90) days' prior written notice to K12 in the event that the Board adopts or amends a policy that would result in the Board no longer wishing to engage with K12 as the online learning service provider for PSPA Virtual Academy, and/or notifying the NC Office of Charter Schools that they no longer wish to operate a fully virtual (aka FaceVirtual) remote academy.

### **13. TERMINATION EFFECTS.** Effects of termination are as follows:

13.1. Outstanding Payments Due. Except as otherwise agreed by the Parties in writing, termination does not relieve the Board of any obligations for payments outstanding to K12 as of the date of termination or other obligations that continue upon termination as provided in this Agreement, except that the Board shall not be liable to K12 for any payments beyond the period up to and including the then current Fiscal Year of the termination.

13.2. Return of Equipment. Return of K12-provided equipment, if any, is mandatory. All K12 assets including, but not limited to, computers, printers, related equipment and non-consumable materials that may be provided by or on behalf of K12 are to be returned upon the expiration or termination of this Agreement, in accordance with the policies governing the use and reclamation of such materials. Nonetheless, any damages to such equipment and materials or unreturned equipment and materials will be invoiced to the Board at the then current value, normal wear and tear to be excepted.

13.3. Fees Owed. In the event this Agreement terminates in accordance with Section 12.1 or 12.5 or it expires pursuant to its terms, and unless otherwise agreed by the Parties in writing, the Board shall owe for all products provided and services rendered in accordance with this Agreement for the period up to and including then current Fiscal Year of the termination or expiration and the Board shall pay off the outstanding fees due to K12. All such fees will be determined up to and including the year in which this Agreement terminates or expires. In the event that this Agreement terminates in accordance with Sections 12.2, 12.3 or 12.4, the Board shall owe K12 for all products provided and services rendered up through the date of termination.

### **14. INTELLECTUAL PROPERTY RIGHTS.**

14.1. Proprietary Materials. K12 (and its Affiliates and respective licensors) own all rights, including but not limited to, copyright title, and interest in and to any educational materials, curriculum, learning management systems, instructional content, trade secrets, know-how, artwork, graphics, software, marketing materials and any documents or derivative works related thereto, made available by K12 or its Affiliates to the Board or for the Program (collectively, "K12 Proprietary Materials").

14.2. Rights in K12 Proprietary Marks. K12 and its Affiliates own all rights, title and interest, including any goodwill, in and to their respective trademarks, service marks, logos, trade dress, Program names, trade names and domain names, including but not limited to the Program names and logos and those trademarks and names identified in Exhibit B hereto (collectively, "K12 Proprietary Marks"). Any rights or goodwill the Board may have established in the foregoing will be assigned to K12.

14.3. Limited License of Intellectual Property. K12 hereby grants the Board a royalty-free, non-exclusive, non-transferable license to use the K12 Proprietary Materials and the K12 Proprietary Marks during the Term in connection with the Board's operation of the Program as contemplated in this Agreement. If Program employees create any original works for use in connection with, or for incorporation into any K12 Proprietary Materials, K12 is hereby granted a perpetual, royalty-free, worldwide right and license to exploit, use distribute, modify and create derivative works from such works in any medium and for any purpose.

14.4. Limitations On Use of Intellectual Property.

14.4.1 The Board shall not modify, adapt, alter or translate the K12 Proprietary Marks. The Board shall only use the K12 Proprietary Marks in the form set forth in Exhibit B, or as otherwise required or approved of in writing by K12.

14.4.2 The Board shall not disassemble, reverse engineer, modify, alter, or create derivative works from the K12 Proprietary Materials without the prior written consent of K12. In addition, the Board shall frame or embed, or cause to be framed or embedded, any website owned by K12.

14.4.3 In connection with use of the K12 Proprietary Marks and the K12 Proprietary Materials by the Board and the Program staff, the Board shall include any trademark notice, copyright notice, or other legal notice required by K12 at its sole discretion and the Board shall abide by the trademark quality control provisions herein and set forth in Exhibit B.

14.4.4 The Board shall not sublicense any rights under this Agreement without the advance written approval of K12, which may be withheld in K12's sole discretion.

14.4.5 The Board shall ensure its Program staff are aware of and abide by the license rights and restrictions granted herein.

14.5. Trademark Quality Control; Notice. At all times during the Term, the Board shall ensure that educational services rendered by the Board for the Program under the K12 Proprietary Marks maintain a level of quality that meets or exceeds generally accepted standards for educational service organizations and K12's additional quality standards established over time as K12 deems applicable. K12 shall have, at reasonable times and on reasonable notice, the right to inspect and/or monitor any educational services rendered by or for the Board under the K12 Proprietary Marks to ensure compliance with this Section. The Board shall give prompt notice to K12 of any written and/or formal complaint by any student, governmental body, regulatory agency, consumer organization or any other third party concerning the quality or safety of the Board's services offered under the K12 Proprietary Marks.

14.6. Ownership of Intellectual Property. The Board agrees that: (a) no right, title or interest in the K12 Proprietary Materials or K12 Proprietary Marks, or any other intellectual property of K12 (including K12 patents) conveys to the Board, except for the right to use such materials and marks in accordance with the terms herein; (b) the K12 Proprietary Materials and the K12 Proprietary Marks are the sole property of K12; and (c) any use by the Board or Program of the K12 Proprietary Marks, and all goodwill derived therefrom, shall inure to the benefit of K12. The Board agrees to notify K12 promptly in writing of any known or suspected infringement of the K12 Proprietary Materials or the K12 Proprietary Marks, and to cooperate, at K12's request and expense, in any action to establish, protect, or preserve K12's exclusive rights in the K12 Proprietary Materials and K12 Proprietary Marks.

14.7. Effect of Termination on Licenses. In the event of expiration or termination of this Agreement, the Board will promptly discontinue use of the K12 Proprietary Materials and the K12 Proprietary Marks, and will, within thirty (30) days after termination, destroy all materials using, embodying, displaying, or otherwise containing the K12 Proprietary Materials or the K12 Proprietary Marks, including those in the possession of the Board, the Program employees, Students, and sublicensees of the Board.

14.8. Publicity/Press Release. K12 may refer to and identify the Program in a listing of new, representative or continuing or prior customers in press releases, on its website, or in other marketing materials or dissemination of information. The Parties may agree to cooperate in joint marketing activities or in issuing a joint press release at the request of either of them, subject to prior written consent and approval of the form and substance of both the Program and K12.

14.9. License Audit. If necessary, K12 may audit the use of the Educational Products and the Board agrees to reasonably cooperate with such audit. The Board agrees to pay within thirty (30) days of written notification,

any fees applicable to the Board's or its Program staff's use of the Educational Products in excess of the license rights granted herein and/or K12 may revoke the related technical support and unauthorized license(s).

## **15. LIMITS ON LIABILITY AND DAMAGES.**

15.1. **LIMIT OF LIABILITY.** K12'S MAXIMUM LIABILITY AND OBLIGATION TO THE BOARD AND THE BOARD'S EXCLUSIVE REMEDY FOR ANY CAUSE WHATSOEVER, REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT OR IN TORT, INCLUDING NEGLIGENCE, RELATING TO THIS AGREEMENT SHALL BE LIMITED TO THE RECOVERY OF ACTUAL DIRECT DAMAGES UP TO THE GREATER OF FIVE (5) MILLION DOLLARS OR THE AMOUNT OF FEES PAID UNDER THIS AGREEMENT IN THE PRIOR SIX (6) MONTHS.

15.2. **CONSEQUENTIAL DAMAGES.** EXCEPT IN CONNECTION WITH ITS INDEMNITY OBLIGATIONS EXPRESSLY SET FORTH HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY LOST SAVINGS, LOST PROFITS, LOST SALES, BUSINESS INTERRUPTIONS, DELAY DAMAGES, DAMAGES FOR THIRD PARTY CLAIMS, LOST OR DESTROYED DATA, EVEN IF THAT PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. NEITHER OCCASIONAL SHORT-TERM INTERRUPTIONS OF SERVICE OR PRODUCTS, WHICH ARE NOT UNREASONABLE UNDER COMPARABLE INDUSTRY STANDARDS OR INTERRUPTIONS OF SERVICE OR PRODUCTS RESULTING FROM EVENTS OR CIRCUMSTANCES BEYOND K12'S REASONABLE CONTROL SHALL BE CAUSE FOR ANY LIABILITY OR CLAIM AGAINST K12 HEREUNDER, NOR SHALL ANY SUCH OCCASION RENDER K12 IN BREACH OF THIS AGREEMENT.

**16. INDEMNITY.** The Party charged with indemnifying and/or defending under this provision (the "**Indemnifying Party**") shall conduct the defense in any such third party action arising as described herein and the Party claiming the benefits of this Section 16 (the "**Indemnified Party**") promises to cooperate with such defense, provided the Indemnifying Party reasonably consults with the Indemnified Party on any settlement (subject to the consent requirement in the last sentence of this paragraph). Notwithstanding the foregoing, the Indemnified Party may, at its own expense, assist in such defense if it so chooses, provided that the Indemnifying Party shall be entitled to control such defense and all negotiations relative to the settlement of any such claim. Any settlement that would admit any liability on the part of the Indemnified Party shall require such Indemnified Party's prior written consent.

16.1. **Indemnification of the Board.** K12 will indemnify, defend, and save and hold the Board and all of its employees, officers, directors, trustees, subcontractors, and agents, their respective successors and permitted assigns, harmless against any and all claims, demands, suits, or other forms of liability including without limitation costs and reasonable attorneys' fees (each a "**Claim**") that may arise out of, or by reason of, any (a) breach of any expressed representation or warranty, covenant or agreement made or to be performed by K12 pursuant to this Agreement, (b) noncompliance by K12 with any Applicable Law in connection with the Board's operations, but excluding any Claims that arise from conduct undertaken in accordance with the Board's instructions, procedures or written policies, except where such instructions arise from and are in accordance with specific advice or explicit recommendations formally provided by K12, and (c) act or omission of K12 or any of its employees, officers, directors, trustees, subcontractors or agents in connection with the Board's operations that results in injury, death, or loss to person or property but excluding any Claims that arise from conduct undertaken in accordance with the Board's instructions, procedures or written policies. K12 and its Affiliates shall not be liable for any Claims related to the enrollment, placement and provision of services to any Students with special education, ELL or 504 needs, except to the extent caused by K12 and its Affiliates.

16.2. **Indemnification Procedures.**

16.2.1. Notice Requirement. Each Indemnified Party must give written notice to the other of the existence of a Claim promptly after such Indemnified Party first receives notice of the existence of the potential Claim, provided that such Indemnified Party will not be foreclosed from seeking indemnification hereunder by any failure to provide such prompt notice except and only to the extent the Indemnified Party actually incurs an incremental expense or otherwise has been materially prejudiced as a result of such delay.

16.2.2. Defense and Settlement of Claims. Each Indemnified Party seeking indemnification hereunder will permit the Indemnifying Party (at the expense of the Indemnifying Party) to assume the defense of such Claim, provided, that (i) counsel for the Indemnifying Party who will conduct the defense of such Claim must be reasonably satisfactory to such Indemnified Party and (ii) such Indemnified Party may participate in such defense at such Indemnified Party's expense. Except with the prior written consent of the Indemnified Party seeking indemnification hereunder, the Indemnifying Party, in the defense of any Claim, will not consent to entry of any judgment or enter into any settlement. In the event that any Indemnified Party seeking indemnification hereunder has been advised by counsel for the Indemnifying Party that such Indemnified Party may have available to it one or more defenses or counterclaims that are different from, or in addition to, one or more of those that may be available to the Indemnifying Party in respect of such Claim and, in such counsel's reasonable opinion, such counsel could not assert such defenses or counterclaims without creating a conflict of interest, such Indemnified Party will have the right to take over and assume control over the defense of such claim at the sole cost of the Indemnifying Party, provided that if such Indemnified Party does so take over and assume control, such Indemnified Party will not settle such claim without the written consent of the Indemnifying Party. In the event that the Indemnifying Party does not accept the defense of any matter as above provided, the Indemnified Party seeking indemnification hereunder will have the right to defend against such Claim, provided that such Indemnified Party will not settle such Claim without the written consent of the Indemnifying Party. In any event, any Indemnified Party seeking indemnification hereunder and the Indemnifying Party will cooperate in the defense of any claim subject to this Section entitled "Indemnification".

**17. ASSIGNMENT**. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party provided, however, K12 may assign all of its rights and obligations under this Agreement to any Affiliate, acquiror, or successor in interest to the extent not otherwise expressly prohibited by Applicable Law. K12 may delegate the performance of its duties hereunder to any person, contractor or entity but K12 shall be responsible for the performance, in accordance with the terms of this Agreement, of any services performed by its delegees.

## **18. INSURANCE**

18.1. Liability Coverage. K12 will initiate and maintain for a period of two (2) years after the expiration or termination of this Agreement, at its own expense, general liability insurance (including contractual liability insurance to cover the respective indemnification obligations herein) for not less than \$5,000,000 (combined single limit for bodily injury and property damage per occurrence and in the aggregate). All such insurance policies shall be placed with reputable and financially secure insurance carriers with A.M. Best & Co. ratings of no less than A-. Within thirty (30) days after the Effective Date and annually thereafter, K12's required insurance/coverage (excluding E&O insurance) will include the other Party (and their Affiliates and respective directors, officers, employees and contractors (each as applicable) as additional insureds. Each Party's general liability and contractual liability coverage will be written to cover claims incurred, discovered, manifested, or made during or after the Term. During the Term, the Board shall maintain insurance required by Applicable Law.

18.2. Evidence of Insurance. K12 will furnish a certificate of insurance evidencing such coverage to the other Party within seven (7) days of written request by a Party. K12 will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change, including impairment

of the limit of liability by twenty-five percent (25%) or more, to such insurance.

18.3. Insurance Coverage. K12 will furnish a certificate of insurance/coverage evidencing such coverage to the other Party within seven (7) days of written request by a Party. K12 will endeavor to provide thirty (30) days' advance written notice to the other Party of any cancellation or material adverse change, including impairment of the limit of liability by twenty-five percent (25%) or more, to such insurance.

18.4. Workers' Compensation Insurance. Both Parties will initiate and maintain workers' compensation insurance for its respective employees working at or for the Program, as required by Applicable Law.

18.5. Cooperation. All Parties will comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

## **19. REPRESENTATIONS AND WARRANTIES.**

19.1. Representations and Warranties of K12. K12 hereby represents and warrants to the Board:

19.1.1. Organization and Good Standing. K12 is a company duly organized, validly existing, and in good standing under the laws of the State of Delaware and is a wholly owned subsidiary of Stride, Inc.

19.1.2. Power and Authority; Authorization; Binding and Enforceable Agreement. K12 has full limited liability company power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by K12 and constitutes the valid and legally binding obligation of K12, enforceable against K12 in accordance with its terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

19.1.3. Professional Services. K12 warrants that the Services will be performed in a professional and workmanlike manner in accordance with commercially reasonable industry standards, and deliverables, if any, will materially comply with the agreed upon functional specification set forth in the applicable Exhibit A, if used in a manner consistent with the conditions for which it was designed. THE FOREGOING WARRANTIES MADE BY K12 IN THIS SECTION (AND ITS SUBSECTIONS) ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND K12 AND ITS AFFILIATES MAKE NO GUARANTEES AS TO THE RESULTS OR ACHIEVEMENTS OF THE STUDENTS. WITHOUT LIMITING THE FOREGOING, K12 MAKES NO GUARANTEES AND SHALL NOT BE LIABLE FOR NON-ACCESSIBILITY OF THE K12 WEBSITE, END-USER CONNECTION SPEED OR CONNECTIVITY PROBLEMS.

19.1.4. Non-Conformities. The foregoing warranties shall not apply to defects or non-conformities: (a) resulting from software, hardware or interfacing not supplied by K12, its Affiliates or authorized contractors; or (b) resulting from inadequate or improper maintenance, modification, storage or usage of the K12-provided materials by the Board, its employees or Students. In addition, the foregoing warranty shall not apply to requirements not expressly included in this Agreement.

19.2. Representations and Warranties of the Board. The Board hereby represents and warrants to K12:

19.2.1. Organization and Good Standing. The Board is a public school entity, duly organized, validly existing, and in good standing under the laws of the State.



19.2.2. Power and Authority; Authorization; Binding and Enforceable Agreement. The Board has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement has been duly authorized and executed by the Board and constitutes the valid and legally binding obligation of the Board, enforceable against it in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

19.2.3. Authority Under Applicable Law. The Board has the authority under Applicable Law to: (i) contract with K12 to obtain the Services and all other programs and services under this Agreement; (ii) to execute, deliver, and perform this Agreement; and (iii) to incur the obligations provided for under this Agreement.

19.2.4. Non-Contravention. The execution, delivery and performance of this Agreement by the Board will not constitute, under any other agreement, note, lease, or other instrument to which the Board is a party or by which it or any of its assets is bound, any violation, breach or event of default by the Board or any other party thereto.

19.2.5. Provision of Authority to K12. The Board has provided and will provide K12 with all authority and power necessary and proper for K12 to undertake its responsibilities, duties, and obligations provided for in this Agreement.

19.2.6. Program Authorization. The Program has been duly authorized by the Board in accordance with Applicable Law. The Board has delivered to K12 a true and complete copy of the Board Resolution approving the Program. The Board will use best efforts to renew any approvals required for the Program during the Term. The Board shall ensure that K12's authorized designee (as delegated by the PVP of School Services) is involved in any third-party agreements that may impact this Agreement and that K12 is provided with copies of all such final documents to the extent not precluded by Applicable Law.

**20. OFFICIAL NOTICES.** All notices and other communications required by the terms of this Agreement will be in writing and sent to the Parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) reputable overnight carrier, postage prepaid, (iii) facsimile (with confirmation of transmission by sender's facsimile machine), or (iv) personal delivery (with written receipt confirming such delivery). Notice will be deemed to have been given (i) three business days after mailing as described in clauses (i) or (ii) of the foregoing sentence, (ii) on the date of personal delivery or (iii) on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the next succeeding business day). Electronic mail does not constitute official notice under this Agreement. The addresses of the Parties are:

For K12:  
K12 Virtual Schools L.L.C.  
ATTN: SVP of School Management  
11720 Plaza America Drive, 9<sup>th</sup> Floor  
Reston, Virginia 20190

With Copy To:  
Stride, Inc.  
ATTN: General Counsel  
11720 Plaza America Drive, 9<sup>th</sup> Floor  
Reston, Virginia 20190

For Board:  
Pine Springs Preparatory Academy  
ATTN: Superintendent  
220 Rosewood Centre Drive  
Holly Springs, NC 27504

With Copy To:  
Donna Rascoe  
Cranfill Summer Law Offices  
5420 Wade Park Boulevard, #300  
Raleigh, NC 27607

## **21. NON-SOLICITATION/NON-HIRING.**

21.1. Non-Solicitation. Each Party agrees that during the Term of this Agreement and for a period ending twelve (12) months after the expiration or termination of this Agreement for any reason, unless mutually agreed by the Parties in writing, one Party will not 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 Party or their related companies if that employee or former employee had been assigned to or worked under this Agreement.

21.2. Unpermitted Solicitation/Hiring Remedies. In the event of such unpermitted use or engagement by a Party or its related company of such consultant or employee whether directly or indirectly, in contravention of the clause immediately above, the other Party, at its option, may seek receipt of a sum equivalent to one hundred percent (100%) of that employee's base starting salary with the new employer, or seek any legal or equitable relief against such actions including, but not be limited to, immediate injunctive relief in any court of competent jurisdiction.

21.3. Solicitation Exceptions. For the avoidance of doubt, newspaper, periodical or Internet-based listings of employment opportunities by a Party shall not be considered direct or indirect solicitation of an employee of the other Party; however, such Party shall continue to be precluded from engaging or otherwise using a Party's employee, former employee or consultant as provided for in Section 21.2.

## **22. DISPUTE RESOLUTION, VENUE AND GOVERNING LAW.**

22.1. Dispute Resolution Procedure. The Parties agree that they will, within a period not to exceed ten (10) days, attempt in good faith to settle all disputes arising in connection with this Agreement amicably in the ordinary course of business escalating up to the Chair of the Board of the Program and the Portfolio Vice President (or their designee) for K12. If a dispute is not resolved in the ordinary course of business, the aggrieved Party may proceed to arbitration and/or invoke other remedies in accordance with this Agreement.

22.2 Arbitration. Subject to Section 22.1, if an aggrieved Party elects to arbitrate an unresolved dispute, the Parties are unable to resolve the dispute pursuant to the Section immediately above, the Parties hereby agree to proceed to mandatory binding arbitration in Wake County, North Carolina, pursuant to the then existing rules of the American Arbitration Association. Except as may be required by law, neither a Party nor the arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of both Parties. Judgment upon the award rendered shall be final and binding and may be enforced by any state or federal court with competent jurisdiction over the arbitrated matter. Each Party will bear its own costs and expenses associated with the dispute resolution procedures set forth in this Section except that the Parties will share equally any fees payable to the professional arbitrator.

22.3. Injunctive Relief. Notwithstanding the foregoing dispute resolution procedures, the Board acknowledges that in the event it breaches any of K12's intellectual property rights, K12 may suffer irreparable harm in which the full extent of damages may be impossible to ascertain and monetary damages may not be an adequate remedy. In its sole discretion, K12 may seek immediate judicial relief as available in law or equity. K12 will be entitled to enforce its intellectual property rights under this Agreement by an injunction or other equitable relief without the necessity of posting bond or security, in addition to its right to seek monetary damages or any other remedy. The decision by K12 not to seek judicial relief during the agreed dispute resolution procedure, will not create any inference regarding the presence or absence of irreparable harm.

22.4. Governing Law. The laws of the State of North Carolina without regard to its conflict of laws provisions will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the Parties arising out of or relating to this Agreement.

**23. FORCE MAJEURE**. Notwithstanding any other sections of this Agreement, no Party will be liable for any delay in performance or inability to perform (except for payments due hereunder) due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, Internet outage, pandemic or other acts beyond a Party's reasonable control and unrelated to its fault or negligence.

## **24. COORDINATION, EXERCISE OF APPROVAL OR CONSENT RIGHTS**

### 24.3. Coordination; Exercise of Approval or Consent Rights:

24.3.1. Coordination and Consultation. The Parties will coordinate the performance of their respective activities hereunder and will establish such procedures as they shall mutually agree to be effective for achieving the purposes of this Agreement and allowing each of them to perform its obligations and exercise its rights under this Agreement. Without limiting the generality of the foregoing, K12's legal counsel and the Board's legal counsel will consult from time to time with respect to the requirements of Applicable Law and the Board's policies as they relate to the Program's operations.

24.3.2. Approval or Consent Rights. In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other Party, each Party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the Parties will or may agree as to a certain matter, each Party will have the right to agree or disagree in its sole discretion following good faith discussions.

## **25. MISCELLANEOUS**

25.3. Entire Agreement. This Agreement including its attachments hereto constitutes the entire agreement of the Parties with respect to the subject matter hereof, and supersedes all previous and contemporaneous oral and written negotiations, commitments, agreements, warranties, representations and understandings. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.4. Counterparts, Facsimile or PDF Transmissions. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument. Each Party may rely on facsimile or PDF signature pages as if such facsimile or PDF pages were originals.

25.5. Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the Parties.

25.6. Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

25.7. Interpretation. The Parties hereto acknowledge and agree that the terms and provisions of this Agreement, will be construed fairly as to all Parties hereto and not in favor of or against a Party, regardless of which Party was generally responsible for the preparation of this Agreement.

25.8. Severability. In the event any term, provision or restriction is held to be illegal, invalid or unenforceable in any respect, such finding shall in no way affect the legality, validity or enforceability of all other provisions of this Agreement. To the extent that any of the services to be provided by K12 are found to be overbroad or an invalid delegation of authority by the Board, such services will be construed to be limited to the extent necessary to make the services valid and binding.

25.9. Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

25.10. No Third-Party Rights. This Agreement is made for the sole benefit of the Board and K12 and their respective successors and permitted assigns. Except as set forth in Sections 14 and 16 and except for each Affiliate of K12, which shall be a third-party beneficiary of this Agreement, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or any of them, and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

25.11. Survival of Termination. All representations, warranties, and indemnities expressly made in this Agreement will survive termination of this Agreement.

25.12. Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

IN WITNESS WHEREOF the Parties have entered into this Agreement as of the date set forth below.

**For and on behalf of**  
**Triangle Education Organization**

Signed:

Bruce Friend

Name:

Bruce Friend

Position:

Head of School

Date:

7-18-27

**For and on behalf of**  
**K12 VIRTUAL SCHOOLS L.L.C.**

Signed:

Tony Bennett

Name:

Tony Bennett

Position:

President of Schools

Date:

7/19/2024 | 6:24 AM PDT



## **EXHIBIT A**

### **Products and Services**

I. Educational Products and Product-Related Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the Program and its Students and its personnel the Educational Products and product-related services. The Educational Products to be provided in accordance with the terms of the Agreement, as K12 determines in its reasonable discretion are as follows:

A. Online Program. For each school year during the Term, K12 will provide a license for and access to proprietary and licensed: (i) curriculum (in English) and a learning management system for grades K through 8 for those core subject areas required by the State (Language Arts, Math, Science, History) as well as other courses offered or required for these grades which may include Art, Music and foreign language; (ii) curriculum (in English) and a learning management system for grades 9 through 12, in each case in Language Arts, Math, Science and History in addition to electives per the K12 course catalogue; and (iii) third party curricula K12 generally offers similar virtual schools, in each case for such courses required by Applicable Law.

B. Instructional Tools and Materials. Instructional tools and supplies, including without limitation textbooks and multi-media teaching tools. K12 shall identify which materials are durable and must be reclaimed and such materials must be returned as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials.

C. Instructional Support. K12 will make available the necessary instructional support as mutually agreed upon as the Program may require for the Educational Products and related offerings.

D. Student Computers. K12 will provide or cause to be provided computers, monitors, software and other hardware as K12 determines in its discretion to be necessary to deliver the curriculum and as agreed to in writing by K12 and consistent with state law. All such equipment shall be promptly returned to K12 upon a Student's withdrawal or upon expiration or termination of this Agreement as set forth in Section 13.2. K12 will provide instructions and pre-paid shipping materials and labels to facilitate the return of these materials. Parents may elect to use their own equipment and decline the Program's offer of hardware.

E. Testing Support. During the Term, as agreed upon by the Parties, K12 will provide, or cause to be provided to the Program included as part of the Products and Administrative and Technology Fee, equipment, logistics and technical support and related services to assist with State required online testing of Students ("**State Testing**") as reasonably necessary. These costs are included in the terms of this agreement. State Testing may include:

1. Site Surveys: K12 will physically validate facilities for testing sites and will notify the Board if proposed facilities are found unsuitable. In all rooms where assessments will be administered mobile lab technology will be simulated and tested to include ISP signal quality measurements; optimal placement of network devices will be documented and primary and secondary networks will be identified and deployed as needed.
2. Technical Point of Contact: K12 will provide a technical point of contact to support the Program with the State Testing.
3. Onsite Support: Onsite support including set up and tear down of equipment provided as reasonably required by technicians (with national criminal records background

check), however, Program teachers must be present when onsite tech is in proximity of Students.

4. Troubleshooting. Site monitoring and PC troubleshooting to be provided onsite and/or remote as reasonably required.

5. Testing Site Locations: The Board will help to secure and coordinate state-wide testing sites, and permit K12 to use Board facilities to administer State Testing to Students within a reasonable commuting distance of the Board,

II. Administrative Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Program the Administrative Services. Notwithstanding the forgoing, no Services shall be provided for the purpose of benefiting the Board, the Program or any personnel or students for any school year beyond the Term. The Administrative Services to be provided in accordance with the Agreement, as K12 determines in its reasonable discretion are as follows.

A. Educational School Consulting. Propose and implement educational goals, methods of pupil assessment, Program policies, Program calendar, school day schedule, and age and grade range of pupils to be enrolled in the Program. K12's recommendations for the Program will be consistent with the Agreement and Applicable Law.

B. Contracted Personnel and Support Services. Supervision of all personnel providing Educational Products and Services. Provide support services to include administration of Program employees including recruiting assistance and hiring recommendations; provided, however, the Board shall be responsible for performing all reference, certification and background checks and other related services on its personnel and for performing payroll functions or securing of payroll services; negotiation, securing and administration of health, retirement and other benefits all of which shall be the responsibility of the Board. K12 will work with the Board to recommend human resources policies, bonus plans, and strategic plans for staffing, development, and growth.

C. Pupil Recruitment-Related Services:

1. Pupil Recruitment. Recruitment of students in K12's and its Affiliates discretion, including creation, design and preparation of recruitment materials and advertisements; assist with information sessions and other events via mail, e-mail, print, radio, television, and outdoor advertising. Other recruitment activities include designing Program recruitment materials, letterhead, business cards, and logos to create Program identity and developing, designing, and maintaining the Program website. Recruiting campaigns undertaken may vary in nature, but shall be designed to inform potential students about the Program and/or K12 and its Affiliate's programs (including K12 partner schools and programs) in the local area. Information that K12 obtains with respect to leads generated including, but not limited to, statistics, trends and contact information shall be owned by K12 and its Affiliates.

2. Admissions. Implementation of the Program's admissions policies in accordance with this Agreement, including administering of the application and the Student enrollment process. Communicating with potential students and their families and conducting a random lottery if required.

3. Family Services. Plan and arrange Program orientation sessions. Assist with the design and implementation of parent orientation sessions. Field and respond to incoming calls, letters, faxes, and e-mails received by K12 about the Program, its curriculum, the application/enrollment process, instructional materials, etc. Conduct exit interviews with select Students and their parents who withdraw in order to learn more about how to improve the program for Students.

4. Program Feedback. Obtain feedback on how to improve the Program and curriculum, as appropriate. Create methods for Students, their parents, and teachers to submit comments and suggestions; implement improvements where K12 deems them to be valuable.
5. Student Clubs and Contests. Access to virtual social clubs for Students. Clubs are formed based on Student feedback and interests. K12 also provides access to participation opportunities in nationwide contests which may focus on such areas as art, poetry and craft contests. Access to both Student clubs and contests is voluntary and is open to all Program Students.
6. High School Services: As requested and as available, K12 will offer counseling tools for high school Students.

D. Special Education Students: K12 shall assist the Program with the provision of services for Special Education Students. K12's assistance as provided may include, approving enrollments in accordance with related policies and Applicable Law, providing general education curriculum, recruiting teachers and providing procurement support for related service providers. Where a Program assigned K12 employee is the representative attending meetings related to Special Education Students, including IEP meetings, at a minimum K12 may complete an annual IDEA audit. All policies defining the services and support to Special Education Students must be approved by the Board.

E. EL and 504 Students: K12 shall assist with its obligations by providing translation assistance during enrollment for EL Students (and their guardians), recruiting EL-licensed teachers, providing general education curriculum and providing procurement support for services to EL and 504 Students consistent with this Agreement. K12 may conduct an annual review of the Program's 504 and EL services. All policies defining the services and support to EL Students and for the 504 population of Students must be approved by the Board.

F. Facility Services. As may be applicable, help identify location of the Board's initial or supplemental office Facility(ies) for the Program. Together with Board's attorney and designees, assist with negotiating and approving leases, leasehold improvements and lease amendments in accordance with provided leases and related documents require Board approval.

G. Business Administration. Administration of business aspects and day-to-day administration of Program operations to include the following:

1. Consultation, and services as liaison for the Board, and other governmental offices and agencies.
2. Consultation and recommendations regarding special programs, processes, support services and reimbursements.
3. Consistent with other provisions of the Agreement, provide Program administrative staff as appropriate.
4. Work with Board's counsel, if any, on legal matters affecting the Program, provided, however, K12 shall not provide legal advice and any such collaboration shall not be deemed as K12 providing legal advice.
5. Preparation of forms, operations manuals or guides, and policies and procedures as necessary or required for the Board's review and approval.
6. Consultation with respect to, and monitoring and oversight of, State reporting systems.
7. Assist Board in identifying and applying for grants and other funding opportunities.



8. Assist as requested and as appropriate with the administration of federal entitlement programs, including Title I, and I.D.E.A.
9. Arrange contracts with school districts, education services centers, and professional service providers for special education and testing on Program's behalf.
10. Establish and implement policies and procedures to maintain proper internal controls for K12.
11. Provision of operational regulatory compliance services to assist Programs in understanding and complying with applicable regulatory and legal requirements as well as preparing for and responding to audits.
12. Obtaining forms, as required, from Students' district of residency to participate in the Program.

H. Reporting. Subject to any confidentiality obligations imposed on K12 by third parties, provide such other information required by the Board within a reasonable time following a written request thereof, and in all cases consistent with Applicable Law.

I. Audit Assistance. Assistance with and helping coordinate third-party audit(s) of the Program.

J. Maintenance of Student Records

1. K12 will maintain and keep the educational records of the Program at the Facility or elsewhere, unless prohibited by Applicable Law. The Board recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act and the State open records act, K12 has a legitimate educational interest for purposes of the Board disclosing to K12 the Program student's educational records.
2. K12 will maintain student educational records pertaining to students enrolled in the Program in the manner required by Applicable Law, and retain such records on behalf of Board until this Agreement is terminated, at which time such records will be retained by and become the sole responsibility of Board.
3. Ensure accessibility of Program educational records to the Board, its independent auditor and the State for completion of audits required by Applicable Law. The Parties understand that all Program-related financial and Student educational records are the property of the Board.

K. Student Discipline. Provide necessary information and cooperate with Board on the handling of student disciplinary matters, including without limitation attendance and truancy matters where applicable pursuant to Applicable Law, this Agreement and Board policies. K12 will recommend policy and procedures for Board adoption consistent with Applicable Law and the body of this Agreement.

L. Teacher Training and Development. Develop and offer new Teacher training and professional development for Teachers consistent with what K12 offers similarly situated programs. Host Teacher professional development sessions throughout the school year for new and returning Teachers. Recommend enhancements to the Program's Teacher Handbook for review and approval by the Board.

M. Instructional Property Assistance. Prepare and submit to the Board (or its designees) proposed policies and procedures regarding the responsible use of equipment and other instructional property. Arrange for the distribution and re-shipment or return (as necessary) of equipment for families, administrators, and teachers, to the extent provided by or on behalf of K12 as agreed in writing.

N. Grants and Donations. On behalf of the Board, K12 may solicit and receive grants and donations for the Program from public funds through competitive or non-competitive processes, and private sources consistent with the Program's objectives; provided, however, that any solicitation of such grants and donations by K12 will be subject to the approval of the Program and such fund shall be used as designated.

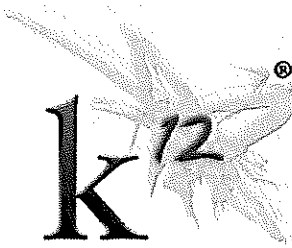
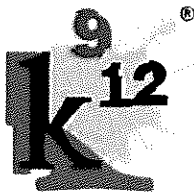
O. Additional Administrative Services. Any other services as agreed to in writing by the Parties from time to time.

III. Technology Services. During the Term, K12 and its Affiliates will provide or cause to be provided to the Board for the Program the technology services (the "**Technology Services**") described below. Notwithstanding the forgoing, none of the Technology Services shall be provided for the purpose of benefiting the Program or any personnel or students for any school year beyond the expiration or earlier termination of this Agreement.

- A. 24-7 monitoring of production services, i.e., Student Management Information System (SMIS) and the on-line learning management system;
- B. Monitor and analyze system data to fix production issues as they may arise;
- C. Generate reports on pupil academic performance, attendance and progress;
- D. Seek and secure competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals for the Program;
- E. Train Program staff, as deemed appropriate and necessary, on technology systems;
- F. Develop, design, publish, and maintain the Program's interactive website;
- G. Install and maintain the Program's computer network;
- H. Generate reports;
- I. Develop community tools on the Program's website and K12 platform (including password protected threaded discussion and message boards, moderation functionality, directories, etc.);
- J. Determine hardware configurations (including software and operating systems) for the Program's technology needs;
- K. Provide onsite and telephone support for the Program administration in troubleshooting system errors, and telephone support for students;
- L. Propose for the Program adoption policies and procedures regarding the responsible use of computer equipment and other Program property;
- M. Support teachers and Program care associates in answering technology-related questions from students, parents, teachers, and administrators;
- N. Install software to generate master image of computer configurations for teachers, administrators, and students in order to standardize the user experience and lower costs and turn-around time for implementation and troubleshooting;
- O. Ensure electronic security of student records (through the use of encryption, firewalls, etc.);
- P. Provide a Web-filtering device to ensure that students do not have access to inappropriate materials on the Internet;
- Q. Prepare for, supervise, and implement system roll-overs at the end of the academic year;
- R. Design and implement inventory management systems with the Program's distribution and hardware vendors, as well as reclamation programs, as needed;
- S. Provide online enrollment, registration and placement services;
- T. Provide Program email accounts for Program employees;
- U. Provide Program care and technology support services on the learning management system, computer and software issues;
- V. Oversee changes to the Program website to maintain quality assurance and make sure that there are not "version control" problems;
- W. Along with our K12 Marketing department, coordinate security, creative, and content issues pertaining to the website;

- X. Coordinate Web hosting contracts and relationships with vendors across the State as needed;
- Y. Handle troubleshooting issues for the Program's website and send issues to the appropriate person or Board for resolution; and
- Z. Additional Technology Services in K12's discretion and any other services as agreed to in writing by the Parties from time to time.

## EXHIBIT B



**Stride**



K<sup>12</sup>

Unleash the xPotential®

The xPotential®

A+nywhere Learning System®



**powerspeak**



**DESTINATIONS  
CAREER ACADEMY**

POWERED BY K12

Trademark Quality Control – Restricted Content: The Board shall not use the K12 Proprietary Marks in connection with harmful, threatening, unlawful, defamatory, infringing, abusive, inflammatory, harassing, vulgar, obscene, fraudulent, hateful or otherwise offensive material, or in any manner that would be likely to tarnish or adversely impact the reputation, quality, value and goodwill associated with K12 and/or the K12 Proprietary Marks.

All trademarks, trade names, service marks as set forth at <https://www.stridelearning.com/ip-policy.html>, as may be revised from time to time, and each of their logos.

**Pine Springs Preparatory Virtual Academy**  
**Q83. Appendix A4.3 EMO Financial History**

APPENDIX A4.3 EMO FINANCIAL HISTORY

FY22 <https://d18rn0p25nwr6d.cloudfront.net/CIK-0001157408/99bed441-ea63-4159-b655-a88ad262bdbe.pdf>

FY23 <https://d18rn0p25nwr6d.cloudfront.net/CIK-0001157408/a7dcd241-6240-404d-af45-c3d633d20de6.pdf>

FY24 <https://d18rn0p25nwr6d.cloudfront.net/CIK-0001157408/c207777b-8513-412b-adf7-04e8464e67c9.pdf>

**Pine Springs Preparatory Virtual Academy**

**Q84. Appendix A4.4 IRS 990**

**Q84. Appendix A4.4 IRS 990**

**FY2021:** [https://pdf.guidestar.org/PDF Images/2022/474/549/2022-474549510-202341359349300819-9.pdf](https://pdf.guidestar.org/PDF/Images/2022/474/549/2022-474549510-202341359349300819-9.pdf)

**FY2022:** [https://pdf.guidestar.org/PDF Images/2023/474/549/2023-474549510-202411359349305946-9.pdf](https://pdf.guidestar.org/PDF/Images/2023/474/549/2023-474549510-202411359349305946-9.pdf)

**FY2023:** Attached.



## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form <b>990</b>	<b>Return of Organization Exempt From Income Tax</b> Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations) Do not enter social security numbers on this form as it may be made public. Go to <a href="http://www.irs.gov/Form990">www.irs.gov/Form990</a> for instructions and the latest information.	OMB No. 1545-0047 <div style="background-color: #cccccc; padding: 5px; text-align: center;"> <b>2022</b>  <b>Open to Public Inspection</b> </div>
-----------------	--	--

**A For the 2022 calendar year, or tax year beginning 07/01/22, and ending 06/30/23**

<b>B</b> Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization <div style="text-align: center; font-weight: bold;">NORTH CAROLINA LEARNS INC</div> Doing business as <b>NC VIRTUAL ACADEMY</b> Number and street (or P.O. box if mail is not delivered to street address) Room/suite <b>4220 NC HWY 55 STE 130</b> City or town, state or province, country, and ZIP or foreign postal code <b>DURHAM NC 27713</b>	<b>D</b> Employer identification number <b>47-4549510</b> <b>E</b> Telephone number <b>919-346-0121</b> <b>G</b> Gross receipts \$ <b>26,443,841</b>
<b>F</b> Name and address of principal officer: <b>SARAH STRUHS</b> <b>4220 NC HIGHWAY 55 STE 130</b> <b>DURHAM NC 27713</b>		<b>H(a)</b> Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H(b)</b> Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions
<b>I</b> Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		<b>H(c)</b> Group exemption number
<b>J</b> Website: <b>WWW.NCVA.K12.COM</b>		
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		<b>L</b> Year of formation: <b>2012</b> <b>M</b> State of legal domicile: <b>NC</b>

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: <b>SEE SCHEDULE O</b>		
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	<b>7</b>
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	<b>7</b>
	<b>5</b> Total number of individuals employed in calendar year 2022 (Part V, line 2a)	<b>5</b>	<b>223</b>
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>	<b>15</b>
	<b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	<b>0</b>
	<b>b</b> Net unrelated business taxable income from Form 990-T, Part I, line 11	<b>7b</b>	<b>0</b>
<b>Revenue</b>	<b>8</b> Contributions and grants (Part VIII, line 1h)	Prior Year <b>27,496,668</b>	Current Year <b>25,904,155</b>
	<b>9</b> Program service revenue (Part VIII, line 2g)		<b>3,318</b>
	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)		<b>6,450</b>
	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	<b>28,796</b>	<b>529,918</b>
	<b>12</b> Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	<b>27,525,464</b>	<b>26,443,841</b>
<b>Expenses</b>	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1–3)		<b>0</b>
	<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		<b>0</b>
	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	<b>10,326,206</b>	<b>10,872,422</b>
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e)		<b>0</b>
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25)		<b>0</b>
	<b>17</b> Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	<b>15,147,692</b>	<b>14,553,634</b>
	<b>18</b> Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	<b>25,473,898</b>	<b>25,426,056</b>
	<b>19</b> Revenue less expenses. Subtract line 18 from line 12	<b>2,051,566</b>	<b>1,017,785</b>
<b>Net Assets or Fund Balances</b>		Beginning of Current Year	End of Year
	<b>20</b> Total assets (Part X, line 16)	<b>7,560,116</b>	<b>9,119,531</b>
	<b>21</b> Total liabilities (Part X, line 26)	<b>243,340</b>	<b>1,525,752</b>
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20	<b>7,316,776</b>	<b>7,593,779</b>

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer <b>SARAH STRUHS</b> Type or print name and title	Date <b>EXECUTIVE DIRECTOR</b>
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>MEGAN A. RIDGLEY, CPA</b>	Preparer's signature <b>MEGAN A. RIDGLEY, CPA</b>
	Firm's name <b>SHARPE PATEL CPA</b>	Date <b>05/11/24</b>
	Firm's address <b>325 ARLINGTON AVE STE 630</b> <b>CHARLOTTE, NC 28203</b>	Check <input type="checkbox"/> if PTIN self-employed Firm's EIN <b>704-499-3893</b>

May the IRS discuss this return with the preparer shown above? See instructions

☒ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions.

 Form **990** (2022)

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **2****Part III Statement of Program Service Accomplishments**

Check if Schedule O contains a response or note to any line in this Part III

☒**1** Briefly describe the organization's mission:**SEE SCHEDULE O****2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?☐

Yes

☒

No

If "Yes," describe these new services on Schedule O.

**3** Did the organization cease conducting, or make significant changes in how it conducts, any program services?☐

Yes

☒

No

If "Yes," describe these changes on Schedule O.

**4** Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.**4a** (Code: ) (Expenses \$ **24,917,544** including grants of\$ ) (Revenue \$ **3,318** )**PROVIDED EDUCATION TO APPROXIMATELY 3,300 STUDENTS IN A VIRTUAL SETTING FOR THE FISCAL YEAR ENDED 6/30/23.****4b** (Code: ) (Expenses \$ including grants of\$ ) (Revenue \$ )**N/A****4c** (Code: ) (Expenses \$ including grants of\$ ) (Revenue \$ )**N/A****4d** Other program services (Describe on Schedule O.)

(Expenses \$ including grants of\$ ) (Revenue \$ )

**4e** Total program service expenses **24,917,544**

**Part IV Checklist of Required Schedules**

	Yes	No
<b>1</b> Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	<b>1</b> <b>X</b>	
<b>2</b> Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	<b>2</b> <b>X</b>	
<b>3</b> Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	<b>3</b>	<b>X</b>
<b>4</b> <b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	<b>4</b>	<b>X</b>
<b>5</b> Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>	<b>5</b>	<b>X</b>
<b>6</b> Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	<b>6</b>	<b>X</b>
<b>7</b> Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	<b>7</b>	<b>X</b>
<b>8</b> Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	<b>8</b>	<b>X</b>
<b>9</b> Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	<b>9</b>	<b>X</b>
<b>10</b> Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>	<b>10</b>	<b>X</b>
<b>11</b> If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
<b>a</b> Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	<b>11a</b> <b>X</b>	
<b>b</b> Did the organization report an amount for investments—other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	<b>11b</b>	<b>X</b>
<b>c</b> Did the organization report an amount for investments—program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	<b>11c</b>	<b>X</b>
<b>d</b> Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	<b>11d</b> <b>X</b>	
<b>e</b> Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	<b>11e</b> <b>X</b>	
<b>f</b> Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	<b>11f</b>	<b>X</b>
<b>12a</b> Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	<b>12a</b> <b>X</b>	
<b>b</b> Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	<b>12b</b>	<b>X</b>
<b>13</b> Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	<b>13</b>	<b>X</b>
<b>14a</b> Did the organization maintain an office, employees, or agents outside of the United States?	<b>14a</b>	<b>X</b>
<b>b</b> Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	<b>14b</b>	<b>X</b>
<b>15</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	<b>15</b>	<b>X</b>
<b>16</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	<b>16</b>	<b>X</b>
<b>17</b> Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>	<b>17</b>	<b>X</b>
<b>18</b> Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	<b>18</b>	<b>X</b>
<b>19</b> Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	<b>19</b>	<b>X</b>
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	<b>20a</b>	<b>X</b>
<b>b</b> If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	<b>20b</b>	
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	<b>21</b>	<b>X</b>

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **4****Part IV Checklist of Required Schedules (continued)**

	Yes	No
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		<b>X</b>
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		<b>X</b>
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		<b>X</b>
<b>24b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
<b>24c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
<b>24d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		<b>X</b>
<b>25b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		<b>X</b>
<b>26</b> Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		<b>X</b>
<b>27</b> Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		<b>X</b>
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
<b>28a</b> A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		<b>X</b>
<b>28b</b> A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		<b>X</b>
<b>28c</b> A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		<b>X</b>
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		<b>X</b>
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		<b>X</b>
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		<b>X</b>
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		<b>X</b>
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		<b>X</b>
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		<b>X</b>
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)?		<b>X</b>
<b>35b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		<b>X</b>
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		<b>X</b>
<b>38</b> Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? <b>Note:</b> All Form 990 filers are required to complete Schedule O.	<b>X</b>	

**Part V Statements Regarding Other IRS Filings and Tax Compliance**Check if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
<b>1a</b> Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable		
<b>1b</b> Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable		
<b>1c</b> Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **5**

<b>Part V Statements Regarding Other IRS Filings and Tax Compliance</b> (continued)		Yes	No
<b>2a</b>	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	<b>2a</b>	<b>223</b>
<b>b</b>	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	<b>2b</b>	<b>X</b>
<b>3a</b>	Did the organization have unrelated business gross income of \$1,000 or more during the year?	<b>3a</b>	<b>X</b>
<b>b</b>	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	<b>3b</b>	
<b>4a</b>	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	<b>4a</b>	<b>X</b>
<b>b</b>	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>5a</b>	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	<b>5a</b>	<b>X</b>
<b>b</b>	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	<b>5b</b>	<b>X</b>
<b>c</b>	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	<b>5c</b>	
<b>6a</b>	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	<b>6a</b>	<b>X</b>
<b>b</b>	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	<b>6b</b>	
<b>7</b>	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
<b>a</b>	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	<b>7a</b>	<b>X</b>
<b>b</b>	If "Yes," did the organization notify the donor of the value of the goods or services provided?	<b>7b</b>	
<b>c</b>	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	<b>7c</b>	<b>X</b>
<b>d</b>	If "Yes," indicate the number of Forms 8282 filed during the year	<b>7d</b>	
<b>e</b>	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	<b>7e</b>	<b>X</b>
<b>f</b>	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	<b>7f</b>	<b>X</b>
<b>g</b>	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	<b>7g</b>	<b>X</b>
<b>h</b>	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	<b>7h</b>	<b>X</b>
<b>8</b>	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	<b>8</b>	
<b>9</b>	<b>Sponsoring organizations maintaining donor advised funds.</b>		
<b>a</b>	Did the sponsoring organization make any taxable distributions under section 4966?	<b>9a</b>	
<b>b</b>	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	<b>9b</b>	
<b>10</b>	<b>Section 501(c)(7) organizations.</b> Enter:		
<b>a</b>	Initiation fees and capital contributions included on Part VIII, line 12	<b>10a</b>	
<b>b</b>	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	<b>10b</b>	
<b>11</b>	<b>Section 501(c)(12) organizations.</b> Enter:		
<b>a</b>	Gross income from members or shareholders	<b>11a</b>	
<b>b</b>	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	<b>11b</b>	
<b>12a</b>	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?	<b>12a</b>	
<b>b</b>	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	<b>12b</b>	
<b>13</b>	<b>Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
<b>a</b>	Is the organization licensed to issue qualified health plans in more than one state? <b>Note:</b> See the instructions for additional information the organization must report on Schedule O.	<b>13a</b>	
<b>b</b>	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	<b>13b</b>	
<b>c</b>	Enter the amount of reserves on hand	<b>13c</b>	
<b>14a</b>	Did the organization receive any payments for indoor tanning services during the tax year?	<b>14a</b>	<b>X</b>
<b>b</b>	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	<b>14b</b>	
<b>15</b>	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	<b>15</b>	<b>X</b>
<b>16</b>	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	<b>16</b>	<b>X</b>
<b>17</b>	<b>Section 501(c)(21) organizations.</b> Did the trust, any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	<b>17</b>	

Form **990** (2022)

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **6**

**Part VI Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions. Check if Schedule O contains a response or note to any line in this Part VI ☒

**Section A. Governing Body and Management**

	1a	1b	2	3	4	5	6	7a	7b	8a	8b	9	Yes	No
<b>1a</b> Enter the number of voting members of the governing body at the end of the tax year	7													
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.														
<b>b</b> Enter the number of voting members included on line 1a, above, who are independent		7												
<b>2</b> Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?														X
<b>3</b> Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?													X	
<b>4</b> Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?														X
<b>5</b> Did the organization become aware during the year of a significant diversion of the organization's assets?														X
<b>6</b> Did the organization have members or stockholders?														X
<b>7a</b> Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?														X
<b>b</b> Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?														X
<b>8</b> Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:														
<b>a</b> The governing body?										X				
<b>b</b> Each committee with authority to act on behalf of the governing body?										X				
<b>9</b> Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.														X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

	10a	10b	11a	12a	12b	12c	13	14	15a	15b	16a	16b	Yes	No
<b>10a</b> Did the organization have local chapters, branches, or affiliates?														X
<b>b</b> If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?														
<b>11a</b> Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?			X											
<b>b</b> Describe on Schedule O the process, if any, used by the organization to review this Form 990.														
<b>12a</b> Did the organization have a written conflict of interest policy? If "No," go to line 13				X										
<b>b</b> Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?				X										
<b>c</b> Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done						X								
<b>13</b> Did the organization have a written whistleblower policy?						X								
<b>14</b> Did the organization have a written document retention and destruction policy?						X								
<b>15</b> Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?														
<b>a</b> The organization's CEO, Executive Director, or top management official						X								
<b>b</b> Other officers or key employees of the organization						X								
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.														
<b>16a</b> Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?														X
<b>b</b> If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?														

**Section C. Disclosure**

**17** List the states with which a copy of this Form 990 is required to be filed **NONE**

**18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

**19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

**20** State the name, address, and telephone number of the person who possesses the organization's books and records

**K-12 VIRTUAL SCHOOLS LLC****11720 PLAZA AMERICA DR 9TH FLOOR****RESTON****VA 20190****571-353-7793**

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **7****Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**Check if Schedule O contains a response or note to any line in this Part VII ☐**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees****1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations. See the instructions for the order in which to list the persons above.

☒ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/ 1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/ 1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) <b>CHRIS FARRELL</b> ..... <b>DIRECTOR</b>	1.00 0.00	X						0	0	0
(2) <b>MARK FLEMING</b> ..... <b>SECRETARY</b>	1.00 0.00	X		X				0	0	0
(3) <b>WALTER MARTIN</b> ..... <b>VICE CHAIR</b>	1.00 0.00	X						0	0	0
(4) <b>DR STEVEN PETERS</b> ..... <b>TREASURER</b>	1.00 0.00	X		X				0	0	0
(5) <b>BRENDA ROBERTSON</b> ..... <b>CHAIR OF THE BOARD</b>	1.00 0.00	X		X				0	0	0
(6) <b>SARAH STRUHS</b> ..... <b>EXECUTIVE DIRECTOR</b>	1.00 0.00	X		X				0	0	0
(7) <b>NATALIE WRIGHT</b> ..... <b>DIRECTOR</b>	1.00 0.00	X						0	0	0
(8) .....										
(9) .....										
(10) .....										
(11) .....										

<b>Part VII</b>	<b>Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees</b> <i>(continued)</i>
-----------------	--

[illegible]

2	Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization	0
---	---	---

Reportable compensation from the organization		Yes	No
3	Did the organization list any <b>former</b> officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		<b>X</b>
4	For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		<b>X</b>
5	Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		<b>X</b>

## Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
K-12 VIRTUAL SCHOOLS LLC RESTON VA 20190	PLAZA AMERICA DR 9TH FLOOR MANAGEMENT SVCS	12,851,629
VARSITY TUTORS LLC ST LOUIS MO 63105	HANLEY RD SUITE 300 TUTORS	430,000
GLOBAL TELETHERAPY PIKESVILLE MD 21208	REISTERSTOWN RD SUITE 165-R THERAPY	242,294
THERAPY SOURCE, INC PLYMOUTH MEETING PA 19462	MILITIA HILL ROAD THERAPY	171,805
BST LIVE, LLC BOCA RATON FL 33481	PO BOX 812127 THERAPY	123,335
2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization		5



## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **9****Part VIII Statement of Revenue**Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1a</b> Federated campaigns	<b>1a</b>						
	<b>b</b> Membership dues	<b>1b</b>						
	<b>c</b> Fundraising events	<b>1c</b>						
	<b>d</b> Related organizations	<b>1d</b>						
	<b>e</b> Government grants (contributions)	<b>1e</b>	25,844,155					
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above	<b>1f</b>	60,000					
	<b>g</b> Noncash contributions included in lines 1a-1f	<b>1g</b>	\$					
	<b>h Total.</b> Add lines 1a-1f				25,904,155			
<b>Program Service Revenue</b>	<b>2a</b> STUDENT ACTIVITIES	Business Code 611710		3,318	3,318			
	<b>b</b>							
	<b>c</b>							
	<b>d</b>							
	<b>e</b>							
	<b>f</b> All other program service revenue							
	<b>g Total.</b> Add lines 2a-2f				3,318			
	<b>3</b> Investment income (including dividends, interest, and other similar amounts)			6,450			6,450	
<b>4</b> Income from investment of tax-exempt bond proceeds								
<b>5</b> Royalties								
<b>Other Revenue</b>	<b>6a</b> Gross rents	<b>6a</b>	(i) Real (ii) Personal					
	<b>b</b> Less: rental expenses	<b>6b</b>						
	<b>c</b> Rental inc. or (loss)	<b>6c</b>						
	<b>d</b> Net rental income or (loss)							
	<b>7a</b> Gross amount from sales of assets other than inventory	<b>7a</b>	(i) Securities (ii) Other					
	<b>b</b> Less: cost or other basis and sales exps.	<b>7b</b>						
	<b>c</b> Gain or (loss)	<b>7c</b>						
	<b>d</b> Net gain or (loss)							
	<b>8a</b> Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18	<b>8a</b>						
	<b>b</b> Less: direct expenses	<b>8b</b>						
	<b>c</b> Net income or (loss) from fundraising events							
	<b>9a</b> Gross income from gaming activities. See Part IV, line 19	<b>9a</b>						
	<b>b</b> Less: direct expenses	<b>9b</b>						
	<b>c</b> Net income or (loss) from gaming activities							
	<b>10a</b> Gross sales of inventory, less returns and allowances	<b>10a</b>						
	<b>b</b> Less: cost of goods sold	<b>10b</b>						
	<b>c</b> Net income or (loss) from sales of inventory							
	<b>Miscellaneous Revenue</b>	<b>11a</b> SALES TAX REFUND	Business Code 900099		528,650			528,650
		<b>b</b> MISCELLANEOUS REVENUE	900099		1,268	1,268		
		<b>c</b>						
<b>d</b> All other revenue								
<b>e Total.</b> Add lines 11a-11d					529,918			
<b>12 Total revenue.</b> See instructions					26,443,841	4,586	0	535,100

Form **990** (2022)

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **10****Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

☒

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.

	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
<b>1</b> Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
<b>2</b> Grants and other assistance to domestic individuals. See Part IV, line 22				
<b>3</b> Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
<b>4</b> Benefits paid to or for members				
<b>5</b> Compensation of current officers, directors, trustees, and key employees				
<b>6</b> Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
<b>7</b> Other salaries and wages	8,362,234	8,194,989	167,245	
<b>8</b> Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	98,940	96,961	1,979	
<b>9</b> Other employee benefits	1,796,335	1,760,408	35,927	
<b>10</b> Payroll taxes	614,913	602,615	12,298	
<b>11</b> Fees for services (nonemployees):				
<b>a</b> Management				
<b>b</b> Legal	43,000	42,140	860	
<b>c</b> Accounting	26,675	26,141	534	
<b>d</b> Lobbying				
<b>e</b> Professional fundraising services. See Part IV, line 7				
<b>f</b> Investment management fees				
<b>g</b> Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	12,772,411	12,516,963	255,448	
<b>12</b> Advertising and promotion	514	514		
<b>13</b> Office expenses	40,979	40,159	820	
<b>14</b> Information technology	433,980	425,300	8,680	
<b>15</b> Royalties				
<b>16</b> Occupancy	350,602	343,590	7,012	
<b>17</b> Travel	178,792	175,216	3,576	
<b>18</b> Payments of travel or entertainment expenses for any federal, state, or local public officials				
<b>19</b> Conferences, conventions, and meetings	144,671	141,778	2,893	
<b>20</b> Interest				
<b>21</b> Payments to affiliates				
<b>22</b> Depreciation, depletion, and amortization	981	961	20	
<b>23</b> Insurance	79,894	78,296	1,598	
<b>24</b> Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
<b>a</b> SALES & USE TAX	243,223	238,359	4,864	
<b>b</b> SUPPLIES & MATERIALS	99,980	97,980	2,000	
<b>c</b> ADMINISTRATIVE	90,756	88,941	1,815	
<b>d</b> MEMBERSHIP DUES & FEES	20,785	20,369	416	
<b>e</b> All other expenses	26,391	25,864	527	
<b>25</b> Total functional expenses. Add lines 1 through 24e	25,426,056	24,917,544	508,512	0
<b>26</b> Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **11****Part X Balance Sheet**Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash—non-interest-bearing .....	<b>7,322,870</b>	<b>1</b>	<b>5,824,301</b>
	<b>2</b> Savings and temporary cash investments .....		<b>2</b>	<b>500,000</b>
	<b>3</b> Pledges and grants receivable, net .....		<b>3</b>	
	<b>4</b> Accounts receivable, net .....	<b>124,451</b>	<b>4</b>	<b>506,223</b>
	<b>5</b> Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons .....		<b>5</b>	
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B) .....		<b>6</b>	
	<b>7</b> Notes and loans receivable, net .....		<b>7</b>	
	<b>8</b> Inventories for sale or use .....		<b>8</b>	
	<b>9</b> Prepaid expenses and deferred charges .....	<b>101,933</b>	<b>9</b>	<b>68,597</b>
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	<b>10a</b> <b>7,844</b>		
	<b>b</b> Less: accumulated depreciation .....	<b>10b</b> <b>7,844</b>	<b>2,549</b>	<b>10c</b>
	<b>11</b> Investments—publicly traded securities .....		<b>11</b>	<b>1,500,000</b>
	<b>12</b> Investments—other securities. See Part IV, line 11 .....		<b>12</b>	
	<b>13</b> Investments—program-related. See Part IV, line 11 .....		<b>13</b>	
	<b>14</b> Intangible assets .....		<b>14</b>	
	<b>15</b> Other assets. See Part IV, line 11 .....	<b>8,313</b>	<b>15</b>	<b>720,410</b>
<b>16</b> <b>Total assets.</b> Add lines 1 through 15 (must equal line 33) .....	<b>7,560,116</b>	<b>16</b>	<b>9,119,531</b>	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses .....	<b>243,340</b>	<b>17</b>	<b>664,989</b>
	<b>18</b> Grants payable .....		<b>18</b>	
	<b>19</b> Deferred revenue .....		<b>19</b>	
	<b>20</b> Tax-exempt bond liabilities .....		<b>20</b>	
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D .....		<b>21</b>	
	<b>22</b> Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons .....		<b>22</b>	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties .....		<b>23</b>	
	<b>24</b> Unsecured notes and loans payable to unrelated third parties .....		<b>24</b>	
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....		<b>25</b>	<b>860,763</b>
	<b>26</b> <b>Total liabilities.</b> Add lines 17 through 25 .....	<b>243,340</b>	<b>26</b>	<b>1,525,752</b>
	<b>Net Assets or Fund Balances</b>	<b>Organizations that follow FASB ASC 958, check here</b> <input checked="" type="checkbox"/> <b>and complete lines 27, 28, 32, and 33.</b>		
<b>27</b> Net assets without donor restrictions .....		<b>7,316,776</b>	<b>27</b>	<b>7,593,779</b>
<b>28</b> Net assets with donor restrictions .....			<b>28</b>	
<b>Organizations that do not follow FASB ASC 958, check here</b> <input type="checkbox"/> <b>and complete lines 29 through 33.</b>				
<b>29</b> Capital stock or trust principal, or current funds .....			<b>29</b>	
<b>30</b> Paid-in or capital surplus, or land, building, or equipment fund .....			<b>30</b>	
<b>31</b> Retained earnings, endowment, accumulated income, or other funds .....			<b>31</b>	
<b>32</b> <b>Total net assets or fund balances</b> .....		<b>7,316,776</b>	<b>32</b>	<b>7,593,779</b>
<b>33</b> <b>Total liabilities and net assets/fund balances</b> .....	<b>7,560,116</b>	<b>33</b>	<b>9,119,531</b>	

Form **990** (2022)

Form 990 (2022) **NORTH CAROLINA LEARNS INC****47-4549510**Page **12****Part XI Reconciliation of Net Assets**Check if Schedule O contains a response or note to any line in this Part XI ☒

<b>1</b>	Total revenue (must equal Part VIII, column (A), line 12)	<b>1</b>	<b>26,443,841</b>
<b>2</b>	Total expenses (must equal Part IX, column (A), line 25)	<b>2</b>	<b>25,426,056</b>
<b>3</b>	Revenue less expenses. Subtract line 2 from line 1	<b>3</b>	<b>1,017,785</b>
<b>4</b>	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	<b>4</b>	<b>7,316,776</b>
<b>5</b>	Net unrealized gains (losses) on investments	<b>5</b>	<b>-5,823</b>
<b>6</b>	Donated services and use of facilities	<b>6</b>	
<b>7</b>	Investment expenses	<b>7</b>	
<b>8</b>	Prior period adjustments	<b>8</b>	<b>-665,829</b>
<b>9</b>	Other changes in net assets or fund balances (explain on Schedule O)	<b>9</b>	<b>-69,130</b>
<b>10</b>	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	<b>10</b>	<b>7,593,779</b>

**Part XII Financial Statements and Reporting**Check if Schedule O contains a response or note to any line in this Part XII ☐

	Yes	No
<b>1</b> Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
<b>2a</b> Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	<b>2a</b>	<b>X</b>
<b>b</b> Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	<b>2b</b>	<b>X</b>
<b>c</b> If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	<b>2c</b>	<b>X</b>
<b>3a</b> As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F? _____	<b>3a</b>	<b>X</b>
<b>b</b> If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____	<b>3b</b>	<b>X</b>

Form **990** (2022)

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

**SCHEDULE A**  
(Form 990)Department of the Treasury  
Internal Revenue Service**Public Charity Status and Public Support**

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2022**Open to Public  
Inspection

Name of the organization

**NORTH CAROLINA LEARNS INC**

Employer identification number

**47-4549510****Part I Reason for Public Charity Status.** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: .....
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 ☒ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: .....
- 10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations .....
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
<b>Total</b>						

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990) 2022

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Schedule A (Form 990) 2022

NORTH CAROLINA LEARNS INC

47-4549510

Page 2

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	17,473,684	20,254,513	23,817,988	27,496,668	25,904,155	114,947,008
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge						
<b>4 Total.</b> Add lines 1 through 3	17,473,684	20,254,513	23,817,988	27,496,668	25,904,155	114,947,008
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						18,981,066
<b>6</b> Public support. Subtract line 5 from line 4.						95,965,942

**Section B. Total Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>7</b> Amounts from line 4	17,473,684	20,254,513	23,817,988	27,496,668	25,904,155	114,947,008
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources					6,450	6,450
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)					528,650	528,650
<b>11 Total support.</b> Add lines 7 through 10						115,482,108
<b>12</b> Gross receipts from related activities, etc. (see instructions)					12	33,382
<b>13 First 5 years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b>						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2022 (line 6, column (f) divided by line 11, column (f))	14	83.10 %
<b>15</b> Public support percentage from 2021 Schedule A, Part II, line 14	15	100.00 %
<b>16a 33 1/3% support test—2022.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization		<input checked="" type="checkbox"/>
<b>b 33 1/3% support test—2021.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization		<input type="checkbox"/>
<b>17a 10%-facts-and-circumstances test—2022.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
<b>b 10%-facts-and-circumstances test—2021.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Schedule A (Form 990) 2022

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge						
<b>6 Total.</b> Add lines 1 through 5						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
<b>c</b> Add lines 7a and 7b						
<b>8 Public support.</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
<b>9</b> Amounts from line 6						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
<b>c</b> Add lines 10a and 10b						
<b>11</b> Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)						

**14 First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	<b>15</b>	%
<b>16</b> Public support percentage from 2021 Schedule A, Part III, line 15	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2022 (line 10c, column (f), divided by line 13, column (f))	<b>17</b>	%
<b>18</b> Investment income percentage from 2021 Schedule A, Part III, line 17	<b>18</b>	%

**19a 33 1/3% support tests—2022.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

**b 33 1/3% support tests—2021.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

**Part IV Supporting Organizations**

(Complete only if you checked a box on line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b</b> <b>Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c</b> <b>Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		



**Part IV Supporting Organizations** (continued)

- 11** Has the organization accepted a gift or contribution from any of the following persons?
- a** A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?
- b** A family member of a person described on line 11a above?
- c** A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.

	Yes	No
<b>11a</b>		
<b>11b</b>		
<b>11c</b>		

**Section B. Type I Supporting Organizations**

- 1** Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.
- 2** Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.

	Yes	No
<b>1</b>		
<b>2</b>		

**Section C. Type II Supporting Organizations**

- 1** Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).

	Yes	No
<b>1</b>		

**Section D. All Type III Supporting Organizations**

- 1** Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?
- 2** Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).
- 3** By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.

	Yes	No
<b>1</b>		
<b>2</b>		
<b>3</b>		

**Section E. Type III Functionally Integrated Supporting Organizations**

- 1** Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).
- a** ☐ The organization satisfied the Activities Test. Complete line 2 below.
- b** ☐ The organization is the parent of each of its supported organizations. Complete line 3 below.
- c** ☐ The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).
- 2** Activities Test. Answer lines 2a and 2b below.
- a** Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.
- b** Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.
- 3** Parent of Supported Organizations. Answer lines 3a and 3b below.
- a** Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in Part VI.
- b** Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.

	Yes	No
<b>2a</b>		
<b>2b</b>		
<b>3a</b>		
<b>3b</b>		

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Schedule A (Form 990) 2022

NORTH CAROLINA LEARNS INC

47-4549510

Page 6

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4)	8	
Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors ( <i>explain in detail in Part VI</i> ):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	
Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990) 2022

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Schedule A (Form 990) 2022

NORTH CAROLINA LEARNS INC

47-4549510

Page 7

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** (continued)

Section D – Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required—provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	<b>Total annual distributions.</b> Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2022 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1 Distributable amount for 2022 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2022 (reasonable cause required—explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2022			
a From 2017 .....			
b From 2018 .....			
c From 2019 .....			
d From 2020 .....			
e From 2021 .....			
f <b>Total</b> of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2022 distributable amount			
i Carryover from 2017 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2022 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2022 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 <b>Excess distributions carryover to 2023.</b> Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2018 .....			
b Excess from 2019 .....			
c Excess from 2020 .....			
d Excess from 2021 .....			
e Excess from 2022 .....			

Schedule A (Form 990) 2022

**Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

**Schedule B  
(Form 990)**Department of the Treasury  
Internal Revenue Service**Schedule of Contributors**Attach to Form 990 or Form 990-PF.  
Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2022**

Name of the organization

Employer identification number

**NORTH CAROLINA LEARNS INC****47-4549510**

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)( 3 ) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☐
- For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

**Special Rules**

- ☒
- For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33
- <sup>1</sup>
- /
- <sub>3</sub>
- % support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of
- (1)**
- \$5,000; or
- (2)**
- 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

- ☐
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000
- exclusively*
- for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

- ☐
- For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions
- exclusively*
- for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an
- exclusively*
- religious, charitable, etc., purpose. Don't complete any of the parts unless the
- General Rule**
- applies to this organization because it received
- nonexclusively*
- religious, charitable, etc., contributions totaling \$5,000 or more during the year ..... \$ .....

**Caution:** An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2022)

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Schedule B (Form 990) (2022)

PAGE 1 OF 1

Page 2

Name of organization

Employer identification number

NORTH CAROLINA LEARNS INC

47-4549510

**Part I Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	US DEPARTMENT OF EDUCATION 400 MARYLAND AVE, SW WASHINGTON DC 20202	\$ 3,831,469	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	NC DEPARTMENT OF PUBLIC INSTRUCTION 301 N WILMINGTON ST RALEIGH NC 27601	\$ 19,768,881	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
		\$	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Schedule B (Form 990) (2022)

**SCHEDULE D  
(Form 990)**Department of the Treasury  
Internal Revenue Service**Supplemental Financial Statements**Complete if the organization answered "Yes" on Form 990,  
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Attach to Form 990.

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2022**Open to Public  
Inspection

Name of the organization

Employer identification number

**NORTH CAROLINA LEARNS INC****47-4549510****Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year .....		
2 Aggregate value of contributions to (during year) .....		
3 Aggregate value of grants from (during year) .....		
4 Aggregate value at end of year .....		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? <input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? <input type="checkbox"/> Yes <input type="checkbox"/> No		

**Part II Conservation Easements.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (for example, recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements .....	2a
b Total acreage restricted by conservation easements .....	2b
c Number of conservation easements on a certified historic structure included in (a) .....	2c
d Number of conservation easements included in (c) acquired after July 25, 2006, and not on a historic structure listed in the National Register .....	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year .....

4 Number of states where property subject to conservation easement is located .....

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year .....

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year .....

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 .....	\$ .....
(ii) Assets included in Form 990, Part X .....	\$ .....

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 .....	\$ .....
b Assets included in Form 990, Part X .....	\$ .....

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2022

Schedule D (Form 990) 2022 **NORTH CAROLINA LEARNS INC****47-4549510**Page **2****Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

**3** Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

**a** ☐ Public exhibition

**b** ☐ Scholarly research

**c** ☐ Preservation for future generations

**d** ☐ Loan or exchange program

**e** ☐ Other .....

**4** Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

**5** During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

**Part IV Escrow and Custodial Arrangements.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

**1a** Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

**b** If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
<b>1c</b>	
<b>1d</b>	
<b>1e</b>	
<b>1f</b>	

**c** Beginning balance .....

**d** Additions during the year .....

**e** Distributions during the year .....

**f** Ending balance .....

**2a** Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

**b** If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

**Part V Endowment Funds.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
<b>1a</b> Beginning of year balance .....					
<b>b</b> Contributions .....					
<b>c</b> Net investment earnings, gains, and losses .....					
<b>d</b> Grants or scholarships .....					
<b>e</b> Other expenditures for facilities and programs .....					
<b>f</b> Administrative expenses .....					
<b>g</b> End of year balance .....					

**2** Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

**a** Board designated or quasi-endowment ..... %

**b** Permanent endowment ..... %

**c** Term endowment ..... %

The percentages on lines 2a, 2b, and 2c should equal 100%.

**3a** Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

**(i)** Unrelated organizations .....

**(ii)** Related organizations .....

	Yes	No
<b>3a(i)</b>		
<b>3a(ii)</b>		
<b>3b</b>		

**b** If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? .....

**4** Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
<b>1a</b> Land .....				
<b>b</b> Buildings .....				
<b>c</b> Leasehold improvements .....				
<b>d</b> Equipment .....		7,844	7,844	
<b>e</b> Other .....				

**Total.** Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)

Schedule D (Form 990) 2022



Schedule D (Form 990) 2022 **NORTH CAROLINA LEARNS INC****47-4549510**Page **3****Part VII Investments – Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely held equity interests .....		
(3) Other .....		
(A) .....		
(B) .....		
(C) .....		
(D) .....		
(E) .....		
(F) .....		
(G) .....		
(H) .....		
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 12.) .....		

**Part VIII Investments – Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) .....		
(2) .....		
(3) .....		
(4) .....		
(5) .....		
(6) .....		
(7) .....		
(8) .....		
(9) .....		
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 13.) .....		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) <b>LEASED ASSET</b>	<b>712,097</b>
(2) <b>SECURITY DEPOSIT</b>	<b>8,313</b>
(3) .....	
(4) .....	
(5) .....	
(6) .....	
(7) .....	
(8) .....	
(9) .....	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) .....	<b>720,410</b>

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) <b>LEASE LIABILITY</b>	<b>745,414</b>
(3) <b>ACCRUED SALARIES AND PAYROLL WITHHOL</b>	<b>115,108</b>
(4) <b>DUE TO OTHER GOVERNMENTS</b>	<b>241</b>
(5) .....	
(6) .....	
(7) .....	
(8) .....	
(9) .....	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) .....	<b>860,763</b>

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ☐

Schedule D (Form 990) 2022 **NORTH CAROLINA LEARNS INC****47-4549510**Page **4****Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

<b>1</b>	Total revenue, gains, and other support per audited financial statements	<b>1</b>	<b>26,438,018</b>
<b>2</b>	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
<b>a</b>	Net unrealized gains (losses) on investments	<b>2a</b>	<b>-5,823</b>
<b>b</b>	Donated services and use of facilities	<b>2b</b>	
<b>c</b>	Recoveries of prior year grants	<b>2c</b>	
<b>d</b>	Other (Describe in Part XIII.)	<b>2d</b>	
<b>e</b>	Add lines <b>2a</b> through <b>2d</b>	<b>2e</b>	<b>-5,823</b>
<b>3</b>	Subtract line <b>2e</b> from line <b>1</b>	<b>3</b>	<b>26,443,841</b>
<b>4</b>	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
<b>a</b>	Investment expenses not included on Form 990, Part VIII, line 7b	<b>4a</b>	
<b>b</b>	Other (Describe in Part XIII.)	<b>4b</b>	
<b>c</b>	Add lines <b>4a</b> and <b>4b</b>	<b>4c</b>	
<b>5</b>	Total revenue. Add lines <b>3</b> and <b>4c</b> . (This must equal Form 990, Part I, line 12.)	<b>5</b>	<b>26,443,841</b>

**Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

<b>1</b>	Total expenses and losses per audited financial statements	<b>1</b>	<b>25,495,186</b>
<b>2</b>	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
<b>a</b>	Donated services and use of facilities	<b>2a</b>	
<b>b</b>	Prior year adjustments	<b>2b</b>	
<b>c</b>	Other losses	<b>2c</b>	
<b>d</b>	Other (Describe in Part XIII.)	<b>2d</b>	<b>136,921</b>
<b>e</b>	Add lines <b>2a</b> through <b>2d</b>	<b>2e</b>	<b>136,921</b>
<b>3</b>	Subtract line <b>2e</b> from line <b>1</b>	<b>3</b>	<b>25,358,265</b>
<b>4</b>	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
<b>a</b>	Investment expenses not included on Form 990, Part VIII, line 7b	<b>4a</b>	
<b>b</b>	Other (Describe in Part XIII.)	<b>4b</b>	<b>67,791</b>
<b>c</b>	Add lines <b>4a</b> and <b>4b</b>	<b>4c</b>	<b>67,791</b>
<b>5</b>	Total expenses. Add lines <b>3</b> and <b>4c</b> . (This must equal Form 990, Part I, line 18.)	<b>5</b>	<b>25,426,056</b>

**Part XIII Supplemental Information.**

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

**PART XII, LINE 2D - EXPENSE AMOUNTS INCLUDED IN FINANCIALS - OTHER**

<b>GASB 87 LEASE AMORTIZATION EXPENSE</b>	<b>\$</b>	<b>110,976</b>
<b>GASB 87 LEASE INTEREST</b>	<b>\$</b>	<b>25,945</b>

**PART XII, LINE 4B - EXPENSE AMOUNTS INCLUDED ON RETURN - OTHER**

<b>BUILDING RENTAL &amp; LEASES</b>	<b>\$</b>	<b>67,791</b>
-------------------------------------	-----------	---------------

Page 5

<b>Part XIII</b>	<b>Supplemental Information</b> <i>(continued)</i>
------------------	--

29

**SCHEDULE O  
(Form 990)**Department of the Treasury  
Internal Revenue Service**Supplemental Information to Form 990 or 990-EZ**Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.Attach to Form 990 or Form 990-EZ.  
Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2022****Open to Public  
Inspection**

Name of the organization

**NORTH CAROLINA LEARNS INC**

Employer identification number

**47-4549510****FORM 990 - ORGANIZATION'S MISSION**

NORTH CAROLINA VIRTUAL ACADEMY IS A COMMUNITY OF STUDENTS, FAMILIES AND EDUCATORS DEDICATED TO EXPANDING EDUCATIONAL CHOICE THROUGH INNOVATIVE AND TECHNOLOGY RICH INSTRUCTIONAL PRACTICES, AND IS ACCOUNTABLE FOR DEVELOPING EACH STUDENT'S FULL POTENTIAL FOR ACADEMIC AND POST-SECONDARY SUCCESS.

**FORM 990, PART VI, LINE 3 - MANAGEMENT DELEGATED**

K-12 VIRTUAL SCHOOLS, LLC ADMINISTRATION & MANAGEMENT SERVICES

**FORM 990, PART VI, LINE 11B - ORGANIZATION'S PROCESS TO REVIEW FORM 990**

THE FINANCE COMMITTEE REVIEWS THE 990 AND IT IS PROVIDED TO THE BOARD OF DIRECTORS FOR FINAL APPROVAL PRIOR TO SUBMISSION.

**FORM 990, PART VI, LINE 12C - ENFORCEMENT OF CONFLICTS POLICY**

POTENTIAL CONFLICTS OF INTEREST ARE REVIEWED AND RESOLVED BY THE BOARD OF DIRECTORS. BOARD MEMBERS WITH ANY POTENTIAL CONFLICT OF INTEREST ARE FORBIDDEN FROM VOTING ON SAID MATTER. THERE ARE THREE DIFFERENT POLICIES ADOPTED BY THE BOARD TO COVER CONFLICTS OF INTEREST.

**FORM 990, PART VI, LINE 15A - COMPENSATION PROCESS FOR TOP OFFICIAL**

TOP MANAGEMENT OFFICIAL'S COMPENSATION IS REVIEWED AND APPROVED BY THE BOARD OF DIRECTORS. ORGANIZATION POLICY DICTATES THAT COMPARABILITY DATA AND DELIBERATION OF DECISIONS ARE USED TO DETERMINE SALARY.

**FORM 990, PART VI, LINE 15B - COMPENSATION PROCESS FOR OFFICERS**

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990) 2022

Schedule O (Form 990) 2022

Name of the organization

Employer identification number

NORTH CAROLINA LEARNS INC

47-4549510

ORGANIZATION POLICY DICTATES THAT COMPARABILITY DATA AND DELIBERATION OF DECISIONS ARE USED TO DETERMINE SALARIES FOR KEY EMPLOYEES. SPECIFICALLY, AS THE HIRING SEASON BEGINS, THE HEAD OF SCHOOL PROVIDES THE BOARD WITH A RATIONALE FOR THE SALARY RANGES BY COMPARING THEM TO THE STATE AVERAGE TEACHER SALARY, PLUS A COMPARISON WITH OTHER SIMILARLY SITUATED PUBLIC SCHOOLS. BOARD MEMBERS USE THAT INFORMATION TO DETERMINE SALARIES OFFERED.

FORM 990, PART VI, LINE 19 - GOVERNING DOCUMENTS DISCLOSURE EXPLANATION  
GOVERNING DOCUMENTS, SCHOOL POLICIES, AND FINANCIAL STATEMENTS ARE AVAILABLE FOR VIEWING BY THE PUBLIC AT THE ORGANIZATION'S OFFICE UPON REQUEST. MINUTES OF BOARD MEETINGS ARE POSTED ON THE SCHOOL'S WEBSITE, IN COMPLIANCE WITH NORTH CAROLINA'S PUBLIC RECORDS ACT.

FORM 990, PART IX, LINE 11G - OTHER FEES FOR SERVICES

DESCRIPTION			
TOT/PROG SERVICE		MGT & GENERAL	FUNDRAISING
\$ 12,516,963		\$ 255,448	\$ 0

FORM 990, PART XI, LINE 9 - OTHER CHANGES IN NET ASSETS EXPLANATION

GASB 87 LEASE AMORTIZATION EXPENSE		\$ -110,976
GASB 87 LEASE INTEREST		\$ -25,945
BUILDING RENTAL & LEASES		\$ 67,791
TOTAL		\$ -69,130

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form **4562**Department of the Treasury  
Internal Revenue Service

Name(s) shown on return

**Depreciation and Amortization**  
(Including Information on Listed Property)

Attach to your tax return.

Go to [www.irs.gov/Form4562](http://www.irs.gov/Form4562) for instructions and the latest information.

OMB No. 1545-0172

**2022**Attachment  
Sequence No. **179****NORTH CAROLINA LEARNS INC**Identifying number  
**47-4549510**

Business or activity to which this form relates

**INDIRECT DEPRECIATION****Part I Election To Expense Certain Property Under Section 179****Note:** If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	1	<b>1,080,000</b>
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation (see instructions)	3	<b>2,700,000</b>
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the <b>smaller</b> of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2021 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5. See instructions	11	
12	Section 179 expense deduction. Add lines 9 and 10, but don't enter more than line 11	12	
13	Carryover of disallowed deduction to 2023. Add lines 9 and 10, less line 12	13	

**Note:** Don't use Part II or Part III below for listed property. Instead, use Part V.**Part II Special Depreciation Allowance and Other Depreciation (Don't include listed property. See instructions.)**

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year. See instructions	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	<b>981</b>

**Part III MACRS Depreciation (Don't include listed property. See instructions.)****Section A**

17	MACRS deductions for assets placed in service in tax years beginning before 2022	17	<b>0</b>
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here <input type="checkbox"/>		

**Section B—Assets Placed in Service During 2022 Tax Year Using the General Depreciation System**

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only—see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a 3-year property						
b 5-year property						
c 7-year property						
d 10-year property						
e 15-year property						
f 20-year property						
g 25-year property			25 yrs.		S/L	
h Residential rental property			27.5 yrs.	MM	S/L	
i Nonresidential real property			27.5 yrs.	MM	S/L	
			39 yrs.	MM	S/L	
				MM	S/L	

**Section C—Assets Placed in Service During 2022 Tax Year Using the Alternative Depreciation System**

20a Class life					S/L	
b 12-year			12 yrs.		S/L	
c 30-year			30 yrs.	MM	S/L	
d 40-year			40 yrs.	MM	S/L	

**Part IV Summary (See instructions.)**

21	Listed property. Enter amount from line 28	21	
22	<b>Total.</b> Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations—see instructions	22	<b>981</b>
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

For Paperwork Reduction Act Notice, see separate instructions.

DAA

Form **4562** (2022)  
**THERE ARE NO AMOUNTS FOR PAGE 2**

47-4549510

# Federal Asset Report

## Form 990, Page 1

Asset	Description	Date In Service	Cost	Bus %	Sec 179	Bonus	Basis for Depr	Per Conv	Meth	Prior	Current
<b>Other Depreciation:</b>											
1	Konica minolta C368	2/25/19	7,844				7,844	5	MO S/L	6,863	981
	<b>Total Other Depreciation</b>		7,844				7,844			6,863	981
	<b>Total ACRS and Other Depreciation</b>		7,844				7,844			6,863	981
	<b>Grand Totals</b>		7,844				7,844			6,863	981
	<b>Less: Dispositions and Transfers</b>		0				0			0	0
	<b>Less: Start-up/Org Expense</b>		0				0			0	0
	<b>Net Grand Totals</b>		7,844				7,844			6,863	981

47-4549510

AMT Asset Report  
Form 990, Page 1

Asset	Description	Date In Service	Cost	Bus %	Sec 179	Bonus	Basis for Depr	Per	Conv	Meth	Prior	Current
<b>Other Depreciation:</b>												
1	Konica minolta C368	2/25/19	0				0	0	HY		0	0
Total Other Depreciation			0				0				0	0
Total ACRS and Other Depreciation			0				0				0	0
Grand Totals			0				0				0	0
Less: Dispositions and Transfers			0				0				0	0
Net Grand Totals			0				0				0	0



47-4549510

Depreciation Adjustment Report  
All Business Activities

<u>Form</u>	<u>Unit</u>	<u>Asset</u>	<u>Description</u>	<u>Tax</u>	<u>AMT</u>	<u>AMT Adjustments/ Preferences</u>
-------------	-------------	--------------	--------------------	------------	------------	---

There are no assets that meet the criteria of this report

47-4549510

Future Depreciation Report    **FYE: 6/30/24**  
Form 990, Page 1

Asset	Description	Date In Service	Cost	Tax	AMT
<b><u>Other Depreciation:</u></b>					
1	Konica minolta C368	2/25/19	7,844	0	0
	<b>Total Other Depreciation</b>		7,844	0	0
	<b>Total ACRS and Other Depreciation</b>		7,844	0	0
	<b>Grand Totals</b>		7,844	0	0

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form <b>990</b>	<b>Two Year Comparison Report</b>	<b>2021 &amp; 2022</b>
For calendar year 2022, or tax year beginning <b>07/01/22</b> , ending <b>06/30/23</b>		

Name

Taxpayer Identification Number

**NORTH CAROLINA LEARNS INC****47-4549510**

		2021	2022	Differences
<b>Revenue</b>	1. Contributions, gifts, grants .....	1.	60,000	60,000
	2. Membership dues and assessments .....	2.		
	3. Government contributions and grants .....	3. 27,496,668	25,844,155	-1,652,513
	4. Program service revenue .....	4.	3,318	3,318
	5. Investment income .....	5.	6,450	6,450
	6. Proceeds from tax exempt bonds .....	6.		
	7. Net gain or (loss) from sale of assets other than inventory .....	7.		
	8. Net income or (loss) from fundraising events .....	8.		
	9. Net income or (loss) from gaming .....	9.		
	10. Net gain or (loss) on sales of inventory .....	10.		
	11. Other revenue .....	11. 28,796	529,918	501,122
	12. <b>Total revenue.</b> Add lines 1 through 11 .....	12. 27,525,464	26,443,841	-1,081,623
<b>Expenses</b>	13. Grants and similar amounts paid .....	13.		
	14. Benefits paid to or for members .....	14.		
	15. Compensation of officers, directors, trustees, etc. ....	15. 89,551		-89,551
	16. Salaries, other compensation, and employee benefits .....	16. 10,236,655	10,872,422	635,767
	17. Professional fundraising fees .....	17.		
	18. Other professional fees .....	18. 10,918,387	12,842,086	1,923,699
	19. Occupancy, rent, utilities, and maintenance .....	19. 324,899	350,602	25,703
	20. Depreciation and Depletion .....	20. 1,569	981	-588
	21. Other expenses .....	21. 3,902,837	1,359,965	-2,542,872
	22. <b>Total expenses.</b> Add lines 13 through 21 .....	22. 25,473,898	25,426,056	-47,842
	23. <b>Excess or (Deficit).</b> Subtract line 22 from line 12 .....	23. 2,051,566	1,017,785	-1,033,781
<b>Other Information</b>	24. Total exempt revenue .....	24. 27,525,464	26,443,841	-1,081,623
	25. Total unrelated revenue .....	25.		
	26. Total excludable revenue .....	26. 28,796	539,686	510,890
	27. Total assets .....	27. 7,560,116	9,119,531	1,559,415
	28. Total liabilities .....	28. 243,340	1,525,752	1,282,412
	29. Retained earnings .....	29. 7,316,776	7,593,779	277,003
	30. Number of voting members of governing body .....	30. 7	7	
	31. Number of independent voting members of governing body .....	31. 7	7	
	32. Number of employees .....	32. 199	223	
	33. Number of volunteers .....	33. 7	15	

## Pine Springs Preparatory Virtual Academy Q84 Appendix A4.4 IRS 990

Form <b>990</b>	<b>Tax Return History</b>	<b>2022</b>
Name <b>NORTH CAROLINA LEARNS INC</b>		Employer Identification Number <b>47-4549510</b>

	2018	2019	2020	2021	2022	2023
Contributions, gifts, grants .....				27,496,668	25,904,155	
Membership dues .....						
Program service revenue .....					3,318	
Capital gain or loss .....						
Investment income .....					6,450	
Fundraising revenue (income/loss) .....						
Gaming revenue (income/loss) .....						
Other revenue .....				28,796	529,918	
<b>Total revenue</b> .....				27,525,464	26,443,841	
Grants and similar amounts paid .....						
Benefits paid to or for members .....						
Compensation of officers, etc. ....				89,551		
Other compensation .....				10,236,655	10,872,422	
Professional fees .....				10,918,387	12,842,086	
Occupancy costs .....				324,899	350,602	
Depreciation and depletion .....				1,569	981	
Other expenses .....				3,902,837	1,359,965	
<b>Total expenses</b> .....				25,473,898	25,426,056	
<b>Excess or (Deficit)</b> .....				2,051,566	1,017,785	
Total exempt revenue .....				27,525,464	26,443,841	
Total unrelated revenue .....						
Total excludable revenue .....				28,796	539,686	
Total Assets .....				7,560,116	9,119,531	
Total Liabilities .....				243,340	1,525,752	
Net Fund Balances .....				7,316,776	7,593,779	

47-4549510

Federal Statements

Taxable Interest on Investments

Description	Amount	Unrelated Business	Exclusion Code	Postal Code	Acquired after 6/30/75	US Obs (\$ or %)
	\$ 6,450		14			
TOTAL	\$ 6,450					

47-4549510

**Federal Statements****Form 990, Part IX, Line 11g - Other Fees for Service (Non-employee)**

Description	Total Expenses	Program Service	Management & General	Fund Raising
	\$ 12,772,411	\$ 12,516,963	\$ 255,448	\$
TOTAL	\$ 12,772,411	\$ 12,516,963	\$ 255,448	\$ 0

**Form 990, Part IX, Line 24e - All Other Expenses**

Description	Total Expenses	Program Service	Management & General	Fund Raising
CURRICULUM	\$ 17,014	\$ 16,674	\$ 340	\$
ALL OTHER EXPENSES	7,809	7,653	156	
DEPRECIATION EXP ADJ	1,568	1,537	31	
TOTAL	\$ 26,391	\$ 25,864	\$ 527	\$ 0

47-4549510

**Federal Statements****Schedule A, Part II, Line 1(e)**

Description	Amount
STATE OF NC	\$ 19,768,881
LOCAL EDUCATION AGENCIES	2,243,805
U.S. GOVERNMENT	3,831,469
GENERAL CONTRIBUTIONS/DONATIONS	60,000
TOTAL	\$ <u>25,904,155</u>

47-4549510

**Federal Statements****Schedule A, Part II, Line 5 - Excess Gifts**

<u>Donor Name</u>	<u>Total</u>	<u>Excess</u>
US DEPARTMENT OF EDUCATION	\$ 3,831,469	\$ 1,521,827
NC DEPARTMENT OF PUBLIC INSTRUCTION	19,768,881	17,459,239
ALAMANCE-BURLINGTON SCHOOL SYSTEM	36,429	
ALEXANDER COUNTY SCHOOLS	1,229	
ALLEGHANY COUNTY SCHOOLS	790	
ANSON COUNTY SCHOOL DISTRICT	11,587	
ASHE COUNTY SCHOOLS	2,370	
ASHEBORO CITY SCHOOLS	7,549	
ASHEVILLE CITY SCHOOLS	1,580	
AVERY COUNTY SCHOOLS	790	
BEAUFORT COUNTY SCHOOLS	5,864	
BERTIE COUNTY SCHOOLS	3,950	
BLADEN COUNTY SCHOOLS	9,392	
BRUNSWICK COUNTY SCHOOLS	37,745	
BUNCOMBE COUNTY SCHOOLS	27,188	
BURKE COUNTY SCHOOLS	12,464	
CABARRUS COUNTY SCHOOLS	41,608	
CALDWELL COUNTY SCHOOLS	18,522	
CAMDEN COUNTY SCHOOLS	5,530	
CHAPEL HILL-CARRBORO SCHOOLS	3,950	
CARTERET COUNTY SCHOOLS	15,186	
CASWELL COUNTY SCHOOLS	4,406	
CATAWBA COUNTY SCHOOLS	19,741	
CHARLOTTE-MECKLENBURG SCHOOLS	224,804	
CHATHAM COUNTY SCHOOLS	9,041	
CHEROKEE COUNTY SCHOLS	5,530	
EDENTON-CHOWAN SCHOOLS	4,565	
CLAY COUNTY SCHOOLS	790	
CLEVELAND COUNTY SCHOOLS	21,511	
CLINTON CITY SCHOOLS	2,546	
COLUMBUS COUNTY SCHOOLS	2,194	
CRAVEN COUNTY SCHOOLS	14,571	
CUMBERLAND COUNTY SCHOOLS	137,738	
CURRITUCK COUNTY SCHOOLS	5,530	
DARE COUNTY SCHOOLS	8,164	
DAVIDSON COUNTY SCHOOLS	33,708	
DAVIE COUNTY SCHOOLS	12,465	
DUPLIN COUNTY SCHOOLS	10,972	
EDGECOMBE COUNTY SCHOOLS	6,320	
ELIZABETH CITY-PASQUOTANK PUBLIC SCH	16,239	
FRANKLIN COUNTY SCHOOLS	26,493	
GATES COUNTY SCHOOLS	2,370	
GRAHAM COUNTY SCHOOLS	702	
GREENE COUNTY SCHOOLS	2,721	
GASTON COUNTY SCHOOLS	52,593	
GRANVILLE COUNTY SCHOOLS	7,549	
DURHAM PUBLIC SCHOOLS	24,516	
GUILFORD COUNTY SCHOOLS	124,732	
HALIFAX COUNTY SCHOOLS	14,828	
HARNETT COUNTY SCHOOLS	35,638	
HAYWOOD COUNTY SCHOOLS	11,587	
HENDERSON COUNTY SCHOOLS	10,797	
HERTFORD COUNTY SCHOOLS	12,728	
HICKORY PUBLIC SCHOOLS	7,637	
HOKE COUNTY SCHOOLS	28,002	
HYDE COUNTY SCHOOLS	790	



47-4549510

**Federal Statements****Schedule A, Part II, Line 5 - Excess Gifts (continued)**

<u>Donor Name</u>	<u>Total</u>	<u>Excess</u>
JOHNSTON COUNTY SCHOOLS	\$ 63,202	\$
IREDELL-STATESVILLE SCHOOLS	17,807	
JACKSON COUNTY SCHOOLS	4,740	
JONES COUNTY SCHOOLS	790	
KANNAPOLIS CITY SCHOOLS	4,828	
LEE CUNTY SCHOOLS	22,296	
LENOIR COUNTY SCHOOLS	8,515	
LEXINGTON CITY SCHOOLS	4,565	
LINCOLN COUNTY SCHOOLS	10,182	
MCDOWELL COUNTY SCHOOLS	8,515	
MACON COUNTY SCHOOLS	3,950	
MADISON COUNTY SCHOOLS	4,038	
MARTIN COUNTY SCHOOLS	3,160	
MITCHELL COUNTY SCHOOLS	3,862	
MONTGOMERY COUNTY SCHOOLS	2,370	
MOORE COUNTY SCHOOLS	8,163	
NASH COUNTY SCHOOLS	28,265	
MOORESVILLE GRADED SCHOOL DISTRICT	11,850	
NEW HANOVER COUNTY SCHOOLS	26,070	
NEWTON-CONOVER CITY SCHOOLS	812	
NORTH HAMPTON COUNTY SCHOOLS	11,938	
ONslow COUNTY SCHOOL DISTRICT	79,000	
ORANGE COUNTY SCHOOLS	7,900	
PAMLICO COUNTY SCHOOLS	790	
PENDER COUNTY SCHOOLS	11,236	
PERQUMANS COUNTY SCHOOLS	1,580	
PERSON COUNTY SCHOOLS	8,690	
PITT COUNTY SCHOOLS	45,031	
POLK COUNTY SCHOOLS	1,580	
RICHMOND COUNTY SCHOOLS	15,888	
ROBSEON COUNTY SCHOOLS	39,238	
ROCKINGHAM COUNTY SCHOOLS	32,364	
ROANOKE RAPIDS GRADED SCHOOL DISTRICT	88	
RANDOLPH COUNTY SCHOOLS	20,189	
ROWAN-SALISBURY SCHOOLS	29,689	
RUTHERFORD COUNTY SCHOOLS	11,264	
SAMPSON COUNTY SCHOOLS	12,553	
SCOTLAND COUNTY SCHOOLS	8,690	
WELDON CITY SCHOOLS	1,580	
STANLY COUNTY SCHOOLS	7,725	
STOKES COUNTY SCHOOLS	8,778	
SURRY COUNTY SCHOOLS	7,812	
SWAIN COUNTY SCHOOLS	1,817	
TRANSYLVANIA COUNTY SCHOOLS	8,384	
THOMASVILLE CITY SCHOOLS	7,461	
TYRRELL COUNTY SCHOOLS	1,580	
UNION COUNTY SCHOOLS	63,684	
VANCE COUNTY SCHOOLS	15,486	
WAKE COUNTY SCHOOLS	210,772	
WASHINGTON COUNTY SCHOOLS	6,671	
WARREN COUNTY SCHOOLS	6,232	
WATAUGA COUNTY SCHOOLS	4,740	
WAYNE COUNTY SCHOOLS	37,482	
WILKES COUNTY SCHOOLS	13,606	
WINSTON SALEM/FORSYTH COUNTY SCHOOLS	76,369	

47-4549510

Federal Statements

Schedule A, Part II, Line 5 - Excess Gifts (continued)

Donor Name	Total	Excess
WILSON COUNTY SCHOOLS	\$ 29,670	\$
YADKIN COUNTY SCHOOLS	6,691	
YANCEY COUNTY SCHOOLS	3,336	
TOTAL	\$ 25,844,155	\$ 18,981,066

47-4549510

**Federal Statements****Schedule A, Part II, Line 8(e)**

Description	Amount
	\$ 6,450
TOTAL	\$ 6,450

**Schedule A, Part II, Line 10(e)**

Description	Amount
SALES TAX REFUND	\$ 528,650
TOTAL	\$ 528,650

**Schedule A, Part II, Line 12 - Current year**

Description	Amount
STUDENT ACTIVITIES	\$ 3,318
MISCELLANEOUS REVENUE	1,268
TOTAL	\$ 4,586

**Pine Springs Preparatory Virtual Academy**

**Q119. Appendix A Evidence of Community/Parent Support**

## Mid-Year Check In / Overview

Filters

FinalStatus: Complete

School: PSPVA

### LC Check-in: Mid-Year

The Mid-Year Check-in is deployed to eligible learning coaches the first week of November. One student is randomly selected to represent the survey for each learning coach.

#### Eligibility requirements:

- Their school is opted in to the national Voice of the Customer (VOC) program.
- Their student started school on or before October 1st.
- Their student is in TK-12th grade

Total Responses

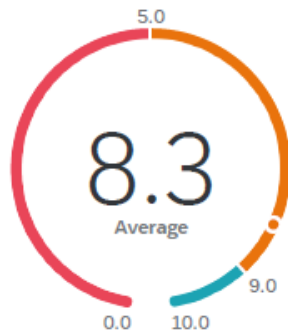
165

No change over yesterday

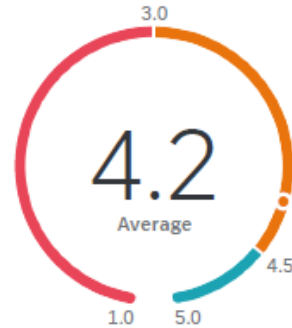
Responses by Date



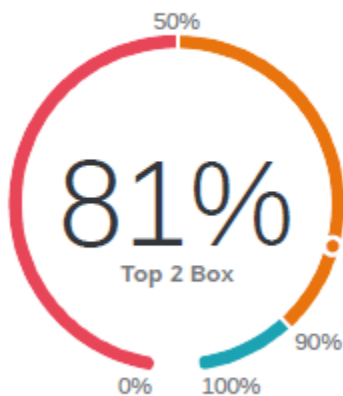
### Likelihood to Recommend School



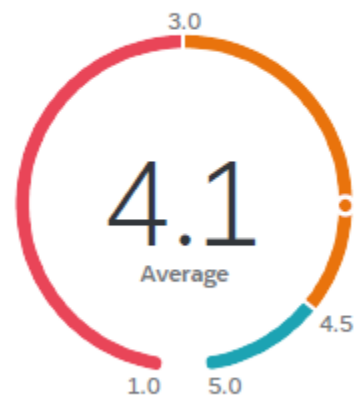
### Learning Coach Experience



### Overall Satisfaction with School



### Overall Satisfaction with School



**Pine Springs Preparatory Virtual Academy**

**Q141. Appendix C 9 – 12 Core Content Electives**

**Pine Springs Preparatory Virtual Academy Q141 Appendix C**

<b>Subject Area</b>	<b>Course Sequence</b>	<b>Notes</b>
English (4 credits)	1. English I 2. English II 3. English III (American Lit) 4. English IV (British Lit)	Required for graduation
Math (4 credits)	1. Math I 2. Math II 3. Math III 4. Math IV	Required for graduation
Social Studies (4 credits)	1. World History 2. Civics 3. Economics & Personal Finance 4. U.S. History	Required for graduation
Science (3 credits)	1. Earth/Environmental Science 2. Biology 3. Physical Science or Chemistry	Required for graduation (3 credits total)
Health & PE (1 credit)	1. Health/PE	Required for graduation
World Language	1. Spanish I 2. Spanish II	Not required for graduation, but recommended for university admission
Arts Electives	Art Appreciation Fine Art Music Appreciation General Music	Counts toward elective credits
Career & Technical Education (CTE)	Computer Science I & II Entrepreneurship I & II Health Science I & II Microsoft Word/PowerPoint Microsoft Excel Career Management	Counts toward CTE or elective credits
Electives (6 credits)	Combination of CTE, Arts, World Languages, or other available electives	Must include at least 2 credits in one concentration area

**Pine Springs Preparatory Virtual Academy**

**Q142. Appendix B Curriculum Outline per Grade Span**



PSPVA Sample Curriculum Outline - Fourth Grade ELA								
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson #	Title of OLS/OMHS Lesson	Standard (Power Standards <b>RED</b> ) Standard Text in Notes	Objective for Instruction: I Can Statements	Vocabulary
Mon	Start Date	1	Cinderella Around the World	1	1: Cinderella Around the World (A)	<b>RL.4.1; RL.4.2;</b> RL.4.9	I can refer to details and examples in a text when explaining what the text says	explicit, describe, details, summary, key details, evidence
Tues		1	Cinderella Around the World	2	2: Cinderella Around the World (B)	<b>RL.4.2;</b> RL.4.9; <b>L.4.3</b>	I can refer to details and examples in a text when summarizing the text.	
Wed		1	Cinderella Around the World	3	3: Cinderella Around the World (C)	<b>RL.4.1; RL.4.2;</b> RL.4.9	I can refer to details and examples in a text when drawing inferences.	infer, inference, details, visualize
Thurs		1	Cinderella Around the World	4	4: Cinderella Around the World (D)	<b>RL.4.1; RL.4.2;</b> RL.4.9	I can refer to details and examples in a text when drawing inferences.	
Fri			FRIDAY FOCUS		FRIDAY FOCUS	L.4.1 ; RF.4.4 ; L.4.4	I can write complete sentences and identify the subjects and predicates	prefix, suffix, subject, predicate
Mon		1	Cinderella Around the World	5	5: Cinderella Around the World (E)	<b>RL.4.1; RL.4.2; RL.4.3;</b> RL.4.9	I can describe in depth a character, setting, or event in a story by drawing on specific details in the text.	character, setting, plot, narrator, sequence of events
Tues		1	Cinderella Around the World	6	6: Cinderella Around the World Wrap-Up	<b>RL.4.2; RL.4.9</b>	I can determine a theme of a story from details in the text.	theme
Wed		1	Cinderella Around the World	12	12: Word Relationships			
Thurs	Mid Term	2	Emoji and Pisa and Birds, Oh My!	1	1: "From Cave Paintings to Emoji"	L.4.1 ; RF.4.4 ; L.4.4	I can identify and correct sentence fragments.	subject, predicate, fragment, suffix, syllable, prefix
Fri								
Mon		2	Emoji and Pisa and Birds, Oh My!	2	2: "From Cave Paintings to Emoji" Wrap-Up	<b>RI.4.1; RI.4.2</b>	I can determine the physical text features in nonfiction texts and describe how to use them to enhance understanding of the text.	heading, subheading, caption, table of contents, illustration, glossary, italics
Tues		2	Emoji and Pisa and Birds, Oh My!	3	3: "Counterfeit Money: Then and Now"	<b>RI.4.1; RI.4.2</b>	I can determine the main idea of a text and explain how it is supported by key details.	topic, subject, main idea, supporting details
Wed		2	Emoji and Pisa and Birds, Oh My!	4	4: "Counterfeit Money: Then and Now" Wrap-Up			
Thurs		2	Emoji and Pisa and Birds, Oh My!	10	10: Nuance	<b>RI.4.1; RI.4.2</b>	I can use main ideas and key details to summarize informational text.	main idea, details, summary, summarize
Fri								
Mon		2	Emoji and Pisa and Birds, Oh My!	11	11: "Still Standing: The Leaning Tower of Pisa"		I can identify and describe the overall structure of information presented in a text	text structure, sequence of events, chronological
Tues		2	Emoji and Pisa and Birds, Oh My!	12	12: "Still Standing: The Leaning Tower of Pisa" Wrap-U...			text structure, compare, contrast
Wed		2	Emoji and Pisa and Birds, Oh My!	13	13: "The Many Colors of Birds"	iReady Diagnostic - Reading		text structure, cause, effect
Thurs		2	Emoji and Pisa and Birds, Oh My!	14	14: "The Many Colors of Birds" Wrap-Up	iReady Diagnostic - Math		text structure, problem, solution
Fri						iReady Diagnostic Makeup - Reading		
Mon		3	Mystery!	5	5: On the Case (A)	iReady Diagnostic Makeup - Math		
Tues		3	Mystery!	6	6: On the Case (B)	RL.4.6	I can describe first and third person narration and tell the differences between the two points of view. I can compare passages that are written from the first and third person points of view. I can write short narrative sentences from both the first and third person points of view.	
Wed		3	Mystery!	7	7: On the Case (C)	RL.4.6		
Thurs		3	Mystery!	8	8: On the Case Wrap-Up			
Fri								
Mon		4	Frontiers of Flight	1	1: Space Flight (A)	RI.4.6	I can describe details of firsthand and secondhand accounts of an event and use those details to compare and contrast.	firsthand account, secondhand account, compare, contrast
Tues		4	Frontiers of Flight	2	2: Space Flight (B)	RI.4.6		
Wed								
Thurs	Fall Break							
Fri								
Mon	Teacher Workday							
Tues		4	Frontiers of Flight	3	3: Space Flight (C)	<b>RI.4.2;</b> RI.4.4; RI.4.10; RF.4.5.a; L.4.4; RI.4.6	I can determine the main idea of a text and explain how it is supported by key details. I can use main ideas and key details to summarize informational text.	main idea, details, summary, summarize
Wed	End of Quarter	4	Frontiers of Flight	4	4: Space Flight Wrap-Up	<b>RI.4.1; RI.4.2;</b> RF.4.4; L.5.4.c; RI.4.10; RI.4.6		
Thurs		4	Frontiers of Flight	5	5: Air and Space Words	L.4.4; L.4.6		
Fri								
Mon		4	Frontiers of Flight	6	6: First Flights (A)	<b>RI.4.2;</b> RI.4.3; RI.4.4; RI.4.10; RF.4.5.a; L.4.4	I can identify key events in a chronological text. I can identify main ideas and key details to summarize informational text.	chronological order, timeline
Tues		4	Frontiers of Flight	7	7: First Flights (B)	<b>RI.4.2;</b> RI.4.3; RI.4.4; RI.4.9; RI.4.10; RF.4.5.a; L.4.4		

PSPVA Sample Curriculum Outline - Fourth Grade ELA								
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson #	Title of OLS/OMHS Lesson	Standard (Power Standards <b>RED</b> ) Standard Text in Notes	Objective for Instruction: I Can Statements	Vocabulary
Wed		4	Frontiers of Flight	8	8: First Flights (C)	<b>RI.4.1; RI.4.2</b> ; RI.4.3; RI.4.4; RI.4.9; RI.4.10; RF.4.5.a; L.4.4	I can use main ideas and key details to compare two different texts on a similar topic.	compare, contrast, Venn diagram
Thurs		4	Frontiers of Flight	9	9: First Flights Wrap-Up	<b>RI.4.1; RI.4.2</b> ; RI.4.3; RI.4.9; RF.4.4.a; RF.4.5		
Fri					RI.4.2 Assessment	<b>RI.4.2</b>		
Mon		5	Pax	1	1: Pax (A)	RL.4.1; RL.4.3	I can make inferences in order to describe characters in literary text.	
Tues		5	Pax	2	2: Pax (B)	RL.4.1; RL.4.3	I can make inferences in order to describe the setting of a literary text.	
Wed		5	Pax	3	3: Pax (C)	RL.4.1; RL.4.2; RL.4.3	I can refer to details and examples in a text when summarizing the text.	
Thurs		5	Pax	4	4: Pax (D)	RL.4.1	I can make inferences about a text and support my inference with evidence from the text.	
Fri								
Mon	<b>Veteran's Day</b>							
Tues		5	Pax	5	5: Pax (E)	RL.4.1; RL.4.2	I can determine the theme and mood of a story by examining important details from the text.	
Wed		5	Pax	6	6: Pax (F)			
Thurs		5	Pax	7	7: Pax (G)			
Fri								
Mon		5	Pax	8	8: Pax (H)	RL.4.4	I can use context clues to determine the meaning of unknown words.	
Tues		5	Pax	9	9: Pax (I)			
Wed		5	Pax	10	10: Pax Wrap-Up	L.4.4; L.4.5a	I can identify different types of figurative language and explain how it affects the mood and tone of literary text.	
Thurs		5	Pax	12	12: Similes			
Fri	Mid Term	5						
Mon		2	Emoji and Pisa and Birds, Oh My!	5	Narrative Writing: Prewriting (A)			
Tues		2	Emoji and Pisa and Birds, Oh My!	6	Narrative Writing: Prewriting (B)			
Wed	<b>Thanksgiving Break</b>							
Thur								
Fri								
Mon		2	Emoji and Pisa and Birds, Oh My!	7	Narrative Writing: Drafting (A)			
Tues		2	Emoji and Pisa and Birds, Oh My!	8	Narrative Writing: Drafting (B)			
Wed		3	Mystery!	1 & 2	Narrative Writing: Revising & Proofreading			
Thurs		3	Mystery!	3	Narrative Writing: Publishing			
Fri								
Mon		6	Childhood Classics	1	Metaphors	<b>RL.4.2</b> ; RL.4.4; RL.4.5	I can identify structural elements of poems. I can determine the mood and theme of a poem. I can analyze different types of poems and determine how word choice affects the meaning of the poem.	
Tues		6	Childhood Classics	2	2: Poetry (A)			
Wed		6	Childhood Classics	3	3: Poetry (B)			
Thurs		6	Childhood Classics	5	5: Poetry Wrap-Up			
Fri								
Mon		6	Childhood Classics	10	10: "Rikki-Tikki-Tavi" (A)	<b>RL.4.1</b> ; RL.4.3	I can refer to details and examples in a text when explaining what the text means explicitly and when drawing inferences about the text. I can describe a character, setting, and event in a story in depth by drawing on specific details in the text.	
Tues		6	Childhood Classics	11	11: "Rikki-Tikki-Tavi" (B)			
Wed		6	Childhood Classics	12	12: "Rikki-Tikki-Tavi" (C)			
Thurs		6	Childhood Classics	13	13: "Rikki-Tikki-Tavi" Wrap-Up			
Fri								
Mon	<b>Winter Break</b>							
Tues								
Wed								
Thu								
Fri								

PSPVA Sample Curriculum Outline - Fourth Grade ELA								
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson #	Title of OLS/OMHS Lesson	Standard (Power Standards <b>RED</b> ) Standard Text in Notes	Objective for Instruction: I Can Statements	Vocabulary
Mon								
Tues								
Wed								
Thurs								
Fri								
Mon		8	Quilting Bee	1	1: Latin Roots	RI.4.3  <b>RL.4.1; RL. 4.3</b> ; RL. 4.9	I can determine the text structure of an informational text selection (sequence & cause/effect)	
Tues		8	Quilting Bee	2	2: Quilting (A)			
Wed		8	Quilting Bee	3	3: Quilting (B)		I can describe historical fiction as a genre of literature and compare/contrast it to other familiar types of text.	
Thurs		8	Quilting Bee	4	4: Quilting (C)		I can compare & contrast informational text and historical fiction texts about similar topics.	
Fri	End of Term							
Mon	Sem. 2 Start	8	Quilting Bee	5	5: Quilting (D)	iReady Diagnostic 2?		
Tues		8	Quilting Bee	6	6: Quilting (E)			
Wed		8	Quilting Bee	7	7: Quilting Wrap-Up			
Thurs		9	Choice Reading Project	12	12: Latin Affixes			
Fri	Final Grades S1							
Mon	MLK Jr. Day							
Tues		10	Men and Women of Character	1	1: Pink and Say			
Wed		10	Men and Women of Character	2	2: Pink and Say Wrap-Up			
Thurs		10	Men and Women of Character	3	3: "Ibrahim"			
Fri								
Mon		10	Men and Women of Character	4	4: "Ibrahim" Wrap-Up			
Tues		10	Men and Women of Character	5	5: Baseball Saved Us			
Wed		10	Men and Women of Character	6	6: Baseball Saved Us Wrap-Up			
Thurs		10	Men and Women of Character	10	10: Greek Roots			
Fri								
Mon		10	Men and Women of Character	12	12: "Maria Gonzalez, Modern Hero"			
Tues		10	Men and Women of Character	13	13: "Maria Gonzalez, Modern Hero" Wrap-Up			
Wed		10	Men and Women of Character	14	14: "Grace"			
Thurs		10	Men and Women of Character	15	15: "Grace" Wrap-Up			
Fri								
Mon		11	Healthy and Safe	4	4: "Why Kids Should Eat Healthy and Exercise"			
Tues	Mid Term	11	Healthy and Safe	5	5: "Why Kids Should Eat Healthy and Exercise" Wrap-Up			
Wed		11	Healthy and Safe	6	6: Staying Safe While Being Active			
Thurs		11	Healthy and Safe	7	7: Staying Safe While Being Active Wrap-Up			
Fri								
Mon	President's Day							
Tues		11	Healthy and Safe	9	9: Keeping Safe from Rabies			
Wed		11	Healthy and Safe	10	10: Keeping Safe from Rabies Wrap-Up			
Thurs		11	Healthy and Safe	11	11: Elizabeth Blackwell			
Fri								
Mon		11	Healthy and Safe	12	12: Elizabeth Blackwell Wrap-Up			
Tues		11	Healthy and Safe	13	13: "Louis Pasteur: Battle with Death"			
Wed		11	Healthy and Safe	14	14: "Louis Pasteur: Battle with Death" Wrap-Up			
Thurs		11	Healthy and Safe	15	15: Greek Affixes			
Fri								
Mon		12	Underwater Adventures	1	1: Marine Biology Words			
Tues		12	Underwater Adventures	8	8: Coral Reefs (A)			
Wed		12	Underwater Adventures	9	9: Coral Reefs (B)			
Thurs		12	Underwater Adventures	10	10: Coral Reefs (C)			
Fri								
Mon		12	Underwater Adventures	11	11: Coral Reefs (D)			

PSPVA Sample Curriculum Outline - Fourth Grade ELA								
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson #	Title of OLS/OMHS Lesson	Standard (Power Standards <b>RED</b> ) Standard Text in Notes	Objective for Instruction: I Can Statements	Vocabulary
Tues		12	Underwater Adventures	12	12: Coral Reefs Wrap-Up			
Wed								
Thurs	End of Quarter							
Fri	Teacher Workday							
Mon		13	Life Choices	5	5: "Tayo's Wishes"			
Tues		13	Life Choices	6	6: "Tayo's Wishes" Wrap-Up			
Wed		13	Life Choices	7	7: "The Green Glass Ball"			
Thurs		13	Life Choices	8	8: "The Green Glass Ball" Wrap-Up			
Fri	Final Grading Day							
Mon		13	Life Choices	9	9: "The Gold Coin"			
Tues		13	Life Choices	10	10: "The Gold Coin" Wrap-Up			
Wed		13	Life Choices	11	11: "The Grateful Stork"			
Thurs		13	Life Choices	12	12: "The Grateful Stork" Wrap-Up			
Fri								
Mon	Spring Break							
Tues								
Wed								
Thurs								
Fri								
Mon		13	Life Choices	13	13: Sayings			
Tues								
Wed								
Thurs								
Fri								
Mon								
Tues								
Wed								
Thurs								
Fri	April Break							
Mon								
Tues	Mid Term							
Wed								
Thurs								
Fri								
Mon								
Tues								
Wed								
Thurs								
Fri								
Mon	Teacher Workday							
Tues								
Wed								
Thurs								
Fri								
Mon								
Tues								
Wed								
Thurs								
Fri								
Mon								

PSPVA Sample Curriculum Outline - Fourth Grade ELA								
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson #	Title of OLS/OMHS Lesson	Standard (Power Standards <b>RED</b> ) Standard Text in Notes	Objective for Instruction: I Can Statements	Vocabulary
Tues								
Wed								
Thurs								
Fri	Last Day of School							

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Wed	First Day of School		Week of Welcome: Principals Orientation for Students: Counselors										
Thurs			Morning Homeroom Huddle: Teachers Make Up Orientation Session: Counselors How to be a Successful Virtual Student: Counselors										
Fri			Morning Homeroom Huddle Digital Citizenship Workshop: Mrs. Zuber OPS										
Mon			Open House: Counselors and Teachers					N/A					
Tues			Introduction to Engageli Grade Level Open Office Hours	WOW Day 1_2024-2025	Engageli Scavenger Hunt_Procedures 3.0								
Wed			Introduction to OLS/OMHS	OMHS Tutorial.pptx									
Thurs			Math Orientation: Math Teachers Lunch with Homeroom Teachers ELA Orientation: ELA Teachers										
Fri			Norms of Socializing at PSPVA: Counselors and Principals										
Mon	Labor Day												
Tues			K-8 i-Ready Math Assessment High School: Math Readiness Assessment										
Wed			K-8 i-Ready Reading Assessment High School: ELA Readiness Assessment										
Thurs			i-Ready Makeup Testing: Counselors Homeroom Session: All HR Teachers Social Studies Orientation: All History Teachers Science Orientation: All Science Teachers										
Fri			Homeroom Session: Verify ORN Completion Afternoon Office Hours										
Mon	Course Content Begins												
Tues													
Wed													
Thurs													
Fri													
Mon				Class Introduction									
Tues		1	History: The Map of Time	1.01	History and You	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.	Yes	World History I Class	None	I can define history. I can explain the importance of understanding history based on the writings of historians.	history	Online Poll	
Wed		1	History: The Map of Time	1.02	When?	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.	Yes	World History I Class	None	I can describe the purposes and evolution of the calendar	A.D., B.C.E, C.E., century, decade, millenium		Lesson 2 Online Quiz
Thurs	Mid Term	1	History: The Map of Time	1.02 (Quiz)	When?	I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.	Yes	World History I Class	None	I can recognize time-related terms and how they are used in the study of history.	A.D., B.C.E, C.E., century, decade, millenium	fill in the blank	Lesson 2 Online Quiz
Fri		1	History: The Map of Time	1.03	Where?	I.1.3	Yes	World History I Class	None	I can recognize the purposes of maps, globes, and lines of longitude and latitude.	equator, longitude, latitude, parallels	Identify longitude/latitude	Lesson 3 Online Quiz
Mon		1	History: The Map of Time	1.03 (Quiz)	Where? (Needed an extra day for this lesson)	I.1.3	Yes	World History I Class	None	I can use longitude and latitude to determine absolute location. I can identify the seven continents and four oceans.	equator, longitude, latitude, parallels	Map of absolute location	Lesson 3 Online Quiz
Tues		1	History: The Map of Time	1.05	Thinking Geographically	I.1.2 Construct supporting questions based upon disciplinary concepts.	No	World History I Class	None	I can identify different geographical features that display places and regions	place, region	Which one is a place/region	Lesson 5 Online Quiz
Wed		1	History: The Map of Time	1.05 (Quiz)	Thinking Geographically	I.1.2 Construct supporting questions based upon disciplinary concepts.	No	World History I Class	None	I can compare and contrast the characteristics of different geographical locations on the planet.	place, region	Difference between place/region	Lesson 5 Online Quiz



PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Thurs		1	History: The Map of Time	Review Pt 1	Unit Review and Test	I.1.2 and I.1.3		World History I Class	None	N/A		Feeling on Unit 1 Test	Unit 1 Test
Fri		1	History: The Map of Time	Review Pt 2				World History I Class	None	N/A			
Mon		1	Review Day	Review	(combined unit 1 review due to Hurricane Helene-asynch day)	N/A		World History I Class	None	N/A			
Tues		1	Unit 1 Test	Test	Unit 1 Test	I.1.2 & I.1.3		World History I Class	None	N/A			
Wed		1	Unit 1 Check In	Check In	N/A	N/A		World History I Class	None	N/A			
Thurs		2	From Gathering to Growing	2.01	How Long Is Long	6.G.1.1		World History I Class	None		prehistory, history, nomadic, paleolithic, neolithic		Lesson 1 Quiz
Fri		2	From Gathering to Growing	2.02	Hunter Gatherers & Cave Dwellers	6.G.1.1		World History I Class	None		prehistory, history, nomadic, paleolithic, neolithic		Lesson 2 Quiz
Mon		2	From Gathering to Growing	2.04	From Nomad to Farmer	6.G.1		World History I Class	None		prehistory, history, nomadic, paleolithic, neolithic		Lesson 4 Quiz
Tues		2	From Gathering to Growing	2.04	From Nomad to Farmer	N/A		World History I Class	None	N/A			
Wed		2	From Gathering to Growing	2.06	Leaping Forward	6.G.1.4		World History I Class	None		prehistory, history, nomadic, paleolithic, neolithic		Lesson 6 Quiz
Thurs		2		2.06	Leaping Forward			World History I Class	None	N/A			
Fri		2	Review Day	2.06	Leaping Forward	6.G.1, 6.G.1.1 & 6.G.1.4		World History I Class	None	N/A			Unit 2 Test
Mon		3	Unit 2 Test	2.07									
Tues		3	Unit 2 Check In										
Wed		3	The Mesopotamian Moment	3.03	Cities of Sumer	6 B 1.3 Understand ways in which culture influence civilizations		World History Class	None	I can describe the key physical and governmental features of Sumerian cities.	culture, surplus, and division of labor		Lesson 3 Quiz
Thurs	Fall Break												
Fri													
Mon	Teacher Work Day												
Tues		3	The Mesopotamian Moment	3.07	A Ziggurat to the Gods	6.B 1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies of Africa, Asia, Europe and the Americas		World History Class	None	I can describe ziggurats. I can identify the purpose of ziggurats.	ziggurat		Lesson 7 Quiz
Wed	End of Quarter	3	The Mesopotamian Moment	3.09	The Epic of Gilgamesh	Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.		World History Class	None	I can explain what the Epic of Gilgamesh was about.	Gilgamesh		
Thurs		3	The Mesopotamian Moment	3.09	The Epic of Gilgamesh	Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.		World History Class	None	I can describe the importance and significance of the Epic of Gilgamesh	Gilgamesh		Lesson 9 Quiz
Fri		3	The Mesopotamian Moment	3.11	Sumer No More			World History Class	None	I can identify the major geographical and political reasons for Sumer's decline.			Lesson 11 Quiz
Mon		3	The Mesopotamian Moment	3.12	Sargon: A Mighty Ruler	I. 1.13 Analyze details, central ideas and inferences from sources using discipline-specific strategies.		World History Class	None	I can recognize Sargon's achievements and failings as an empire builder			
Tues		3	The Mesopotamian Moment	3.13	Hammurabi's Code	C&G 1.4 Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.		World History Class	None	I can identify who Hammurabi was and the Hammurabi Code			Lesson 12 Quiz

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Wed		3	The Mesopotamian Moment	3.13	Hammurabi's Code	C&G 1.4 Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.		World History Class	None	I can evaluate how Hammurabi's codes and laws affected Babylonian society			
Thurs		3	The Mesopotamian Moment	3.14	Nebuchadnezzar Builds	6.B 1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies of Africa, Asia, Europe and the Americas		World History Class	None	I can identify who Nebuchadnezzar and his major accomplishments.			Lesson 13 Quiz
Fri		3	The Mesopotamian Moment		Unit 3 Check In			World History Class	None				Lesson 14 Quiz
Mon		4	Civilization Spreads	Lesson 1	A River Rules	Analyze details, central ideas and inferences from sources using discipline-specific strategies.		World History Class		I can explain the significance and importance of the Nile River on Egyptian civilization.			
Tues		4	Civilization Spreads	Lesson 2	Building Power & Pyramids	Understand ways in which culture influences civilizations. Understand the economic activities of civilizations prior to 1400.		World History Class		I can analyze the role that religion played in Egyptian society. I can describe why and how pyramids such as the Great Pyramid was built.			
Wed		4	Civilization Spreads	Lesson 5	Life in Ancient Egypt	Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time.		World History Class		I can identify the different ranks within Egyptian civilization.			
Thurs		4	Civilization Spreads	Lesson 5	Life in Ancient Egypt	Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time.		World History Class		I can explain the different structures of Egyptian society and the significance of each.			
Fri		4	Civilization Spreads	Lesson 7	Significant Pharoahs	Understand the role and purpose of government and authority. Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.		World History Class		I can identify and explain the role that pharoahs played in Egyptian society.			
Mon	School Closed												
Tues		4	Civilization Spreads	Lesson 8	Ramses II: Conqueror & Builder	Understand the role and purpose of government and authority. Understand ways in which culture influences civilizations.		World History Class		I can explain how Egypt prospered under the rule of Ramses II.			
Wed		4	Civilization Spreads	Unit 4 Project Breakdown		N/A		World History Class		N/A			
Thurs		4	Civilization Spreads	Lesson 11	By the Banks of the Indus	Understand the geographical factors that influence human migration and settlement. Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.		World History Class		I can describe the Indus River Valley civilizations.			
Fri		4	Civilization Spreads	Lesson 14	The Silk People	Understand ways in which culture influences civilizations. 6.B 1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies of Africa, Asia, Europe and the Americas		World History Class		I can analyze how ancient Chinese civilizations made and used silk in their everyday life.			
Mon		4	Unit 4 Project Q & A	Project		N/A		World History					
Tues		4	Unit 4 Check In	Check In		N/A							



PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Wed		6	Some Lasting Ideas	Lesson 1	A Wise Teacher	Summarize new ideas that changed political thought in various nations, societies and regions.				I can describe who Confucius was and his teachings.			
Thurs		6	Some Lasting Ideas	Lesson 2	Relationships and Rulers	Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.				I can analyze different quotes and teachings of Confucianism.			
Fri	Mid Term	6	Some Lasting Ideas	Lesson 5	The Han	Understand the economic activities of civilizations prior to 1400.				I can explain the significance of the Han dynasty on China and the world.			
Mon		6	Some Lasting Ideas	Lesson 6	Ideas of the Indus	Understand ways in which culture influences civilizations.				I can explain the origins of Hinduism. I can explain what the caste system is.			
Tues		6	Some Lasting Ideas	Lesson 8	The Hindu View	Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.				I can distinguish the different parts of the caste system.			
Wed	Thanksgiving Break												
Thur													
Fri													
Mon		6	Some Lasting Ideas	Lesson 9		Analyze details, central ideas and inferences from sources using discipline-specific strategies.				I can understand how Siddhartha Gautama became Buddha and how Buddhism was created.			
Tues		6	Some Lasting Ideas	Lesson 10	A Search For Goodness	Analyze details, central ideas and inferences from sources using discipline-specific strategies.				I can analyze the teachings of Buddhism and the core beliefs that Buddhist have to follow.			
Wed		6	Some Lasting Ideas	Lesson 11	Diffusion	Analyze details, central ideas and inferences from sources using discipline-specific strategies.				I can explain how Asoka help spread Buddhism throughout the world.			
Thurs		6	Unit 6 Review Day	Review		N/A							
Fri		6	Unit 6 Test	Test		N/A							
Mon		6	Unit 6 Check In	Check In		N/A							
Tues		7	More Lasting Ideas	Lesson 1	Monotheism Takes Hold	Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.				I can define what monotheism is and explain the first major monotheistic religion			
Wed		7	More Lasting Ideas	Lesson 2	Covenants	Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.				I can explain beliefs, customs, and covenants in Judaism religion.			
Thurs		7	More Lasting Ideas	Lesson 5	Renewing Their Faith	Understand ways in which culture influences civilizations. Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.				I can explain beliefs, customs, and covenants in Judaism religion.			
Fri		7	More Lasting Ideas	Lesson 6 & 8	Another Land & Gods in Ancient Greece	Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources.				I can evaluate why Greece had city states and the role that Greek gods played in Greek civilization.			

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Mon		7	More Lasting Ideas	Lesson 11	Stories and Games	Understand ways in which culture influences civilizations. Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.				I can explain who was Homer and his influence on Greek literature.			
Tues		7	More Lasting Ideas	Lesson 13	Arts and Histories	Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.				I can analyze how Greek art and architecture impacted our society today.			
Wed		7	More Lasting Ideas	Lesson 14	The Polis	Understand the purpose of government and authority. Compare how different types of government maintain power and authority.				I can understand the role that the polis played in Greek government.			
Thurs		7	Unit 7 Check In			N/A							
Fri		7	Semester Check In	Semester Check In		N/A							
Mon	Winter Break												
Tues													
Wed													
Thu													
Fri													
Mon													
Tues													
Wed													
Thurs													
Fri													
Mon		9	Units 1, 2, 3	Lesson 1	Review	N/A							
Tues		9	Units 4, 6, 7	Lesson 2, 3, 4	Review	N/A							
Wed		9	Semester Test	<del>Lesson 6, 7</del>	Review	N/A							
Thurs		9	Semester Check In	Check In	N/A	N/A							
Fri	End of Term		Semester Check In	Check In	N/A	N/A							
Mon	First Day of Semester 2		iReady Testing										
Tues			iReady Testing										
Wed		1	Classical Greece (S2 Overview)	Lesson 1	Classically Different Ways of Life	6.B.1.1 Understand ways in which culture influences civilizations.  Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.							
Thurs		1	Classical Greece	Lesson 2	Athens	6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.							
Fri	Final Grading Day S1	1	Classical Greece	Lesson 3	An Empire Threatens	6.C&G.1.1 Understand the purpose of government and authority.  Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas.							
Mon	MLK Jr. Day												

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Tues		1	Classical Greece	Lesson 6	A Golden Time	6.C&G.1.5 Understand the purpose of government and authority.  Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.							
Wed		1	Classical Greece	Lesson 7 & 8	Art & Architecture-The Plays the Thing	6.H.1.2 Understand the development of civilizations and societies from various perspectives.  Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.							
Thurs		1	Classical Greece	Lesson 7 & 8	Art & Architecture-The Plays the Thing	6.H.1.2 Understand the development of civilizations and societies from various perspectives.  Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.							
Fri		1	Classical Greece	Lesson 9	The Decline of Athens	6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.							
Mon		1	Classical Greece	Lesson 10	Different Perspectives	6.H.1.3 Understand the development of civilizations and societies from various perspectives.  Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources.							
Tues		1	Classical Greece	Lesson 11	Three Great Thinkers	6.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions.							
Wed		1	Classical Greece	Lesson 13	Alexander the Great	6.C&G.1.5 Understand the purpose of government and authority.  Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.							
Thurs		1	Unit 1 Review	Review	Review	Review							
Fri		1	Unit 1 Test	Test	Test	Test							
Mon		1	Unit 1 Check In	Check In	Check In	Check In							

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Tues		2	Rome: Republic & Empire	Lesson 1	A Republic is Born	6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.				I can explain how the city of Rome was created and built.			
Wed		2	Rome: Republic & Empire	Lesson 2	Celebrating a Citizenship	6.B.1.3 Understand ways in which culture influences civilizations.  Compare systems of social structure within various civilizations and societies in Africa, Asia, Europe and the Americas over time.				I can describe the different components of Roman society.			
Thurs		2	Rome: Republic & Empire	Lesson 3	Fighting For Power	6.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change.				I can explain what the Punic Wars were and why they took place.			
Fri		2	Rome: Republic & Empire	Lesson 4	Julius Caesar	6.C&G.1.6 Understand the purpose of government and authority.  Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas.				I can understand the role that Julius Caesar played in the Roman Empire.			
Mon		2	Rome: Republic & Empire	Lesson 5	From Republic to Empire	6.E.1 Understand the economic activities of civilizations prior to 1400.				I can argue which leader was better between Alexander and Julius.			
Tues	Mid Term	2	Rome: Republic & Empire	Lesson 10	Jesus of Nazareth	6.H.1.4 Understand the development of civilizations and societies from various perspectives.  Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.				I can explain the role, significance, and impact that Jesus had on Christianity?			
Wed		2	Rome: Republic & Empire	Lesson 11	A New Religion	6.B.1.1 Understand ways in which culture influences civilizations.  Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.				I can explain the religion of Christianity and the impact that the religion had on Roman culture.			
Thurs		2	Rome: Republic & Empire	Lesson 13	Empire in Crisis	6.C&G.1.6 Understand the purpose of government and authority.  Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas.				I can analyze the reasons why Rome declined.			
Fri		2	Rome: Republic & Empire	Lesson 14	Barbarians at the Gate	6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.				I can determine the difference between the Barbarians and other civilizations.			
Mon	President's Day												

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Tues		2	Unit 2 Review	Review	Review	Review/Test Day							
Wed		2	Unit 2 Test	Test	Test	Check In							
Thurs		3		Lesson 1	Byzantine Beauty								
Fri		3	Empires	Lesson 2	Justinian and Theodora								
Mon		3	Empires	Lesson 3	The Origins of Islam								
Tues		3	Empires	Lesson 4	Islam Emerges								
Wed		3	Empires	Lesson 5	Religion and Empire								
Thurs		3	Empires	Lesson 9	Mapping Africa								
Fri		3	Empires	Lesson 10	Gold and Salt								
Mon		3	Empires	Lesson 11	A Man Called Mansa Musa								
Tues		3	Empires	Review									
Wed		3	Empires	Test									
Thurs		3	Empires										
Fri		3	Empires	Unit 3 Check In	Check In								
Mon		4	In Western Europe	Lesson 2	Monasteries Carry On								
Tues		4	In Western Europe	Lesson 3	Charlemagne								
Wed		4	In Western Europe	Lesson 4 & 5	Viking Ventures								
Thurs	End of Quarter	4	In Western Europe	Lesson 6	Gods and Leaders								
Fri	Teacher Work Day												
Mon		4	In Western Europe	Lesson 7	Manors								
Tues		4	In Western Europe	Lesson 10	Building on Faith								
Wed		4	In Western Europe	Lesson 11	Cultures in Conflict								
Thurs		4	In Western Europe	Lesson 12	Monarchs								
Fri	Final Grading Day	4	In Western Europe	Lesson 13	New Ideas of Justice								
Mon		4	In Western Europe	Lesson 14	Limiting Power								
Tues		4	Unit 4 Review	Review	Review								
Wed		4	Unit 4 Test	Test	Test								
Thurs		4	Unit 4 Check In	Check In	Check In								
Fri		5	From East Asia to Western Europe	Lesson 3	A Golden Age								
Mon	Spring Break												
Tues													
Wed													
Thurs													
Fri													
Mon		5	From East Asia to Western Europe	Lesson 4	Remarkable Achievements								
Tues		5	From East Asia to Western Europe	Lesson 6	The Mongols								
Wed		5	From East Asia to Western Europe	Lesson 7	Conquering Khans								
Thurs		5	From East Asia to Western Europe	Lesson 8	A World Traveler								
Fri		5	From East Asia to Western Europe	Lesson 9	How Many Years of War?								
Mon		5	From East Asia to Western Europe	Lesson 10	Plague								
Tues		5	Unit 5 Review	Review	Review								
Wed		5	Unit 5 Test	Test	Test								
Thurs		5	Unit 5 Check In	Check In	Check In								
Fri	April Break												
Mon			Semester 2 Project	Project	Project								
Tues	Mid Term		Semester 2 Project	Project	Project								
Wed			Semester 2 Project	Project	Project								
Thurs			Semester 2 Project	Project	Project								
Fri			Semester 2 Project	Project	Project								
Mon			Semester 2-Unit 1 Review	Semester Review	Semester Review								
Tues			Semester 2-Unit 2 Review	Semester Review	Semester Review								
Wed			Semester 2-Unit 3 Review	Semester Review	Semester Review								
Thurs			Semester 2-Unit 4 Review	Semester Review	Semester Review								
Fri			Semester 2-Unit 5 Review	Semester Review	Semester Review								
Mon	Teacher Work Day												
Tues			Semester 2 Exam	Exam	Exam								
Wed			Semester 2 Exam	Exam	Exam								
Thurs			Semester 2 Exam	Exam	Exam								

PSPVA Sample Curriculum Outline - Sixth Grade History													
Day of the Week	Important Dates/Events	Unit #	Unit Title	Lesson # (ex. 3.04)	Title of OLS/OMHS Lesson	Standard Text	Power Standard Yes/No? Highlight if Yes	Live Class Topic	Honors/Advanced course (MS or HS) Implementation & Enrichment	Objective for Instruction: I Can Statements	Vocabulary	Exit Ticket	Assessment
Fri			Semester 2 Exam	Exam	Exam								
Mon			EOGs										
Tues			EOGs										
Wed			EOGs										
Thurs			EOGs										
Fri			EOGs										
Mon			EOGs										
Tues			EOGs										
Wed			EOGs										
Thurs			EOGs										
Fri	Last Day of School												
Mon	Memorial Day												
Tues	Teacher Work Day												
Wed			Final Grades Due										
Thurs													
Fri													
Mon													
Tues													
Wed													
Thurs													
Fri													



**Pine Springs Preparatory Virtual Academy Q142 Appendix B**

<b>PSPVA Sample Curriculum Outline - High School Biology</b>			
<b>Semester Week</b>	<b>Week of</b>	<b>Assignment Item</b>	<b>Standard</b>
1	Jan 13	1.01 Quiz: Chemistry Review 1.02 Quiz: Carbon and Life	LS.Bio.1.1 Construct an explanation to illustrate relationships between structure and function of major macromolecules essential for life.
2	Jan 20	1.04 Quiz: Carbohydrates 1.05 Quiz: Lipids 1.08 Quiz: Nucleic Acids	LS.Bio.1.1 Construct an explanation to illustrate relationships between structure and function of major macromolecules essential for life.
3	Jan 27	1.06 Quiz: Amino Acids and Proteins 1.07 Quiz: Proteins as Enzymes 1.09 Unit Test: Macromolecules	LS.Bio.1.2 Carry out investigations to illustrate how enzymes act as catalysts for biochemical reactions and how environmental factors affect enzyme activity.
4	Feb 3	2.01 Quiz: Cell Membrane Structure 2.02 Quiz: Passive Transport 2.03 Quiz: Osmosis 2.04 Quiz: Active Transport 2.06 Unit Test: Homeostasis and Cell Transport	LS.Bio.1.3 Use models to explain how the structure of organelles determines its function and supports overall cell processes.  LS.Bio.3.1 Carry out investigations to explain how homeostasis is maintained through feedback mechanisms.

**Pine Springs Preparatory Virtual Academy Q142 Appendix B**

<b>PSPVA Sample Curriculum Outline - High School Biology</b>			
<b>Semester Week</b>	<b>Week of</b>	<b>Assignment Item</b>	<b>Standard</b>
5	Feb 10	3.01 Quiz: Light and Photosynthesis  3.02 Quiz: Cellular Respiration	LS.Bio.3.1 Carry out investigations to explain how homeostasis is maintained through feedback mechanisms.  LS.Bio.3.2 Use models to illustrate how photosynthesis transforms light energy into chemical energy.  LS.Bio.3.3 Use models to illustrate how cellular respiration [aerobic and anaerobic] transforms chemical energy into ATP.
6	Feb 17	3.03 Quiz: Respiration and Photosynthesis  3.04 Unit Test: Photosynthesis and Cellular Respiration	LS.Bio.3.1 Carry out investigations to explain how homeostasis is maintained through feedback mechanisms.  LS.Bio.3.2 Use models to illustrate how photosynthesis transforms light energy into chemical energy.  LS.Bio.3.3 Use models to illustrate how cellular respiration [aerobic and anaerobic] transforms chemical energy into ATP.
7	Feb 24	4.01 Quiz: Reproduction and Development  4.02 Quiz: Mitosis  4.03 Quiz: Sexual Reproduction  4.04 Quiz: Meiosis  4.05 Unit Test: Reproduction and Development	LS.Bio.2.1 Use models to illustrate how cellular division results in the reproduction, growth, and repair of organisms.  LS.Bio.6.1 Use models to explain how DNA is passed from parents to offspring through the processes of meiosis and fertilization in sexual reproduction.  LS.Bio.6.2 Construct an explanation to summarize how inheritable genetic variations may result from: new genetic combinations in meiosis, mutations during replication, or mutations caused by environmental factors.



**Pine Springs Preparatory Virtual Academy Q142 Appendix B**

<b>PSPVA Sample Curriculum Outline - High School Biology</b>			
<b>Semester Week</b>	<b>Week of</b>	<b>Assignment Item</b>	<b>Standard</b>
8	Mar 3	6.01 Quiz: DNA RNA and Proteins	LS.Bio.1.1 Construct an explanation to illustrate relationships between structure and function of major macromolecules essential for life.  LS.Bio.1.5 Construct an explanation to summarize how DNA and RNA direct the synthesis of proteins.
		6.02 Quiz: Structure of DNA	
		6.03 Quiz: Structures of RNA	
		6.04 Quiz: DNA Replication	
9	Mar 10	PRE-ACT AND ACT TESTING	
10	Mar 17	6.05 Quiz: Transcription and Translation	LS.Bio.1.5 Construct an explanation to summarize how DNA and RNA direct the synthesis of proteins.
		6.06 Quiz: RNA Makes Protein	
11	Mar 24	6.07 Quiz: Proteins Express DNA	LS.Bio.1.5 Construct an explanation to summarize how DNA and RNA direct the synthesis of proteins.  LS.Bio.2.2 Construct an explanation to illustrate that proteins regulate gene expression resulting in cellular differentiation, specialized cells with specific functions, and uncontrolled cell growth.
		6.08 Quiz: Gene Expression	
		6.09 Unit Test: Molecular Genetics and Expression	
12	Apr 7	5.01 Quiz: The Work of Gregor Mendel	LS.Bio.7.1 Use mathematics and computational thinking to predict the variation and distribution of expressed traits based on: Mendelian inheritance, co-dominance, incomplete dominance, multiple alleles, and sex-linked inheritance.  LS.Bio.7.2 Analyze and interpret data to explain how polygenic traits result in a wide range of phenotypes.
		SUPPLEMENT FOR PUNNET SQUARES	
		5.03 Quiz: Pedigrees	

**Pine Springs Preparatory Virtual Academy Q142 Appendix B**

<b>PSPVA Sample Curriculum Outline - High School Biology</b>			
<b>Semester Week</b>	<b>Week of</b>	<b>Assignment Item</b>	<b>Standard</b>
13	Apr 14	5.04 Quiz: Chromosomes and Genes  5.06 Quiz: Environmental Influence  5.07 Unit Test: Genetic Inheritance	LS.Bio.6.2 Construct an explanation to summarize how inheritable genetic variations may result from: new genetic combinations in meiosis, mutations during replication, or mutations caused by environmental factors.  LS.Bio.7.3 Construct an explanation to summarize how traits result from interactions of genetic factors (multiple genes and/or alleles) and environmental factors.
14	Apr 21	7.01 Quiz: Biotechnology  7.02 Quiz: DNA Fingerprinting  7.03 Quiz: DNA Technology  7.04 Quiz: Genetic Engineering  7.05 Unit Test: Biotechnology	LS.Bio.8.1 Analyze and interpret data to compare DNA samples.  LS.Bio.8.2 Obtain and communicate information that summarizes the impact of biotechnology applications on the individual, society, and the environment, including agriculture and medicine

# Pine Springs Preparatory Virtual Academy Q142 Appendix B

PSPVA Sample Curriculum Outline - High School Biology			
Semester Week	Week of	Assignment Item	Standard
15	Apr 28	EOC REVIEW WEEK 1 *Semester 1 standards	<p>LS.Bio.4.1 Use models to illustrate how processes in organisms contribute to the flow of energy and the cycling of matter within an ecosystem.</p> <p>LS.Bio.4.2 Use models to explain the relationship between the flow of energy and cycling of matter among organisms in an ecosystem.</p> <p>LS.Bio.5.1 Use mathematics and computational thinking to explain how interactions between organisms (predator/prey, competition) affect carrying capacity and maintain stability in an ecosystem.</p> <p>LS.Bio.5.2 Engage in argument from evidence to evaluate various solutions to reduce the impact of human activities on biodiversity and ecosystem health.</p>
16	May 5	EOC REVIEW WEEK 2 Semester 1 Standards	<p>LS.Bio.9.1 Analyze and interpret data to summarize how various factors such as geographic isolation, pesticide resistance, antibiotic resistance can influence natural selection.</p> <p>LS.Bio.9.2 Construct an explanation to illustrate how common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>LS.Bio.9.3 Use models to illustrate the conditions required for natural selection, including the overproduction of offspring, inherited variation, and the struggle to survive.</p> <p>LS.Bio.9.4 Construct an explanation to explain how natural selection leads to adaptations within populations.</p> <p>LS.Bio.10.1 Construct explanations to illustrate how varying environmental conditions may result in: changes in the number of individuals of a species, the emergence of new species over time, or the extinction of other species.</p> <p>LS.Bio.10.2 Use models (including dichotomous keys, scientific nomenclature, cladograms, phylogenetic trees) to identify organisms and exemplify relationships.</p>

**Pine Springs Preparatory Virtual Academy Q142 Appendix B**

<b>PSPVA Sample Curriculum Outline - High School Biology</b>			
<b>Semester Week</b>	<b>Week of</b>	<b>Assignment Item</b>	<b>Standard</b>
17	12-May	EOC TESTING WEEK 1	
18	19-May	EOC TESTING WEEK 2	

**Pine Springs Preparatory Virtual Academy  
Q143. Appendix D Yearly Academic Calendar**

# 2026 – 2027 School Calendar

Pine Springs Preparatory Virtual Academy Q143 Appendix D Yearly Academic Calendar

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						







March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	School Closed/Holidays		First Day of Term
	In-Person Testing		Last Day of Term
	Teacher In-Service Day (no school for students)		
	In-Person Social Events		

**Pine Springs Preparatory Virtual Academy**

**Q144. Appendix E Daily and Weekly Schedule**

**Pine Springs Preparatory Virtual Academy Q144 Appendix E**

<b>K-2 Schedule</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
8:30-8:45	Morning Meeting (S)				Morning Meeting (S)
8:45-9:30	ELA (S)	ELA (S)	ELA (S)	ELA (S)	ELA (S)
9:30-9:45	Break	Break	Break	Break	Break
9:45-10:15	Asynchronous work	Sci/SS (T/Th) (S)	Asynchronous work	Sci/SS (T/Th) (S)	Asynchronous work
10:15-11:00	Math (S)	Math (S)	Math (S)	Math (S)	Math (S)
11:00-11:30	ELA tier 2 intervention	ELA tier 2 intervention	Math tier 2 intervention	Math tier 2 intervention	Office hours/Q&A
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:35	Small Group Reading Group K, EC Co-Teach and Tier 3	Small Group Reading Group K, EC Co-Teach and Tier 3	Small Group Reading Group K, EC Co-Teach and Tier 3	Small Group Reading Group K, EC Co-Teach and Tier 3	Asynchronous work/clubs/Catch up/Conferences/PLCs
12:35-12:55	Small Group Reading Group 1st EC Co-Teach and Tier 3	Small Group Reading Group 1st EC Co-Teach and Tier 3	Small Group Reading Group 1st EC Co-Teach and Tier 3	Small Group Reading Group 1st EC Co-Teach and Tier 3	
12:55-1:15	Small Group Reading Group 2nd EC Co-Teach and Tier 3	Small Group Reading Group 2nd EC Co-Teach and Tier 3	Small Group Reading Group 2nd EC Co-Teach and Tier 3	Small Group Reading Group 2nd EC Co-Teach and Tier 3	
1:15-1:35	Small Group Math Group K EC Co-Teach and Tier 3	Small Group Math Group 1 K EC Co-Teach and Tier 3	Small Group Math Group 1 K EC Co-Teach and Tier 3	Small Group Math Group 1 K EC Co-Teach and Tier 3	
1:35-1:55	Small Group Math Group 1st EC Co-Teach and Tier 3	Small Group Math 1st EC Co-Teach and Tier 3	Small Group Math Group 1st EC Co-Teach and Tier 3	Small Group Math Group 1st EC Co-Teach and Tier 3	
1:55-2:15	Small Group Math Group 2nd EC Co-Teach and Tier 3	Small Group Math Group 2nd EC Co-Teach and Tier 3	Small Group Math Group 2nd EC Co-Teach and Tier 3	Small Group Math Group 2nd EC Co-Teach and Tier 3	
2:15-4:00	IEPs Conferences/ Planning	Staff Meeting (1st Tuesday), MTSS (2nd and 3rd Tuesday)	IEPs Conferences/ Planning	IEPs Conferences/ Planning	
<b>3-4 Schedule</b>					
	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
8:30-8:45	Morning Meeting (S)				Morning Meeting (S)
8:45-9:30	ELA (S)	ELA (S)	ELA (S)	ELA (S)	ELA (S)
9:30-10:00	ELA tier 2 intervention	ELA tier 2 intervention	Math tier 2 intervention	Math tier 2 intervention	Office hours/Q&A
10:00-10:15	Break	Break	Break	Break	Break
10:15-11:00	Math (S)	Math (S)	Math (S)	Math (S)	Math (S)
11:00-11:30	Asynchronous work	Sci/SS (S)	Sci/SS (S)	Sci/SS	Asynchronous work
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:35	Small Group Reading Group 3rd EC and Tier 3	Small Group Reading Group 3rd EC and Tier 3	Small Group Reading Group 3rd EC and Tier 3	Small Group Reading Group 3rd EC and Tier 3	Asynchronous work/clubs/Catch up/Conferences/ PLCs
12:35-12:55	Small Group Reading Group 4th EC and Tier 3	Small Group Reading Group 4th EC and Tier 3	Small Group Reading Group 4th EC and Tier 3	Small Group Reading Group 4th EC and Tier 3	
12:55-1:15					



**Pine Springs Preparatory Virtual Academy Q144 Appendix E**

	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
1:15-1:35	Small Group Math Group 3rd EC and Tier 3	Small Group Math Group 3rd EC and Tier 3	Small Group Math Group 3rd EC and Tier 3	Small Group Math Group 3rd EC and Tier 3	
1:35-1:55	Small Group Math Group 4th EC and Tier 3	Small Group Math Group 4th EC and Tier 3	Small Group Math Group 4th EC and Tier 3	Small Group Math Group 4th EC and Tier 3	
1:55-2:15					
2:15-4:00	IEPs Conferences/ Planning	Staff Meeting (1st Tuesday), MTSS (2nd and 3rd Tuesday)	IEPs Conferences/ Planning	IEPs Conferences/ Planning	
<b>5th Grade Schedule Monday - Friday</b>					
		<b>(Science)</b>	<b>(ELA)</b>	<b>(Math)</b>	
	8:45-8:55	Morning Meeting (S)	Morning Meeting (S)	Morning Meeting (S)	
Block 1	9:00-9:45	Group A	Group B	Group C	
Block 2	10:00-10:45	Group C	Group A	Group B	
Block 3	11:00-11:45	Group B	Group C	Group A	
	11:45-12:30	LUNCH	LUNCH	LUNCH	
	12:30-12:45	iReady (A)	iReady (A)	iReady (A)	
	12:45-1:00	BREAK	BREAK	BREAK	
	1:00-1:30	Guidance/Enhancement/Intervention (S)	Guidance/Enhancement/Intervention (S)	Guidance/Enhancement/Intervention (S/A)	
	1:30-2:00	Intervention (S)	Intervention (S)	Intervention (S)	
	2:00-3:00	Asynch Work/Planning	Asynch Work/Planning	Asynch Work/Planning	
		<b>SS lessons are pre-recorded and sent out weekly (this will rotate teachers)</b>			
		<b>12:45-1:15 &amp; 1:30-2:00 Interventions are on a "needs" basis</b>			
			Group A - Advanced		
			Group B - Average		
			Group C - Needs Support		

**Pine Springs Preparatory Virtual Academy Q144 Appendix E**

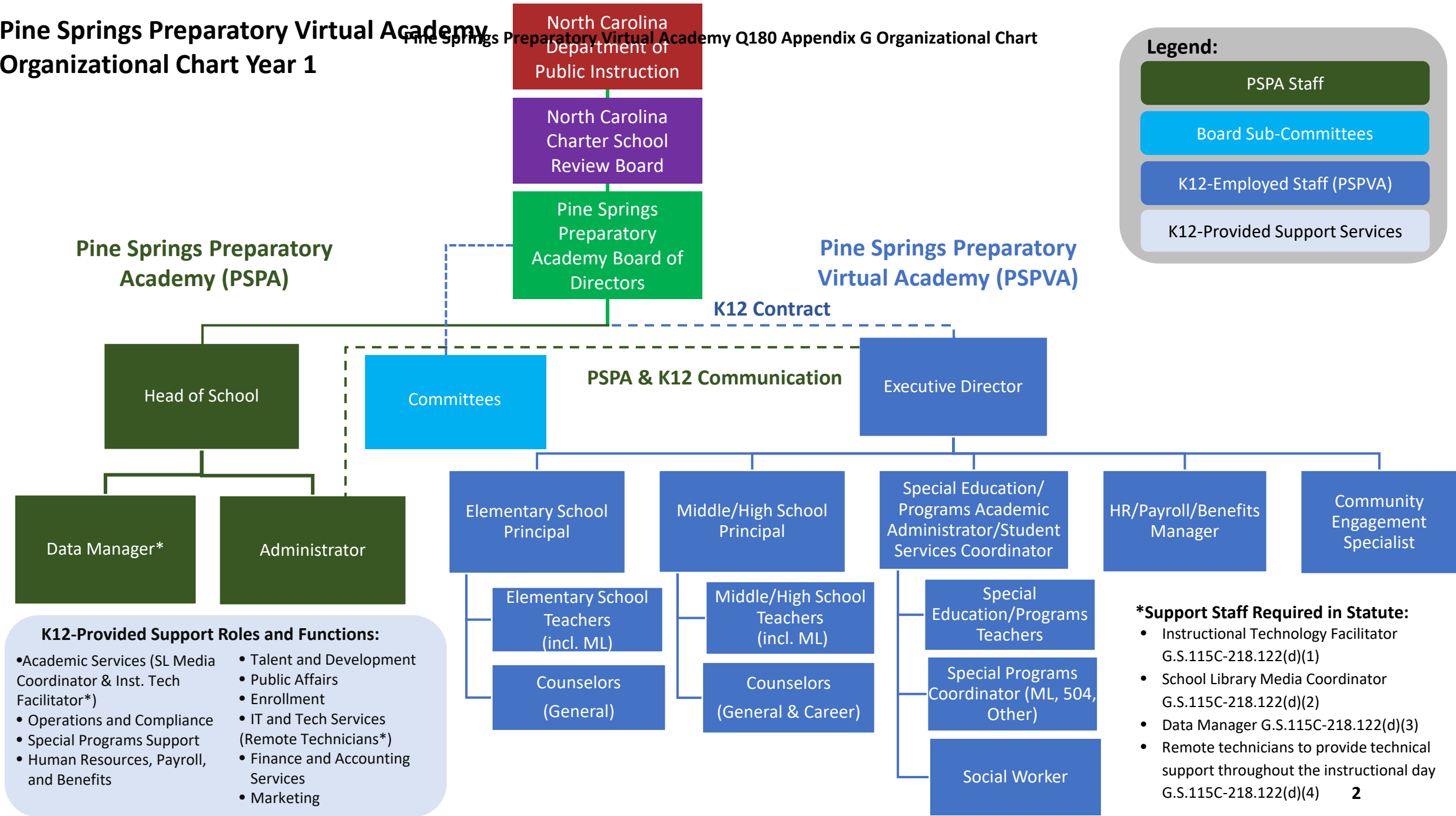
<b>Middle School Master Schedule</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:15-9:00</b>	6 ELA (Section 1) 6 Math (Section 2)+co teach 8 Science (Section 1) 8 Social Studies (Section 2)+co teach 7 Elective (Section 1)	6 ELA (Section 1) 6 Math (Section 2)+co teach 8 Science (Section 1) 8 Social Studies (Section 2)+co teach	6 ELA (Section 1) 6 Math (Section 2)+co teach 8 Science (Section 1) 8 Social Studies (Section 2)+co teach 7 Elective (Section 1)	6 ELA (Section 1) 6 Math (Section 2)+co teach 8 Science (Section 1) 8 Social Studies (Section 2)+co teach	6 ELA (Section 1) 6 Math (Section 2)+co teach 8 Science (Section 1) 8 Social Studies (Section 2)+co teach
<b>9:00-9:45</b>	6 ELA (Section 2) + co teach 6 Math (Section 1) 8 Science (Section 2) + co teach 8 Social Studies (Section 1)	6 ELA (Section 2) + co teach 6 Math (Section 1) 8 Science (Section 2) + co teach 8 Social Studies (Section 1) 7 Electives (Section 2) + co teach	6 ELA (Section 2) + co teach 6 Math (Section 1) 8 Science (Section 2) + co teach 8 Social Studies (Section 1)	6 ELA (Section 2) + co teach 6 Math (Section 1) 8 Science (Section 2) + co teach 8 Social Studies (Section 1) 7 Electives (Section 2) + co teach	6 ELA (Section 2) + co teach 6 Math (Section 1) 8 Science (Section 2) + co teach 8 Social Studies (Section 1)
<b>9:45 -10:00</b>					
<b>10:00-10:45</b>	7 ELA (Section 1) 7 Math (Section 2) + co teach 6 Science (Section 1) 6 Social Studies (Section 2)+ co teach 8 Elective (Section 1)	7 ELA (Section 1) 7 Math (Section 2) + co teach 6 Science (Section 1) 6 Social Studies (Section 2)+ co teach	7 ELA (Section 1) 7 Math (Section 2) + co teach 6 Science (Section 1) 6 Social Studies (Section 2)+ co teach 8 Elective (Section 1)	7 ELA (Section 1) 7 Math (Section 2) + co teach 6 Science (Section 1) 6 Social Studies (Section 2)+ co teach	7 ELA (Section 1) 7 Math (Section 2) + co teach 6 Science (Section 1) 6 Social Studies (Section 2)+ co teach
<b>10:45-11:30</b>	7 ELA (Section 2) + co teach 7 math (Section 1) 6 Science (Section 2)+ co teach 6 Social Studies (Section 1)	7 ELA (Section 2) + co teach 7 math (Section 1) 6 Science (Section 2)+ co teach 6 Social Studies (Section 1) 8 Elective (Section 2)+co teach	7 ELA (Section 2) + co teach 7 math (Section 1) 6 Science (Section 2)+ co teach 6 Social Studies (Section 1)	7 ELA (Section 2) + co teach 7 math (Section 1) 6 Science (Section 2)+ co teach 6 Social Studies (Section 1) 8 Elective (Section 2)+co teach	7 ELA (Section 2) + co teach 7 math (Section 1) 6 Science (Section 2)+ co teach 6 Social Studies (Section 1)
<b>11:30-12:15</b>	8 ELA (Section 1) 8 Math (Section 2) + co teach 7 Science (Section 1) 7 Social Studies (Section 2)+ co teach 6 Elective (Section 1)	8 ELA (Section 1) 8 Math (Section 2) + co teach 7 Science (Section 1) 7 Social Studies (Section 2)+ co teach	8 ELA (Section 1) 8 Math (Section 2) + co teach 7 Science (Section 1) 7 Social Studies (Section 2)+ co teach 6 Elective (Section 1)	8 ELA (Section 1) 8 Math (Section 2) + co teach 7 Science (Section 1) 7 Social Studies (Section 2)+ co teach	8 ELA (Section 1) 8 Math (Section 2) + co teach 7 Science (Section 1) 7 Social Studies (Section 2)+ co teach
<b>12:15-1:00</b>	<b>LUNCH</b>				
<b>1:00-1:45</b>	8 ELA (Section 2)+co teach 8 Math (Section 1) 7 Science (Section 2) 7 Social Studies (Section 1) + co teach	8 ELA (Section 2)+co teach 8 Math (Section 1) 7 Science (Section 2) 7 Social Studies (Section 1) + co teach 6 Elective (Section 2)+ co teach	8 ELA (Section 2)+co teach 8 Math (Section 1) 7 Science (Section 2) 7 Social Studies (Section 1) + co teach	8 ELA (Section 2)+co teach 8 Math (Section 1) 7 Science (Section 2) 7 Social Studies (Section 1) + co teach 6 Elective (Section 2)+ co teach	8 ELA (Section 2)+co teach 8 Math (Section 1) 7 Science (Section 2) 7 Social Studies (Section 1) + co teach
<b>1:45-2:15</b>	6 ELA Small Group 1 7 Math Small Group 1	7 ELA Small Group 1 8 Math Small Group 1	8 ELA Small Group 1 6 Math Small Group 1		
<b>2:15-2:45</b>	6 ELA Small Group 2 7 Math Small Group 2	7 ELA Small Group 2 8 Math Small Group 2	8 ELA Small Group 2 6 Math Small Group 2		

High School Master Schedule Monday-Friday									
Period 1 (8:00-8:45)	Period 2 (8:45-9:30)	Break (9:30-10:00)	Period 3 (10:00-10:45)	Period 4 (10:45-11:30)	Period 5 (11:30-12:15)	LUNCH (12:15-1:00)	Period 6 (1:00-1:45)	Period 7 (1:45-2:15)	Period 8 (2:15-2:45)
Math 3 Sec 2	Math 3 Sec 3		Math 3 Sec 1	Math 1 Sec 4	Math 1 Sec 1		Homeroom	Small Group	Small Group
Math 2 Sec 3	Math 1 Sec 3		Math 2 Sec 2	Math 2 Sec 1	Math 1 Sec 2		Homeroom (Math 4)	Small Group	Small Group
Eng 10 Sec2	Eng 9 Sec1		Eng 10 Sec1	Eng 9 Sec 2	Eng 9 Sec3-		Homeroom	Small Group	Small Group
Eng 3-Sec1	Eng 3 sec 2		Eng 10 - Sec 4	Eng 10 Sec 3-	Eng 3 Sec 3		Homeroom	Small Group	Small Group
Eng 10 Sec2	Eng 9 Sec1		Eng 10 Sec 1	Eng 9 Sec 2	Eng 9 Sec3-		Homeroom	Small Group	Small Group
Eng 3-Sec1	Eng 3 sec 2		Eng 10 - Sec 4	Eng 10 Sec3-	Eng 3 Sec 3		Homeroom	Small Group	Small Group
World Hist -Sec 3	Gov/Civic Sec 1		Gov/Civic Sec 2 -	World Hist Sec1 -	World Hist Sec 2 -		Homeroom	Small Group	Small Group
World Hist -Sec 6	Gov/Civic Sec 3		Gov/Civic Sec 4 -	World Hist Sec4 -	World Hist Sec 5 -		Homeroom	Small Group	Small Group
Gov/Civic Sec3	US Hist Sec1		US Hist Sec 3-	Gov/Civic Sec 2 4	US Hist Sec 2 -		Homeroom	Small Group	Small Group
Bio -Sec 1	Earth/Env -Sec 3		Earth/Env Sec 2	Bio -Sec 2	Earth/Env Sec 1		Homeroom	Small Group	Small Group
Bio -Sec 1	Earth/Env -Sec 3		Earth/Env Sec 2	Bio -Sec 2	Earth/Env Sec 1		Homeroom	Small Group	Small Group
Chem- Sec 3	BioSec 4		Bio -Sec 3-	Chem Sec 2-	Chem Sec 1		Homeroom	Small Group	Small Group
Career Prep Sec 1 9th	Entrp 2 Sec 1		Entrp 2 Sec 2	Entrp 2 Sec 3	Career Prep Sec 4 10th		Homeroom	Small Group	Small Group
Software Apps Sec 1	Software Apps Sec 2			Software Apps Sec 4	Software Apps Sec 3		Com Sci	Small Group	Small Group
	Career Prep Sec 2 11th		Career Prep Sec 3 9th	Anatomy/Med Terms	Career Prep Sec 5 10th		Homeroom	Small Group	Small Group
Spanish 1-9th Sec 1				Spanish 1-11th Sec 3	Spanish 1-10th Sec 2		Spanish 2	Small Group	Small Group
PE Sec 1	Health Sec 1		Health Sec 2	PE Sec 2			Homeroom	Small Group	Small Group
Art Sec 1 9th	Art Sec 2 10th		Art Sec 3 9th	Art Sec 4 11th	Art Sec 5 10th			Small Group	Small Group

**Pine Springs Preparatory Virtual Academy**

**Q180. Appendix G Organizational Chart**

# Pine Springs Preparatory Virtual Academy Organizational Chart Year 1



**Pine Springs Preparatory Virtual Academy**

**Q181. Appendix H Charter School Board Resumes**

**Q181. Appendix H Charter School Board Resumes**

***Erin Fisher, Chair*** – Erin Fisher has taught middle and high school science in central North Carolina for ten years. She has a passion for building community partnerships for the benefit of both students and educators. She is a national board-certified teacher, a 2014 Kenan Fellow, and was awarded the 2017 Outstanding Educator Award (9-16) from the North Carolina Science, Mathematics, and Technology Education Center. After teaching for 10 years, she stepped out of the classroom to care for her two children full time. She also works part time for ImplementEd, LLC, an education consulting company, where she designs curriculum and professional development plans based on best practices in teaching and learning. Ms. Fisher earned a Bachelor of Science in Biology and Chemistry and a Master of Education in Secondary Education and Teaching, each from Slippery Rock University of Pennsylvania.

***Jamie McDonald, Vice-Chair*** – Jamie McDonald is the Director of Connections and Family at Hope Community Church. He joined the church in 2018 and has served as an Adult Ministries Director and Executive Director of Multisite Campus Life. Prior to working in churches, Mr. McDonald spent ten years in business development and expedited logistics. He earned a Graduate Diploma in Biblical Studies and Theology from Liberty University. He also completed coursework in communications from Duke University.

***Sean Coleman, Secretary*** – Sean Coleman is currently the chief technology officer and chief customer officer at BA Insight, a Boston based search software company, Mr. Coleman joined the Board in 2020. Prior to his current role at BA Insight, he served as Director of Global Implementations as part of the acquisition of Kenexa, where he was critical to the success of IBM's Smarter Workforce initiative. Prior to that he served as Director of Worldwide Customer Support and Director of Development at OutStart. Mr. Coleman earned a Bachelor of Science in Business and Management Information Systems from East Carolina University and a Master of Science in Management and Strategic Leadership from New England College.

***Gregg Sinderson, Treasurer*** – Gregg Sinderson has over 18 years of education and technology experience. Mr. Sinderson is the Director of Business Development for Charter One, LLC, an education management organization. Previously, Mr. Sinderson was the State Director for TeamCFA Foundation. Over a three-year period, he oversaw the opening of seven charter schools and supported the operations of seventeen charter schools in North Carolina. Mr. Sinderson served as chief operating officer for a K-12 charter school in North Carolina with over 1,200 students. He was responsible for converting the K-12 school from a traditional learning environment to an innovative blended learning environment. He also served in leadership positions at four IT start-up businesses, worked in the nuclear utility industry for 15 years, and is a former county commissioner. Mr. Sinderson earned a Bachelor of Science in Physics From Purdue University.

**David Machado, Director** – David Machado currently serves as the executive director at the North Carolina Coalition for Charter Schools. Prior to his current role, he was the North Carolina State Superintendent for Charter Schools USA, Inc., a charter school management company that serves schools in the southeastern United States. Mr. Machado has also served as the Executive Director of the Office of Charter Schools (the “OCS”) at the North Carolina Department of Instruction (“DPI”) for six years. Mr. Machado also served as the Chief Administrator of Lincoln Charter School for 12 years. During his tenure, the school grew from 450 students to over 2,000 students, which is now the largest brick and mortar charter school in the State. He is the grandparent of two students that attend the School. Mr. Machado earned a bachelor’s degree in business administration from Western Carolina University.

**Fay Gore, Director** – Fay Gore is the Deputy to the Chief Education Officer and is the Vice President of Strategic Partnerships, Grants and Educator Initiatives for National Geographic Society. She has also held the positions of Senior Director of Strategic Partnerships and Grants, and the Senior Director of Education Global Delivery. She has worked with National Geographic for over six years. Prior to her time with National Geographic, Ms. Gore was the Section Chief for K-12 Social Studies for DPI for over 12 years. Ms. Gore earned a Bachelor of Arts in Political Science and African American Studies from the University of North Carolina at Chapel Hill and a Master of Arts in Black Studies from The Ohio State University.

**Josh Prizer, Director** – Josh Prizer is currently Senior Director of Sales at MyHealthTeam, a company that creates social media platforms that connect, lend support and educate people affected with chronic conditions. After volunteering as a firefighter for 15 years in New York and New Jersey, he moved to Holly Springs in 2019, where he continues to be active in community service. He is also a parent of a student at the School. Mr. Prizer earned a Bachelor of Science in Criminal and Law Studies from Marquette University.

**Julia McCombs, Director** – Julia McCombs has over 32 years of sales experience and is currently the senior account executive at Curriculum Associates, LLC, which provides innovative software solutions to educators. Prior to Curriculum Associates, LLC, Ms. McCombs was the sales account executive for Person Digital for the North Carolina and South Carolina regions. Ms. McCombs worked for WCPSS from 1981 until 1991. Ms. McCombs earned a Bachelor of Arts in Education from the University of North Carolina at Chapel Hill. She is also a member of Fuquay-Varina Woman’s Club and the North Carolina Museum of History.



**Pine Springs Preparatory Virtual Academy**

**Q183. Appendix J Nonprofit Board Bylaws**

BYLAWS OF  
**TRIANGLE EDUCATION ORGANIZATION**  
Approved January 14, 2016

---

**ARTICLE I – NAME AND OFFICES**

- Section 1. Name
- Section 2. Principal Office
- Section 3. Registered Office
- Section 4. Other Offices

**ARTICLE II - PURPOSES**

**ARTICLE III - MEMBERSHIP**

**ARTICLE IV - BOARD OF DIRECTORS**

- Section 1. General Powers and Functions
- Section 2. Number, Voting Rights and Terms
- Section 3. Nominations
- Section 4. Elections
- Section 5. Resignation and Removal
- Section 6. Ex-Officio Members
- Section 7. Residency

**ARTICLE V - BOARD OF DIRECTORS MEETINGS**

- Section 1. Annual Meeting
- Section 2. Attendance by Remote Communication
- Section 3. Quorum
- Section 4. Regular Meetings
- Section 5. Special Meetings
- Section 6. Actions Without Meetings
- Section 7. Open Meetings and Public Records Laws
- Section 9. Attendance
- Section 10. Manner of Acting
- Section 11. Presumption of Assent
- Section 12. Conduct of Meetings

**ARTICLE VI - OFFICERS**

- Section 1. Officers
- Section 2. Nominations
- Section 3. Elections
- Section 4. Chairman
- Section 5. Vice Chairman
- Section 6. Treasurer
- Section 7. Secretary

- Section 8. Assistant Officers
- Section 9. Resignation and Removal of Officers

#### **ARTICLE VII – COMMITTEES**

- Section 1. General Provisions
- Section 2. Standing Committees
- Section 3. Nominating Committee
- Section 4. Executive Committee
- Section 5. Finance & Facilities Committee
- Section 6. Academic & Performance Committee

#### **ARTICLE VIII – CONDUCT STANDARDS**

#### **ARTICLE IX - CONFLICT OF INTEREST**

- Section 1. General Provisions
- Section 2. Statutory Requirements
- Section 3. Definitions
- Section 4. Procedures
- Section 5. Records of Proceedings
- Section 6. Compensation
- Section 7. Annual Statements
- Section 8. Periodic Reviews
- Section 9. Use of Outside Experts

#### **ARTICLE X – MANAGEMENT AND FINANCES**

- Section 1. Funds
- Section 2. Administration
- Section 3. Investments
- Section 4. Rejection of Gifts
- Section 5. Other Powers

#### **ARTICLE XI – CONTRACTS, LOANS AND DEPOSITS**

- Section 1. Contracts
- Section 2. Loans
- Section 3. Checks and Drafts
- Section 4. Deposits
- Section 5. No State Indebtedness by Contract

#### **ARTICLE XII - INDEMNIFICATION**

- Section 1. Definitions
- Section 2. Statement of Intent
- Section 3. Indemnification
- Section 4. Determination
- Section 5. Advances for Expenses
- Section 6. Reliance and Consideration
- Section 7. Insurance
- Section 8. Savings Clause

Section 9.      Emergency Bylaws

**ARTICLE XIII - AMENDMENTS**

**ARTICLE XIV – DISSOLUTION AND DISTRIBUTION**

**ARTICLE XV - MISCELLANEOUS**

Section 1      Fiscal Year and Audits

Section 2.      Net Earnings

## **ARTICLE I NAME AND OFFICES**

**SECTION 1. NAME.** The name of the corporation shall be Triangle Education Organization [NAME] (hereafter, the “Corporation” or “School”).)

**SECTION 2. PRINCIPAL OFFICE.** The principal office shall be at 1729 N. Main St., Holly Springs, NC 27540.

**SECTION 3. REGISTERED OFFICE.** The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical to the principal office of the Corporation. The address of the registered office may be changed from time to time by the Board of Directors.

**SECTION 4. OTHER OFFICES.** The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the Board of Directors may designate or as the business of the Corporation may require.

## **ARTICLE II PURPOSES**

The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit Corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

- (a) To seek, and if approved, to operate the Corporation as a North Carolina charter school, to be chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the “North Carolina Charter School Act”); and
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

## **ARTICLE III: MEMBERSHIP**

The Corporation shall have no members.

## **ARTICLE IV BOARD OF DIRECTORS**

**SECTION 1. GENERAL POWERS AND FUNCTIONS.** Except as otherwise provided in the Articles of Incorporation or in these Bylaws, all the corporate powers shall be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees of their own number such powers as they may see fit. The Board

of Directors shall appoint such additional employees of the Corporation, as distinguished from the Chairman and officers of the Corporation, as they may desire. The primary function of the Board of Directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission and objectives;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- (h) To retain necessary expertise, consulting, and contractor services and training.

**SECTION 2. NUMBER, VOTING RIGHTS, AND TERMS.** The number of Directors of the Corporation shall be as determined from time to time by resolution of the Directors, with a minimum number of five (5) Directors except in cases of emergency or short-term exigencies. Each Director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these Bylaws. Each Director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered Directorships, in which case Directors may serve terms of less than three (3) years.

**SECTION 3. NOMINATIONS.** At least thirty (30) days prior to the Annual Meeting of the Board of Directors, the Nominating Committee shall present to the Board of Directors a slate of nominees to be elected to serve on the Board of Directors at the Annual Meeting. Other candidates may be nominated by the Directors of the Corporation from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined in advance of the nomination.

**SECTION 4. ELECTIONS.** Voting Directors shall be elected at the Annual Meeting by a majority vote of the Directors present, provided, however, the voting members of the Board of Directors of this Corporation and/or its duly appointed Nominating Committee shall annually recommend the names of persons for election to the Board of Directors. In the event of the death, resignation, retirement, removal or disqualification of a member of the Board of Directors during their appointed term of office, their successor shall be elected and serve only until the expiration of the term of their predecessor provided, however, any Parent Director vacancy must be filled by a parent of a student enrolled in the School. The Board of Directors shall have the power to temporarily fill, at its discretion, vacancies occurring on the Board of Directors by appointment.

**SECTION 5. RESIGNATION AND REMOVAL.** Any director may resign but, as feasible, should provide reasonable advance written notice of at least thirty 30 days of such resignation. Any director may be removed at any time for just cause by a majority vote of the directors then in office at a duly called meeting. Just cause shall include, without limitation, conduct such as neglect of duty, failure to fulfill the duties of a board member, failure to comply with Corporate requirements or policies, conduct unbecoming of a board member or that substantially threatens the integrity or reputation of the Corporation, acts of immorality, conviction of a crime, or charges of criminal behavior or other conduct for which there is substantial evidence of wrongdoing. Any director may be removed at any time without cause by a two-thirds vote of the directors then in office at a duly called meeting. If any Director resigns or is removed, a new Director may be elected to fill the remaining term at the same meeting of the Board of Directors.

**SECTION 6. EXOFFICIO MEMBERS AND NON-VOTING MEMBERS.** There may be exofficio and non-voting members of the Board of Directors as are elected by a majority vote of the Board of Directors at any meeting of such Board. The participating in board matters and meetings by such members shall be determined by majority of voting Board members.

**SECTION 7. BOARD MEMBER RESIDENCY.** The board of directors of the private nonprofit corporation operating the charter school may have members who reside outside of the State. However, the State Board of Education may require by policy that a majority of the board of directors or greater of the board officers for a charter school must have their primary residence in North Carolina. Reference § 115C-218.15.

The majority of Pine Springs Preparatory Academy board members and 50% or greater of the board officers must have their primary residence in NC.

## **ARTICLE V BOARD OF DIRECTORS MEETINGS**

**SECTION 1. ANNUAL MEETING.** An annual meeting of the Board of Directors of this Corporation shall normally take place in July and no later one hundred twenty (120) days after the end of each fiscal year of the Corporation on a date determined by the Board of Directors, at a place designated by the Chairman of the Board of Directors. Notice of the time and place of such meeting shall be given in writing at least two (2) weeks in advance, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

**SECTION 2. ATTENDANCE BY REMOTE COMMUNICATION.** Any or all Directors may participate in a meeting by, or conduct the meeting through the use of, any reasonable and legal means of communication by which all Directors participating in the meeting may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed present in person at the meeting unless otherwise determined by the Board or required by law.

**SECTION 3. QUORUM.** Except as otherwise provided by law, the Articles of Incorporation of the Corporation or these Bylaws, a quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. In no event may these Bylaws or any resolution adopted pursuant to these Bylaws authorize a quorum of fewer than one-third of the number of Directors then in office, except in emergencies requiring action by a majority of the available Board members for the good of the School, only after reasonable efforts to notify and convene all Board members.

**SECTION 4. REGULAR MEETINGS.** The Board of Directors shall meet at least eight times each year and hold regular meetings at such times as the Chairman or his designee determines. The Annual Meeting shall count towards one of the 8 required regular meetings of the Board. At least seven (7) days advance written notice shall be given for each meeting, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

**SECTION 5. SPECIAL MEETINGS.** Special meetings of the Board of Directors for a specific purpose may be called at any time by its Chairman or by the request of at least two (2) members of the Board of Directors. The specific purpose must be stated in the notice and no other business shall be transacted at the special meeting. Unless actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at any such special meeting, notice must be given not less than forty-eight (48) hours prior to any special meeting. Such notice may be given by any usual means of communication. Meetings shall be held at a place and at such time as shall be fixed by the Chairman or Board of Directors members calling the meeting.

**SECTION 6. ACTIONS WITHOUT MEETINGS.** No action may be taken without a meeting of the Board of Directors.

**SECTION 7. OPEN MEETINGS AND PUBLIC RECORDS LAWS.** All meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

**SECTION 9. ATTENDANCE.** All Directors are expected to attend all meetings. Failure to regularly attend meetings may subject a Director to removal.

**SECTION 10. MANNER OF ACTING.** Except as otherwise provided in these Bylaws, the act of the majority of the members of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. No action may be taken without a quorum present.

**SECTION 11. PRESUMPTION OF ASSENT.** A member of the Board of Directors of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his contrary vote is recorded or his dissent is otherwise entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the



Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

**SECTION 12. CONDUCT OF MEETINGS.** The Chairman shall cause to be prepared and forwarded to the members of the Board, prior to any regular meeting of the Board, an agenda containing the items to be voted upon at the regular meeting. Neither failure of the Chairman to prepare nor the failure of a member of the Board to receive a copy of the proposed agenda shall affect the validity of any vote taken at such meeting. The Board may consider at any meeting such business as may properly come before it notwithstanding the fact that the subject was not listed on the agenda.

## **ARTICLE VI**

**SECTION 1. OFFICERS.** Officers of the Corporation shall consist of a Chairman, a Vice Chairman, a Secretary, and a Treasurer and other officers as the Board of Directors may from time to time elect. The Board shall have the right to create such additional offices as it deems beneficial to the Corporation. Except for Chairman and Vice Chairman, the Board has the right to combine offices into one, such as Secretary and Treasurer. No person may hold more than one office at the same time, except as noted above with Secretary/Treasurer.

**SECTION 2. NOMINATIONS.** In the event the Board of Directors has appointed a nominating committee to act, such committee shall present a slate of candidates for each office to be filled at least thirty (30) days prior to the Annual Meeting. Other candidates may be nominated by the Board of Directors from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined in advance of the nomination.

**SECTION 3. ELECTIONS.** Officers shall be elected at the Annual Meeting of the Board of Directors by a majority in number of the members of the Board of Directors present. Officers shall assume their duties immediately after the Annual Meeting and shall serve for a one (1) year term and until their successors are duly elected and qualified, unless such terms are otherwise designated by separate resolution of the Board of Directors.

**SECTION 4. CHAIRMAN.** The Chairman shall be a Director and preside at all meetings, shall make reports to the Board of Directors and shall perform all such other duties as are incident to his/her office or may properly be required of him/her by the Board of Directors. He/She shall be, ex officio, a member of all committees.

**SECTION 5. VICE CHAIRMAN.** In the absence of the Chairman of the Board of Directors or in the event of his or her death, inability or refusal to act, the Vice Chairman of the Board of Directors shall perform the duties of the Chairman of the Board of Directors, and when so acting shall have all the powers of and be subject to all the restrictions, as may be applicable, upon the Chairman of the Board of Directors. However, in the event of the death or incapacity of the Chairman, a new Chairman shall be elected as soon as possible by the Board of Directors.

**SECTION 6. TREASURER.** The Treasurer shall:

(a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever; and deposit all such monies in the name of the Corporation in such depositories as shall be selected in accordance with the provisions of these Bylaws;

(b) prepare, or cause to be prepared, a true statement of the Corporation's assets and liabilities as of the close of each fiscal year, and a statement of the Corporation's gross receipts and all expenses for such fiscal year, all in reasonable detail, which statements shall be made and filed at the Corporation's registered office or principal place of business in the State of North Carolina within three (3) months after the end of such fiscal year and thereat kept available for a period of at least ten (10) years; and

(c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the Chairman or by the Board of Directors, or by these Bylaws.

**SECTION 7. SECRETARY.** The Secretary shall:

(a) keep the minutes of the meetings of the Board of Directors and of all Board of Directors in one or more books provided for that purpose;

(b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

(c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; and

(d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Chairman or by the Board of Directors.

**SECTION 8. ASSISTANT OFFICERS.** Assistant Secretaries or Assistant Treasurers, as may be elected by the Board of Directors, shall perform the duties and exercise the powers of the Secretary or the Treasurer, respectively, in their absence, and shall perform such other duties incident to their office as may properly be required by the Board of Directors.

**SECTION 9. RESIGNATION AND REMOVAL.** Any officer may resign his position but, as feasible, should provide reasonable advance written notice of at least thirty 30 days of such resignation. Any officer may be removed from serving as an officer at any time for just cause by a majority vote of the directors then in office at a duly called meeting. Just cause shall include, without limitation, conduct such as neglect of duty, failure to fulfill the duties of a board member, failure to comply with Corporate requirements or policies, conduct unbecoming of a board member or that substantially threatens the integrity or reputation of the Corporation, acts of immorality, conviction of a crime, or charges of criminal behavior or other conduct for which there is substantial evidence of wrongdoing. Any officer may be removed at any time for his office without

cause by a two-thirds vote of the directors then in office at a duly called meeting. If any officer resigns or is removed from his office, a new officer may be elected to fill the remaining term at the same meeting of the Board of Directors

## **ARTICLE VII COMMITTEES**

**SECTION 1. GENERAL PROVISIONS.** In accordance with G.S. §55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be approved by a majority of all the Directors in office when the action is taken. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him/her by law. The Chairman shall be an *ex-officio*, non-voting member of all committees. No committee may be comprised of Board members, the total of which equals or exceeds a quorum of the entire Board.

**SECTION 2. STANDING COMMITTEES.** The Board may appoint standing committees. These may, but are not required to include a Nominating Committee, Executive Committee, Finance Committee, Education Committee, Long Range Planning and Development Committee, and the Building and Grounds Committee. The terms of all members of any standing committees shall expire at the time of the first monthly meeting following the annual meeting or until their successors are appointed or elected and qualified. Standing committee members shall include at least one Board member. The Chairman shall be an “ex-officio” non-voting member of all committees. All standing committees shall report their activities to the Board of Directors as requested by the Chairman and shall make recommendations directly to the Board on matters referred to them or falling within their respective fields of responsibility. All standing committees shall keep a record of their business and submit them to the Board when requested.

**SECTION 3. NOMINATING COMMITTEE.** The Nominating Committee shall propose and submit to the Board of Directors names of persons nominated for election as Directors, as officers of the Corporation, and as members of the Executive Committee.

### **SECTION 4. EXECUTIVE COMMITTEE.**

(a) **Membership.** The Executive Committee may consist of three (3) to five (5) members, including the Board Chairman and Vice Chairman and any other Board Members and non- Board members who shall be elected by the Board. The number of Board members on the Executive Committee shall not equal or exceed a quorum of the entire Board. The Board may, by resolution, change the number of members on the Executive Committee. The names of nominees to fill any vacancy on the Executive Committee shall be published at least thirty (30) days prior to the meeting at which the election is conducted. Any Director shall be entitled to nominate a number of persons equal to the number of vacancies on the Executive Committee.

(b) **Officers.** The Chairman of the Board shall be Chairman of the Executive Committee and preside at all meetings. The Vice Chairman of the Board shall be Vice Chairman of the Executive Committee and preside in the absence of the Chairman.

(c) **Meetings.** Meetings of the Executive Committee shall be held at the call of the Chairman, or at the call of the Vice Chairman and one other member of the Executive Committee. Notice of the time and place of any meeting of the Executive Committee shall, whenever practical, be provided by telephone, e-mail or telefax to all members at least twenty-four (24) hours prior to the time of the meeting. If notice is mailed, the notice must be mailed at least seventy-two (72) hours prior to the time of the meeting. Any member of the Executive Committee may provide written notice that he or she waives the notice requirements hereinabove set forth. Attendance by a member at any meeting of the Executive Committee shall constitute a waiver of notice of such meeting, except where such member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

(d) **Quorum.** A quorum of the Executive Committee shall consist of a majority of its members.

(e) **Powers.** The Executive Committee shall have such powers and authorities as are expressly delegated to it by the Board of Directors, and those powers that are incidental to the expressly conferred powers, and necessary to enable the Executive Committee to exercise such expressly delegated powers and authorities.

(f) **Report of Activities.** The Executive Committee shall maintain minutes of its meetings and records of all actions taken by it, and shall promptly provide copies of such minutes to the Corporation's Secretary, who shall forward copies to all Directors.

**SECTION 5. FINANCE & FACILITIES COMMITTEE.** The Treasurer shall serve as Chair of the Finance Committee, which shall be made up of not more than five (5) members of which at least two shall be Board members who shall be duly elected members of the Board of Directors.

The Committee shall:

- (a) Review major financial or property transactions.
- (b) Have charge of invested funds of the school.
  - (1) Have authority to direct changes in investment by custodians of funds.
  - (2) Recommend a change in investment counsel.
- (c) Report at each regular meeting of the Board and as needed to the Executive Committee.
  - (1) Recommend action to the Board in subsections (a) and (c)(2) above.
  - (2) Recommend action to the Executive Committee on subsection (b) above.
- (c) Perform other duties reasonably necessary to carry out its functions.

**SECTION 6. ACADEMIC & PERFORMANCE COMMITTEE.**

The Academic & Performance Committee will work with the Head of School and the administrative team to review and advise on curriculum materials, supplies, professional development, testing plans, program implementation and academic achievement results. The Head of School, with approval of the Board, will assume responsibility for executing the education plan including procuring all materials, teaching and learning content necessary to effectively carry out the education plan for Pine Springs Preparatory Academy.

**ARTICLE VIII  
CONDUCT STANDARDS**

Directors shall conduct themselves and the performance of their Board duties in accordance with G.S. 55A-8-30 and as otherwise regulated by law or Board policy or action.

(a) A Director shall discharge his duties as a Director, including his duties as a member of a committee:

- (1) In good faith;
- (2) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (3) In a manner the Director reasonably believes to be in the best interests of the Corporation.

(b) In discharging his duties, a Director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- (1) One or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- (2) Legal counsel, public accountants, or other persons as to matters the Director reasonably believes are within their professional or expert competence; or
- (3) A committee of the Board of which he is not a member if the Director reasonably believes the committee merits confidence.

(c) A Director is not entitled to the benefit of subsection (b) of this section if he has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.

(d) A Director is not liable for any action taken as a Director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

(e) A Director's personal liability for monetary damages for breach of a duty as a Director may be limited or eliminated only to the extent provided in G.S. 55A860 or

permitted in G.S. 55A202(b)(4), and a Director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes

(f) A Director shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation, including without limit, property that may be subject to restrictions imposed by the donor or transferor of such property.

## **ARTICLE IX CONFLICT OF INTEREST**

**SECTION 1. GENERAL PROVISIONS.** Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

A person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy as provided in G.S. 115C-218.15(b)(3) and applicable law.

**SECTION 2. STATUTORY REQUIREMENTS.** Board practice regarding conflicts of interest shall be governed ultimately by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these Bylaws. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with the Corporation in which a Director of the Corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the Corporation solely because of the Director's interest in the transaction if any one of the following is true:

- (1) The material facts of the transaction and the Director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or committee authorized, approved, or ratified the transaction;
- (2) The material facts of the transaction and the Director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
- (3) The transaction was fair to the Corporation.

(b) A Director of the Corporation has an indirect interest in a transaction if:

- (1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or

(2) Another entity of which he is a Director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the Board of Directors of the Corporation.

(c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the Directors on the Board of Directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single Director. If a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of taking action under this section. The presence of, or a vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a Director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking action under this section.

(e) The Articles of Incorporation, Bylaws, or a resolution of the Board may impose additional requirements on conflict of interest transactions.

### SECTION 3. DEFINITIONS.

(a) **Interested Person.** Any Director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(1) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

(2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) A potential ownership or investment interest in, or compensation

arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

#### **SECTION 4. PROCEDURES.**

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) **Procedures for Addressing the Conflict of Interest.**

(1) An interested person may make a presentation to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(2) The Chairman of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) **Violations of the Conflicts of Interest Policy.**

(1) If the Board of Directors or one of its committees has reasonable cause to believe a member has failed to disclose actual or a foreseeable conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.



(2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary or corrective action.

**SECTION 4. RECORDS OF PROCEEDINGS.** The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

**SECTION 6. COMPENSATION.**

(a) Board members shall receive no compensation for serving on the board and may not receive compensation from the Corporation for any services provided to the Corporation.

(b) Board members may be reimbursed for travel, accommodations, and meals when traveling or acting on behalf of Pine Springs Preparatory School.

**SECTION 7. ANNUAL STATEMENTS.** Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person

(a) has received a copy of the conflicts of interest policy,

(b) has read and understands the policy,

(c) has agreed to comply with the policy, and

(d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**SECTION 8. PERIODIC REVIEWS.** To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**SECTION 9. USE OF OUTSIDE EXPERTS.** When conducting the periodic reviews as provided for in this Article, the Corporation may choose to employ outside experts. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

## **ARTICLE X MANAGEMENT AND FINANCES**

**SECTION 1. FUNDS.** The Board of Directors shall establish such funds as the Board, in its discretion, shall consider desirable to further the purposes of the Corporation. The Board of Directors may adopt such rules and policies for the establishment and maintenance of such funds as the Board of Directors may determine necessary, subject to the provisions of the Articles of Incorporation and these Bylaws.

**SECTION 2. ADMINISTRATION.** The Board of Directors shall manage and administer in all respects the properties and funds of the Corporation in accordance with the terms of the Articles of Incorporation creating the Corporation, the provisions of the Bylaws, and all applicable laws, obtaining and securing for such purposes such assistance, office space, force, equipment, and supplies and other aids and facilities, upon such terms as the Directors may deem necessary from time to time.

**SECTION 3. INVESTMENTS.** The Board of Directors shall hold, use, manage, administer, and, at their discretion, dispose of the properties of the Corporation, and shall collect all incomes, revenues and profits arising there from. The funds of the Corporation arising through the receipt and collection of incomes, revenues and profits, sale of properties or otherwise, shall be invested in such properties and investments as may be determined by the Board of Directors from time to time to be fit investments for assets of the Corporation, and in the making of any investment, the Board of Directors shall not be limited to such investments as may be legal investments for fiduciaries under any present or future statute, decision, or rule of law, but the Board of Directors shall have absolute discretion in the determination of what properties constitute a suitable investment for any assets of the Corporation, subject to applicable law.

**SECTION 4. REJECTION OF GIFTS.** Any person, firm, or Corporation shall have the privilege of making grants to the Corporation at any time by way of gift, devise, bequest, condition, or otherwise, and such additions shall be received, used and disposed of by the Board of Directors in accordance with the terms of the Articles of Incorporation and any other conditions of the gift; provided, however, that the Board of Directors shall have the power to reject any donation, grant, bequest, or devise which in the opinion of the Board of Directors is inconsistent with the charitable purposes for which the Corporation was formed or for any other reason it deems sufficient.

**SECTION 5. OTHER POWERS.** The Board of Directors shall have and may exercise any and all other powers which are necessary or desirable in order to manage and administer the Corporation and the properties and funds thereof and carry out and perform in all respects the charitable purposes of the Corporation according to the true intent thereof.

## **ARTICLE XI CONTRACTS, LOANS, AND DEPOSITS**

**SECTION 1. CONTRACTS.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

**SECTION 2. LOANS.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. In accordance with G.S. 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the Corporation to or for the benefit of its Directors or officers.

**SECTION 3. CHECKS AND DRAFTS.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall be determined by resolution of the Board. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Treasurer or by any officer or agent who may be authorized by the Board to do so.

**SECTION 4. DEPOSITS.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

**SECTION 5. NO STATE INDEBTEDNESS BY CONTRACT.** As long as required by state law, no indebtedness of any kind incurred or created by the Corporation on behalf of a North Carolina Charter School operated by the Corporation shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Corporation shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

## **ARTICLE XII**

### **INDEMNIFICATION OF DIRECTORS, OFFICERS AND OTHERS**

**SECTION 1. DEFINITIONS.** For purposes of this Article, the following definitions shall apply:

(a) “Act” means the North Carolina Nonprofit Corporation Act, effective July 1, 1994, and all amendments and additions thereto.

(b) “Corporation” means the School as a Corporation, as such term is defined in Section 55A-8-50(b)(1) of the Act.

(c) “Director” means an individual who is or was a Director of the Corporation or an individual who, while a Director of the Corporation, is or was serving at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A Director is considered to be serving as a Director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation’s request if such Director’s duties to the Corporation also impose duties on, or otherwise involve services by, the Director to the plan or to participants in or beneficiaries of the plan. “Director” includes, unless the context requires otherwise, the estate or personal representative of a Director.

(d) “Expenses” means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert and investigatory fees and expenses.

(e) “Indemnified Officer” means an individual who is or was an officer of the Corporation appointed by the Board of Directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a Director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise. “Indemnified Officer” includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.

(f) “Liabilities” means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan) and expenses, including, but not limited to, attorneys’ fees of opposing parties incurred with respect to a Proceeding.

(g) “Proceeding” means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and any appeal therein (and any inquiry or investigation that could lead to such a proceeding).

**SECTION 2. STATEMENT OF INTENT.** The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

**SECTION 3. INDEMNIFICATION.** In addition to, and not in any way in limitation of, all indemnification rights and obligations otherwise provided by law, the Corporation shall indemnify and hold harmless its Directors and Indemnified Officers against all Liabilities and Expenses in any Proceeding (including, without limitation, a Proceeding brought by or on behalf of the Corporation itself) arising out of their status as Directors or officers, or their service at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited

liability company, partnership, joint venture, trust, employee benefit plan or other enterprise, or their activities in any such capacity. The Corporation shall also indemnify each Director and Indemnified Officer for his or her costs, expenses and attorneys' fees incurred in connection with the enforcement of the rights to indemnification granted herein, if it is determined in accordance with Section 4 of this Article that the Director or Indemnified Officer is entitled to indemnification hereunder.

The Corporation shall not indemnify a Director or an Indemnified Officer against Liabilities or Expenses that such person may incur on account of activities of such person which at the time taken substantially involve any of the following:

- (a) Acts that are known or should have reasonably been known to be in conflict with the best interests of the Corporation;
- (b) Acts of bad faith;
- (c) Acts of willful or grossly negligent misconduct in the performance of duty;
- (d) Acts involving receipt of an improper personal benefit; or
- (e) Acts in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The Board of Directors shall have the authority to adopt such resolutions pertaining to the implementation of this Article, Section 3 as it may from time to time determine, and such resolutions shall be given full effect, even though they supplement, amplify or go beyond the provisions of this Article, Section 3 provided and to the extent that such resolution does not violate any provision of the Act or the Articles of Incorporation. This Article, Section 3 shall be construed in a manner to fully effect the purpose and intent of the resolution of the Board of Directors approving and adopting this provision.

**SECTION 4. DETERMINATION.** The Corporation shall pay any indemnification under Section 3 of this Article in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

- (a) by the Board of Directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;
- (b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a committee duly designated by the Board of Directors (in which designation members of the Board of Directors who are parties to the Proceeding may participate), consisting solely of two or more members of the Board of Directors not at the time parties to the Proceeding; or
- (c) by special legal counsel (i) selected by the Board of Directors or a committee

thereof in the manner prescribed in Section 4(a) or (b), or (ii) if a quorum of the Board of Directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full Board of Directors (in which selection members thereof who are parties in the Proceeding may participate).

The Board of Directors shall take all such action as may be necessary and appropriate to enable the Corporation to pay the indemnification required by this Article.

**SECTION 5. ADVANCES FOR EXPENSES.** The Expenses incurred by a Director or an Indemnified Officer in defending a Proceeding may be paid by the Corporation in advance of the final disposition of such Proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director or Indemnified Officer to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation against such Expenses. Subject to receipt of such undertaking, the Corporation shall make reasonable periodic advances for Expenses pursuant to this Section 5 unless the Board of Directors shall determine, in the manner provided in Section 4 of this Article and based on the facts then known, that indemnification under this Article is or will be precluded.

**SECTION 6. RELIANCE AND CONSIDERATION.** Any Director or Indemnified Officer who at any time after the adoption of this Article serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right, however, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Article. No amendment, modification or repeal of this Article IX shall adversely affect the right of any Director or Indemnified Officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

**SECTION 7. INSURANCE.** The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its Directors, officers, employees and agents and those persons who were or are serving at the request of the Corporation in any capacity with another Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any Director, officer, employee, agent or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment.

**SECTION 8. SAVINGS CLAUSE.** If this Article or any portion hereof shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each person indemnified hereunder to the fullest extent permitted by the portion of this Article that is not invalidated and also to the fullest extent permitted or required by applicable law.

**SECTION 9. EMERGENCY BYLAWS.** In accordance with G.S. 55A-2-07,

(a) The Board may adopt, amend, or repeal Bylaws to be effective only in an emergency defined in subsection (d) of this section. The emergency Bylaws, which are subject to amendment or repeal by the members, may make all provisions necessary for managing the Corporation during the emergency, including:

- (1) Procedures for calling a meeting of the Board of Directors;
- (2) Quorum requirements for the meeting; and
- (3) Designation of additional or substitute Directors.

(b) All provisions of the regular Bylaws consistent with the emergency Bylaws remain effective during the emergency. The emergency Bylaws are not effective after the emergency ends.

(c) Board action taken in good faith in accordance with the emergency Bylaws binds the School, and the fact that the action was taken pursuant to emergency Bylaws shall not be used to impose liability on a Director, officer, employee, or agent.

(d) An emergency exists for purposes of this section if a quorum of the Corporation's Directors cannot readily be assembled because of some catastrophic event.

**ARTICLE XIII  
AMENDMENTS**

Amendments to these Bylaws can be made by the Board of Directors, in regular meeting assembled, either annual or special, with advance notice of at least thirty (30) days, and if special, then the purpose of the meeting with the proposed amendment or amendments must be stated in the call; provided, however, the vote of two-thirds (2/3rds) of the members of the Board of Directors then in office shall be required to amend these Bylaws unless otherwise herein expressly specified or required by law.

**ARTICLE XIV  
DISSOLUTION AND DISTRIBUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law. Specifically and only as long as required by state law pursuant to N.C.G.S. §115C-238.29E(f), all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of

by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE XV  
MISCELLANEOUS**

**SECTION 1. FISCAL YEAR AND AUDITS.**

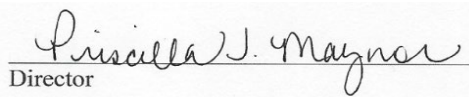
- (a) The fiscal year of the Corporation shall be set by the Board of Directors.
- (b) The books of the Corporation and of its fiscal agent shall be professionally audited annually as directed by the Board of Directors.

**SECTION 1. NET EARNINGS.** No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause of the Corporation's Articles of Incorporation, as may be amended from time to time. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The undersigned persons certify the foregoing Bylaws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

Dated: January 14, 2016

**APPROVED BY THE BOARD OF DIRECTORS**

  
Director



**Pine Springs Preparatory Virtual Academy**  
**Q184. Appendix K Articles of Incorporation**

**ARTICLES OF INCORPORATION:  
TRIANGLE EDUCATION ORGANIZATION  
(a nonprofit corporation)**

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation (the "Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

**ARTICLE I**

The name of the corporation is TRIANGLE EDUCATION ORGANIZATION (the "Corporation").

**ARTICLE II**

The period of duration of the Corporation shall be perpetual.

**ARTICLE III**

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. § 55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

- (a) To establish and operate a North Carolina charter school, chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the "North Carolina Charter School Act").
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (c) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

#### **ARTICLE IV**

The street address and county of the initial registered office of the Corporation is as follows:

LB&A, Certified Public Accountants  
212 Matthews St  
Suite 102  
Matthews, NC 28105  
Union County]

The mailing address of the initial registered office is

LB&A, Certified Public Accountants  
212 Matthews St  
Suite 102  
Matthews, NC 28105

The name of the initial registered agent of the Corporation at such address is Julie Ayers.

#### **ARTICLE V**

The name and the address of the incorporator and address, county, and phone number of the Corporation's Principal Place of Business are as follows (incorporator indicated in "c/o" line):

Triangle Education Organization  
c/o Bruce Friend, Incorporator  
333 Chrismill Lane  
Holly Springs, NC 27540

Wake County / Ph: (919) 802-0832

#### **ARTICLE VI**

The Corporation shall have no members.

## **ARTICLE VII**

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

## **ARTICLE VIII**

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all the liabilities of the Corporation, the Corporation's remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with the provisions of N.C. Gen. Stat. § 55A-14-03, the North Carolina Charter School Act, and other applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

## **ARTICLE IX**

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

## **ARTICLE X**

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies (as they now exist or may hereafter be amended), and the North Carolina Charter School Act, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

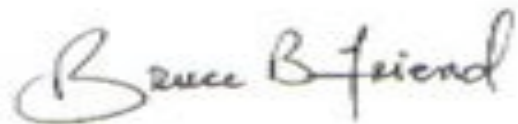
## **ARTICLE XI**

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

## **ARTICLE XII**

These Articles shall be effective upon filing.

This is the 22<sup>nd</sup> day of September 2014.



---

Bruce Friend  
Incorporator

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
School Leader	1	1	1	1	1	1
Principal/Assistant Principal	2	5.5	6	6.5	7.5	8
Dean(s)						
Additional School Leadership	1	1	1	1	1	1
Core Classroom Teachers	43	62.5	71	79	88.5	97.5
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	15	29.5	33	37	41.5	46
Student Support Positions (e.g. social workers, psychologists, etc.)	4	5.50	6.00	6.50	7.50	8.00
Specialized School Staff	1	1	1	1	1	1
Teaching Aides or Assistants						
School Operations Support Staff	11	10	10.5	12.5	13.5	14.5

**Pine Springs Preparatory Virtual Academy**

**Q188. Appendix O School Leader's One Page Resume**

## Shelton L. Jefferies, Ed.D.

### Professional Experience

#### Chief of Staff

*Autism Behavioral Institute – Charlotte, NC | 2021 – 2024*

- Directed company-wide KPIs and DEI strategy under CEO guidance
- Designed leadership training and OKR-driven planning structures
- Advised on executive decision-making and organizational alignment

#### VP, National Growth Strategy

*Lifelong Learning Admin. Corp – Lancaster, CA | 2019 – 2021*

- Led school expansions in MI, OH, NC, SC, and FL; supervised principals
- Spearheaded market launch of SEL services and education products
- Managed CRM systems and quarterly performance outcomes

#### Superintendent

*Nash-Rocky Mount Public Schools – Nashville, NC | 2016 – 2019*

- Oversaw 15K students, 29 schools, and \$150M budget
- Secured \$20M+ in grants; eliminated \$1.25M in licensure gaps
- Launched language immersion programs and CITI High School

#### Assistant Superintendent

*Union County Public Schools – Monroe, NC | 2012 – 2016*

- Managed 53 schools and \$30M across Federal Programs & Support Services
- Developed GPS savings (\$1.4M) and innovative PD for school leaders

#### Principal / Executive Director Roles

*Charlotte-Mecklenburg Schools – Charlotte, NC | 2000 – 2012*

- Principal of West Charlotte HS: improved graduation and IB outcomes
- Led Achievement Zone Turnaround: 100% staff placements, \$3M grant oversight
- Designed Gates Foundation-recognized student tracking model

---

### Education

**Ed.D., Educational Leadership** – UNC Charlotte  
**Ed.S., Admin. & Supervision** – Converse College

**M.Ed., Elementary Education** – Converse College  
**B.A., Fine Arts** – East Stroudsburg University



**Pine Springs Preparatory Virtual Academy**

**Q252. 2025 Charter School Required Signature Certification**



**Pine Springs**  
PREPARATORY ACADEMY

**Q252 2025 Charter School Required Signature Certification**

Triangle Education Organization was incorporated as a non-profit 501c3 in 2014 and has served as the governing Board of Pine Springs Preparatory Academy since 2015 when the Board was granted a charter school.

The Board did engage with an attorney when establishing all of their governance documents and reviewing liabilities that may be encountered in the governance of a school. The Board entered into an agreement with David Hostetler of Lex-is School Law Services for the aforementioned support.

The Board has ensured that an annual audit of the school's finances has been completed. Audits for FY16 – FY22 were conducted by Petway, Mills, & Pearson. Audits for FY23-24 were conducted by Darrell L. Keller, CPA, PA.

The EMO that the Board wishes to partner with for the Virtual Academy is K12 Virtual Schools L.L.C., a subsidiary of Stride, Inc. (NYSE: LRN). This is the same partner that the Board had contracted with to operate the Virtual Academy portion of the school's approved Remote Academy. The management contract has been reviewed by the Board.

The Board has a long-standing relationship with Prestige School Solutions for financial services management.

Pine Springs Preparatory Academy was one of the initial schools in NC to transition to Infinite Campus. SIS services are managed by PSPA staff, as it will be for the proposed virtual charter school.



## Signature Page

The foregoing application is submitted on behalf of [insert name of board of directors for the proposed school]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Gregg Sanders  
Board Position: Treasurer  
Signature: Gregg Sanders  
Date: 4/25/2025

Sworn to and subscribed before me this 23 day of April, 2025.

Notary Public: Bruce Friend

Official Seal:

My commission expires: 9-17, 2027.

**Bruce Friend**  
NOTARY PUBLIC  
WAKE COUNTY, NC