

Organization Information

Application Type *

Acceleration

Operator Type *

EMO/CMO

Primary Contact Name *

Adrian Starks

Has the School Leader Been Identified? *

Yes No

Proposed Leader Name *

Adrian Starks

Proposed School Leader Current Job/Position *

Executive Director

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

Member

Primary Contact Email *

Starks424@gmail.com

Proposed Leader Name *

Adrian Starks

Management Organization Contact Name

Primary Contact Phone *

3363397722

Management Organization Email

PrimaryContact Address *

3673 Oak Chase Drive

Unit/Suite *

Zip Code *

27265

City *

High point

State *

North Carolina

Proposed Leader Job *

Executive Director

1. Application Contact and Student Enrollment Information

Q1. Name of Proposed Charter School

Virtus 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

336-841-8922

Q3. Geographic County in which charter school will reside

Guilford County

Q4. LEA/District Name

Guilford County Schools (GCS)

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

27406

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

I. Definition - Charter Support Organization (CSO) - A for profit or nonprofit, nongovernmental entity that provides:

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

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

Yes

No

Q10. Projected School Opening Month

August

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

Yes (Year-Round)

No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.

- Please note: If applying as a "**FACE VIRTUAL**" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).
- State law requires that a charter school serve a minimum of 80 students unless the school has a compelling reason such as serving a geographically remote student population. 115C-218.1(13).

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

K-8

500

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

The projected enrollment targets and grade configuration for the school were developed using a combination of existing student pipeline data, community interest indicators, and phased growth modeling aligned with facility and staffing capacity. This multi-source approach ensures that enrollment projections are both realistic and grounded in observable demand.

A significant portion of the initial kindergarten enrollment is based on students currently served by Victory Learning Center who are expected to transition into kindergarten at the opening of the school.

- These students represent a known and identifiable cohort already engaged in early childhood programming.
- Enrollment projections assume a structured transition from pre-kindergarten into kindergarten for eligible students.
- This provides a baseline enrollment floor, reducing uncertainty in Year 1. In addition to the pre-existing student pipeline, Year 1 enrollment expands to include grades K–3, which will be filled through a public enrollment process.
- Enrollment will be open to the broader community through an application-based admissions process.

- The initial target of 300 students (K–3) reflects:
- Anticipated demand based on community feedback
- Capacity of the existing facility (approximately 44,000 sq. ft.)
- Staffing model supporting a ~20:1 student-to-teacher ratio
- Grade-level distribution is intentionally structured to allow balanced class formation across early elementary grades

Enrollment projections were further informed by qualitative and quantitative community engagement efforts, including:

- Community surveys assessing interest in a new charter school option
- Town hall meetings conducted to gather feedback from families, stakeholders, and community members
- Documented expressions of interest in enrollment and participation in early learning and elementary education options

These engagement activities indicated strong community support and demand for expanded educational choice, particularly at the elementary level.

The long-term enrollment model (K–7 over five years) is based on a controlled, sequential growth strategy, which adds one grade level per year:

- Year 1: K–3 (300 students)
- Year 2: K–4 (350 students)
- Year 3: K–5 (375 students)
- Year 4: K–6 (400 students)
- Year 5: K–7 (425 students)

We plan to round out at K-8 with 500 students

This model was developed using:

- Cohort progression methodology, assuming retention of existing students each year
- Conservative estimates of new student intake per added grade level
- Alignment with staffing and facility scalability

Enrollment targets were also informed by the physical capacity of the current facility:

- Approximately 44,000 square feet of instructional space
- Ability to support multiple classrooms per grade level in early years

- Functional capacity aligned with maintaining safe, effective student-to-teacher ratios

This ensures that enrollment projections do not exceed operational or instructional capacity.

The enrollment projections are based on a blended methodology that includes:

- A defined pipeline of students transitioning from Victory Learning Center
- Documented community interest through surveys and public engagement sessions
- A phased grade-level expansion model grounded in cohort retention assumptions
- Facility capacity and staffing ratio constraints

Together, these factors create a conservative, realistic, and scalable enrollment plan that supports both financial sustainability and instructional quality over time.

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

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

The projected demographic narrative for the Guilford County school-age population.

Population Forecasts (2026–2051)

The City of High Point and the North Carolina Office of State Budget and Management NC OSBM) project continued expansion through 2051.

Guilford County: Projected to grow from roughly 541,000 in 2020 to 602,178 by 2040.

High Point: Estimated to reach 131,259 by 2035 and approximately 148,176 by 2050.

Growth Drivers: Recent data shows that domestic migration (people moving from other parts of the U.S.) is increasingly offsetting shifts in international immigration.

School Enrollment & Age Shifts

Guilford County Schools (GCS) is bracing for a student loss trend.

Enrollment Decline: GCS is projected to lose approximately 3,000 students by 2035, dropping from roughly 66,474 in 2026 to 62,710.

Aging Population: This trend is driven by an aging demographic; the 65+ age group in Guilford County grew by 46% between 2010 and 2022, while the 0–4 age group's share of the population declined.

Institutional Impact: These projections have already led to discussions about delaying new school construction

Methodology & Calculations

Several distinct methods to reach these figures:

Dwelling Unit Method: Growth is calculated by multiplying the average annual increase in occupied dwelling units by the average household size (currently 2.41 persons).

Straight-Line Projection: This method extends the historical annual growth rate into future decades.

Cohort-Component Model: Used by the NC OSBM, this accounts for three primary factors: fertility, mortality, and net migration.

Constant Proportion: Assumes the city will maintain its current percentage share of the larger county's population

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

See the attached document

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

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

Targeted Subgroups and Services

Exceptional Children (EC):

Students with physical, mental health, social, emotional, or behavioral disabilities.

Services: Specially Designed Instruction tailored to Individualized Education Programs (IEPs).

Legislative Priority: The district is currently advocating for the state to increase funding caps for EC students from 13% to 16% to cover the roughly 15.7% of its enrollment that identifies as exceptional.

Immigrant and Refugee Families:

Newly arrived students and those requiring language development support.

Services: The district operates to bolster early literacy through community resources.

Students with Mental Health Needs:

Students requiring on-demand mental health support.

Services: Mental health services will be provided by an outside agency to help students access resources that reduce behavioral incidents.

Economically Disadvantaged Students (Title I):

Students in high-poverty areas

Services: Programs will provide resources that address food insecurities and other NGO's (non-government organizations) in the community.

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

Yes

No

Q19. Explanation (optional)

2. Non-Profit Corporation Information

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

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

Q20. Organization Type: Nonprofit Corporation or Municipality

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

Non-Profit Corporation

Municipality

Q21. Official name of the private, non-profit corporation as registered with the NC Secretary of State.

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

Virtus Academy

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

Yes

No

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

Please see the attached documents.

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

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

Adrian Starks

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

N/A

Q27.Attach Appendix K Articles of Incorporation or Municipal Charter

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

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

Q28.Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

3. Governance and Capacity

3.1. School Governing Body

Q29. Organization Street Address (if you have one)

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

1414 Cliffwood Drive, Greensboro, NC 27406

3.2. Governance

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

Q30. The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

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Q31. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

In accordance with NC General Statute § 115C-218.15, a charter school is a public school operated by a private nonprofit corporation. The governance structure is centered on an independent Board of Directors, which holds the charter and is legally and operationally accountable to the State Board of Education.

The proposed charter school will operate under the authority of an independent nonprofit governing board established in accordance with the laws of North Carolina and the requirements of the North Carolina Department of Public Instruction. The governing board will serve as the highest legal, fiduciary, and policy-making body of the charter school and will be responsible for ensuring that the school fulfills its mission, complies with all statutory obligations, maintains financial integrity, and achieves academic success.

Governance Structure

The governing board will function as a policy-governance body rather than participating in daily school operations. Operational authority for day-

to-day management will be delegated to the school's lead administrator, while the board retains oversight authority and accountability for school performance.

The board will consist of members selected for their expertise in areas such as:

- Education
- Finance
- Law
- Organizational leadership
- Community engagement
- Strategic planning

Board membership will be structured to ensure diversity of perspective, professional competency, and commitment to the school's mission.

Governing Board Functions

The governing board's primary function is to provide strategic oversight and institutional accountability. Its major governance responsibilities include:

- Establishing and adopting school policies
- Approving annual budgets and overseeing financial stewardship
- Monitoring academic performance and organizational outcomes
- Ensuring compliance with charter requirements, state law, and federal regulations
- Protecting the mission and long-term sustainability of the school
- Approving major contracts and organizational partnerships
- Maintaining ethical governance practices and conflict-of-interest compliance

Primary Duties, Roles, and Responsibilities

The board's responsibilities include oversight in four major areas:

1. Academic Oversight

The board will regularly review student achievement data, school improvement goals, assessment outcomes, and accountability benchmarks to ensure academic excellence.

2. Financial Oversight

The board will approve budgets, review monthly financial reports, ensure independent audits are completed, and maintain fiscal accountability.

3. Organizational Oversight

The board will monitor enrollment, staffing, operations, legal compliance, and risk management.

4. Strategic Leadership

The board will guide long-term planning, sustainability efforts, community engagement, and mission alignment.

Board Committees

To strengthen governance efficiency, the board may operate through standing committees such as:

- Executive Committee
- Finance Committee
- Academic Excellence Committee
- Governance and Nominating Committee
- Personnel Committee

Committees will review issues in detail and make recommendations to the full board for final action.

Recruitment of the Lead Administrator

The board will lead a formal recruitment process to identify a highly qualified lead administrator whose leadership capacity aligns with the school's mission and educational model.

Recruitment strategies will include:

- Public posting of the leadership position through regional and national education networks
- Outreach to charter leadership organizations and educational associations
- Use of professional recruitment platforms
- Candidate screening through structured review criteria

The board will seek candidates with demonstrated strength in:

- Instructional leadership
- Organizational management
- Staff development
- School culture building
- Financial and operational understanding

Hiring Process for the Lead Administrator

The governing board will oversee a multi-stage hiring process that includes:

- Application review
- Structured interviews
- Reference checks
- Leadership scenario evaluation

- Background verification

The final hiring decision will be made by formal board vote.

Supervision of the Lead Administrator

Once hired, the lead administrator will report directly to the governing board. Supervision will include:

- A clearly defined employment agreement
- Annual performance goals aligned to charter objectives
- Formal evaluation using academic, operational, and leadership benchmarks
- Regular reporting at board meetings
- Ongoing accountability reviews

Performance evaluation criteria will include:

- Student achievement outcomes
- School culture and climate
- Financial stewardship
- Staff leadership
- Compliance performance

Separation of Governance and Management

The board will maintain clear separation between governance and administration.

- The board governs through policy, oversight, and accountability.
- The lead administrator manages daily operations, personnel, instruction, and implementation.

This distinction ensures effective leadership while preserving proper governance practice.

Board Accountability and Continuous Development

Board members will participate in ongoing governance training to strengthen effectiveness in:

- Charter school law
- Financial oversight
- Academic accountability
- Ethical governance
- Strategic decision-making

The board will annually review its own effectiveness and governance practices to support continuous improvement.

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

The governing board currently consists of nine (9) members. This size provides sufficient diversity of expertise while maintaining effective communication and decision-making capacity. The organization considers this number appropriate for present operations, while allowing for future expansion if strategic needs require additional specialized expertise.

Current Composition of the Governing Board

The current governing board reflects a multidisciplinary composition drawn primarily from **Guilford County**, with one member residing in Alamance County. Board members represent strong professional backgrounds in:

- Educational leadership
- Public education and curriculum development
- Human resources and equity leadership
- Higher education and engineering
- Accounting and financial management
- Social work and youth development
- Clergy and faith leadership
- Recruitment and workforce engagement

The current board includes:

- A retired assistant superintendent serving as Chair
- A professor serving as Vice Chair
- A certified public accountant
- A social worker
- Additional members serving in education, engineering, clergy, human resources, and recruitment professions

This composition provides broad competency in governance, fiscal oversight, educational programming, strategic planning, and community engagement.

Desired Composition of the Governing Board

The desired future composition of the governing board is to maintain professional diversity while strengthening representation in the following areas:

- Legal expertise
- Healthcare administration
- Fund development and philanthropy
- Community economic development
- Technology and innovation
- Risk management
- Youth advocacy

The organization also seeks continued diversity in:

- Geographic representation
- Gender balance
- Professional disciplines
- Community leadership experience

The goal is to preserve a board whose members collectively reflect the communities served and contribute expertise that supports long-term organizational sustainability.

Powers of the Governing Board

The governing board holds full fiduciary and policy oversight authority for the organization. Its powers include:

- Establishing organizational policy
- Approving strategic direction and long-range planning
- Approving annual budgets and financial reports
- Overseeing fiscal accountability and internal controls
- Approving major expenditures and contracts
- Ensuring compliance with legal and regulatory requirements
- Evaluating organizational performance

- Supporting executive leadership accountability
- Safeguarding mission integrity

The board acts as the final authority in matters affecting governance, stewardship, and institutional accountability.

Duties of the Governing Board

Board members are expected to actively participate in governance through the following duties:

- Attend regular board meetings
- Review financial and operational reports
- Participate in strategic planning
- Serve on committees as assigned
- Contribute professional expertise to board deliberations
- Promote the organization within the community
- Support fundraising and partnership development
- Maintain ethical standards and confidentiality
- Act in the best interest of the organization's mission

Each officer also carries additional responsibilities:

- **Chair:** Presides over meetings and provides governance leadership
- **Vice Chair:** Assists the Chair and assumes leadership when needed
- **Treasurer:** Oversees financial accountability and reporting
- **Secretary:** Maintains official records and meeting documentation

Governance Strength

The board's collective professional experience in education, finance, social services, administration, and leadership positions it well to provide sound governance, informed decision-making, and strategic oversight.

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

1. Educational Leadership & Instructional Design

The board includes members with deep experience in the **North Carolina Standard Course of Study** and specialized student populations:

- **Expertise:** Members hold backgrounds in **School Administration, Special Education (EC), and Curriculum Development.**
- **Implementation:** This ensures the board can effectively evaluate the Principal's performance, oversee the **Beginning Teacher Support Program (BTSP)**, and ensure the educational program effectively serves **SWD, ML, and AIG students.**

1. Financial Oversight & Risk Management

A critical function of the board is maintaining the school's fiscal health and ensuring clean audits:

- **Expertise:** The board includes professionals with experience in **Nonprofit Accounting, Public Finance, and Strategic Budgeting.**
- **Implementation:** Collectively, they provide oversight of the school's per-pupil allotments, federal grants (Title I, IDEA), and the **Professional Development** line items discussed in the staffing plan.

1. Legal & Regulatory Compliance

To navigate the complex landscape of charter school law, the board maintains legal and HR expertise:

- **Expertise:** Members with experience in **North Carolina Charter School Statutes (G.S. 115C-218)** and **Human Resources.**
- **Implementation:** This ensures the school remains compliant with the **50% teacher licensure mandate**, maintains proper **Conflict of Interest** policies, and adheres to the **Open Meetings Law.**

1. Governance & Community Engagement

The board serves as the bridge between the school and the local community:

- **Expertise:** Members with backgrounds in **Nonprofit Governance, Community Organizing, and Strategic Planning.**
- **Implementation:** This collective qualification allows the board to set high-level policy, conduct strategic fundraising, and ensure the school's mission remains aligned with the needs of the families it serves.

1. Summary of Collective Strength

The founding board operates under a **governance-only model**, meaning they focus on the "what" (mission and results) while empowering the school leader to manage the "how" (daily operations). This clear separation of duties—backed by their professional credentials—minimizes risk and maximizes the school's ability to meet its academic and financial goals.

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

Ensuring School Success

A diverse, skill-based board composition directly contributes to success by providing expertise that school staff may lack, such as in finance, law, or real estate.

Strategic Alignment:

The board ensures every decision aligns with the school's mission and core values, preventing deviation from the mission of the school.

Fiduciary Oversight:

By monitoring the budget and securing diverse funding sources, the board maintains the school's financial health and long-term viability.

Operational Soundness:

The board identifies and mitigates risks, ensuring the school fulfills the promises outlined in its charter.

Evaluation of Success

The board evaluates success through data-driven accountability systems that go beyond basic test scores.

Outcome-Focused Goals: Boards set "nonnegotiable" goals for student achievement and operational performance, using regular dashboards to track progress.

Comprehensive Leader Reviews:

Success is measured through a year-round evaluation of the school leader, often incorporating 360-degree feedback from staff, families, and board members.

Performance Frameworks: Boards use clear metrics, such as student engagement, parent satisfaction, and financial liquidity, to holistically judge organizational health.

Active Stakeholder Representation:

A well-structured board acts as a bridge between the school and the community it serves.

Community Advocacy:

Recruiting diverse members from the local community ensures that the voices and priorities of varied stakeholders are reflected in high-level decisions.

Transparency and Trust:

Holding open meetings and providing accessible public portals for policies and minutes fosters a culture of shared responsibility.

Responsive Engagement:

Accountable boards actively seek and judiciously respond to feedback from students, staff, and families through town halls and surveys.

Q35. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The initial recruitment of the founding board members was a strategic effort seeking to build a board that includes active members with different but complimentary capacities.

The process began with identifying critical skill needed until all gaps in areas like finance, education, and community relations. We hope to address the last are of the law which then we will feel the board is complete. Candidates were sourced from existing professional networks, local community leaders, and referrals from within the community via other stakeholders who understand the mission and vision of Virtus and share the sentiment that it is a worthy undertaking.

Prospective members underwent a rigorous screening process, which includes formal interviews, background checks, and meetings with key leadership, like the Board Chair and Executive Director.

Selection Criteria: Candidates were evaluated on their alignment with and shared values with the school's mission, their ability to work as a team, and their commitment to the necessary time and effort.

Filling Board Vacancies

When a board seat becomes vacant due to resignation or term limits, the remaining members follow a predefined procedural timeline to ensure continuity as stated in the bylaws.

Timeline: Boards are typically required or encouraged to act within 30 to 60 days of a vacancy occurring. We will govern ourselves likewise.

Recruitment Strategy: The Governance or Nominating Committee will maintain an ongoing list of potential candidates to avoid a lengthy search when an opening arises.

Selection Methods:

Provisional Appointment: The board may vote to appoint a replacement to serve until the next regular election or for the remainder of the unexpired term.

Public Notice: The Board will publicize the vacancy to the community to attract a diverse pool of applicants.

Onboarding: Once a new member is selected, a structured 90-day onboarding arc will follow, including orientation on school policies, fiduciary duties, and strategic goals.

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

Effective school boards maintain deep ties to their target communities by acting as a "window" between the district and the public, ensuring that governance reflects the specific needs and values of local residents. This connection is typically demonstrated through a combination of lived experience, professional partnerships, and consistent, two-way communication.

Board members possess deep-rooted connections to the local area, which provide the human capital necessary for a school's success. Professional Networks: Members are recruited from local businesses, civic organizations, and municipal governments to ensure a broad base of understanding and influence. Prioritizing board members who are residents, parents, or former students ensures that decisions are based on community needs and inspire local buy-in. The Board establishes formal liaisons with faith-based groups, local industry, and youth-service organizations to promote student achievement and safety and collaborative efforts toward student success

The Board uses systematic methods to stay informed about the community's evolving priorities. The Board engages in community focus groups and hears directly from families and students. The Board conducts asset mapping of the community to identify local resources and opportunities for impactful partnerships.

Data-Driven Feedback: The Board regularly uses surveys and polling to assess public opinion on issues like curriculum, safety, and school facilities. The Board maintains ties to the community through visible, transparent actions that build public trust. The Board employs an "open policy" that allow the public to easily access board materials, meeting minutes, and strategic plans.

The Board members attend local events beyond official meetings, such as school festivals, town halls, and community service projects. The Board provides clear and concise language updates on how community input has directly shifted school policies or initiatives.

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

According to the organization's bylaws, the governing board shall meet on a **regular quarterly basis**, resulting in **four scheduled board meetings annually**. Quarterly meetings provide structured oversight of organizational operations, financial stewardship, strategic planning, and policy governance while allowing sufficient time between meetings for committee work and executive implementation.

Regular Meeting Schedule

The board calendar is organized as follows:

- **First Quarter Meeting**

Focus: Annual review, strategic priorities, budget confirmation, program goals, and policy review.

- **Second Quarter Meeting**

Focus: First-quarter financial review, operational assessment, program performance, and partnership development.

- **Third Quarter Meeting**

Focus: Mid-year strategic evaluation, fiscal forecasting, leadership development, and committee reporting.

- **Fourth Quarter Meeting**

Focus: Year-end review, approval of upcoming annual budget, governance assessment, and strategic planning for the following year.

Special Meetings

Special meetings may be called by the Chair or by a designated number of board members when urgent matters require action outside the regular calendar.

Annual Strategic Retreat

In addition to regular meetings, the board may conduct one annual strategic retreat dedicated to:

- Long-range planning
- Mission alignment
- Leadership evaluation
- Organizational growth opportunities
- Policy refinement

Committee Work Between Meetings

Standing committees may meet monthly or as needed to prepare recommendations for board consideration.

Advisory Bodies and Councils

To strengthen organizational effectiveness, the board may establish advisory structures that provide expertise, community insight, and operational support without superseding board authority.

Executive Advisory Council

The Executive Advisory Council will serve as a consultative body to assist executive leadership and the governing board in strategic matters.

Roles and Duties

- Provide professional counsel on strategic initiatives
- Review major program proposals
- Offer sector-specific expertise
- Assist with community engagement and partnerships

Reporting Structure

The Executive Advisory Council will report directly to the governing board through the Chair and executive leadership.

Q38. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional

development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Once a new member is selected, a structured 90-day onboarding arc follows, including orientation on school policies, fiduciary duties, and strategic goals.

Board members receive a structured sequence of orientation and ongoing professional development (PD) to ensure effective governance, fiduciary oversight, and mission alignment. New Board Member Orientation

Orientation is designed to ground new members in the school's mission and their legal responsibilities before or shortly after they join the board.

Timetable: Completed within the first 30 to 90 days of appointment.

Key Topics:

Governance Fundamentals: Roles vs. responsibilities, board-staff boundaries, and strategic oversight.

Legal Compliance: Open Meetings Act, Public Information Act, and conflict of interest policies.

Fiduciary Duties: Charter school finance nuances, budget monitoring, and audit processes.

School-Specific Context: History, strategic plan, and academic performance goals.

Requirements: Mandatory attendance at all orientation sessions and receipt of a comprehensive Board Member Handbook containing core documents.

Ongoing Professional Development

Existing board members engage in continuous learning to stay current on educational trends and refine their leadership skills.

Timetable: An annual cycle, often requiring 5 to 12 hours of continuing education per fiscal year.

Specific Topics:

Academic Oversight: Evaluating student outcomes and monitoring progress toward state standards.

Team Building: Annual sessions with the school leader to improve collaborative effectiveness.

Specialized Training: Ethics refreshers, school safety, and crisis management.

Mission Moments: Brief presentations at regular meetings on specific programs or services.

Requirements: Ongoing participation is tracked for compliance; many boards use self-assessments to identify specific skill gaps for future training focus.

Training and Development Summary Table

Category	Typical Requirement	Delivery Method	Lead Responsibility
Initial Orientation	4–12 hours (first year)	Individual onboarding, mentor pairing	BC & Governance Comm.
Legal Training	Within 90 days of start	State-approved webinars or workshops	Authorizer/State Agency
Annual PD	3–6 hours	Retreats, conferences, or deep dives	External Experts

Q39. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The board's ethical standards are rooted in the duty of loyalty, requiring members to prioritize the school's interests over personal financial gain. To maintain these standards, the board implements rigorous procedures for disclosing and managing potential conflicts.

Ethical Standards and Conflict Procedures

The board follows a structured process to identify and resolve conflicts of interest:

Annual Disclosure: All board members must sign a conflict of interest policy and complete a questionnaire disclosing all financial and business interests related to the school.

Duty to Disclose: Members must immediately notify the board of any actual or potential conflict regarding a proposed transaction.

Neutral Determination: After disclosure, the board or a designated committee reviews the facts—often without the interested member present—to determine if a conflict exists.

Formal Documentation: The existence and resolution of any conflict are documented in official board meeting minutes to ensure transparency.

Mitigation of Actual and Perceived Conflicts

To avoid actual conflicts and address perceived ones, the board employs several specific strategies:

Recusal and Exclusion: Any member with a conflict must abstain from debating and voting on the specific matter. They may also be asked to leave the room during deliberations.

Open Bidding Processes: For contracts involving a potential relationship with a board member, the board must use an open, competitive bidding process to ensure the transaction is fair and transparent.

Independent Third-Party Review: In complex cases, the board may recruit an independent third party or outside legal counsel to oversee the process and ensure its integrity.

Public Justification: If a board decides to proceed with a transaction where a perceived conflict exists, they must provide a public justification in the minutes explaining why it meets the "reasonable person standard" of being in the school's best interest.

Existing Relationships

Current relationships that might pose perceived conflicts include:

Founding Ties: Members with ties to a sponsoring organization must disclose these relationships, as they create additional conflict opportunities not present in traditional districts.

Family Employment: Any immediate family members of board directors proposed for employment must be disclosed and approved by the board in a public, open-session meeting.

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

The Board of Directors will use a structured, collaborative, and policy-governed decision-making process to develop, review, and adopt school policies that support the mission, legal compliance, academic excellence, and operational integrity of the school.

Identification of Policy Need

Policy development begins when a need is identified through one or more of the following:

- changes in state or federal law
- charter compliance requirements
- operational needs of the school
- academic performance data
- financial oversight findings
- recommendations from leadership or board committees

Policy needs may be introduced by the Executive Director, Principal, standing committees, or individual board members.

2. Committee Review and Research

Relevant board committees review the issue before full board consideration.

For example:

- Finance & Audit Committee reviews fiscal policies
- Governance Committee reviews bylaws, governance procedures, and board policies
- Academic Excellence Committee reviews instructional and student-related policies

Committees gather:

- comparative best practices
- legal guidance
- operational implications
- stakeholder input when appropriate

3. Administrative Input

The Executive Director and school leadership provide practical recommendations concerning:

- implementation feasibility

- staffing impact
- financial implications
- student outcomes
- compliance considerations

This ensures policy decisions are informed by day-to-day school operations.

4. Board Deliberation

5. Consensus and Voting

6. Documentation and Official Adoption

7. Periodic Policy Review

8. Implementation Oversight

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

1. School Improvement Team (SIT)

- **Roles & Duties:** In alignment with N.C.G.S. 115C-105.27, the SIT develops the annual School Improvement Plan. They analyze student performance data (including SWD, ML, and AIG subgroups) and recommend targeted professional development or instructional resources.
- **Reporting Structure:** The SIT is led by the Principal and consists of elected representatives from the teaching staff, parents, and assistants. The SIT reports its recommendations to the Principal, who then presents the final plan to the Board of Directors for approval.

1. Parent-Teacher Association (PTA) / Parent Advisory Council

- **Roles & Duties:** This body focuses on fostering community engagement, fundraising for non-core enrichment (like field trips or teacher appreciation), and providing a forum for parental feedback on school culture and operations.
- **Reporting Structure:** The PTA President serves as a liaison between families and the school. This body reports directly to the **Principal** (or a designated Assistant Principal) to coordinate activities with the school calendar.

1. Exceptional Children (EC) & Multilingual Learner (ML) Advisory Committee

- **Roles & Duties:** To ensure the school effectively serves high-need populations, this committee reviews the school's inclusive practices and compliance with IDEA and Title III. They provide feedback on how well the school's staffing and PD plans are supporting diverse learners.
- **Reporting Structure:** Composed of the EC Coordinator, ML Teacher, and interested parents of students with specialized plans. This committee provides a quarterly status of the program reports to the Principal, who synthesizes this data for the Board of Directors' academic oversight meetings.

Organizational Relationship Summary

- **Board of Directors:** Holds ultimate legal and financial authority (Governance).
- **Principal:** Acts as the bridge, receiving input from advisory bodies to inform daily management.
- **Advisory Bodies:** Provide "voice but not vote," ensuring the Board and Principal have the data and community perspective needed to make informed decisions.

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

The school follows a "Chain of Command" approach to ensure that those closest to the concern have the opportunity to resolve it first:

- **Step 1: Informal Resolution:** Parents or staff are encouraged to meet directly with the individual involved (e.g., a teacher or supervisor) to discuss the concern.
- **Step 2: Administrative Review:** If unresolved, the grievance is submitted in writing to the **Principal**. The Principal must investigate and provide a written response within a set timeframe (typically 5–10 school days).
- **Step 3: Board Appeal:** If the grievant is unsatisfied with the Principal's decision, they may submit a formal written appeal to the Board of Directors.

1. Board-Level Grievance Procedures

Once a concern reaches the Board, the following protections are in place:

- **Grievance Committee:** The Board may designate a sub-committee to review the written record and determine if a formal hearing is required.
- **Closed Session Hearings:** To protect the privacy of staff and students (consistent with N.C. Open Meetings Law), the Board typically hears specific personnel or student grievances in closed session.
- **Final Decision:** The Board provides a final written determination. As the legal employer and governing body, the Board's decision is the final administrative step within the school.

1. Dedicated Communication Channels

The Board ensures they remain accessible without micromanaging daily operations:

- **Public Comment Period:** Every regular Board meeting includes a designated time for "Public Comment," allowing parents and staff to address the Board directly on general school matters.
- **Board Liaison / Secretary:** A designated board email address (e.g., board@schoolname.org) is maintained so that formal grievances can be filed directly with the Board Secretary.
- **Annual Surveys:** The Board commissions annual, anonymous Staff and Parent Satisfaction Surveys to proactively identify systemic concerns before they become individual grievances.

1. Protections Against Retaliation

The school's policy strictly prohibits any form of retaliation against a staff member or parent for filing a good-faith grievance. This ensures that the "Collective Efficacy" and "Professional Growth" goals outlined in the PD plan are not undermined by a culture of fear.

Q43. Attach as Appendix Organizational Chart.

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

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

- How were you recruited and Why do you wish to serve - are asked twice, in succession. Just a redundancy we need to remove.

- The very first question - Have you ever served before? is a Yes or No. About 6-7 questions down, they are asked to describe their past board service. I would move that up to the Yes/No question to tie the two together.

See attached

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

Q45. Attach Appendix For Each Board Member: Charter School Board Member Background Certification Statement and Completed Background Check. PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

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

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

3.3. Staffing: Hiring, Management, and Evaluation

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

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

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

The Board of Directors of Virtus Academy Charter School recognizes that the quality of instruction is directly connected to student achievement and school success. Therefore, the board will implement a deliberate strategy to recruit, support, and retain highly effective educators who align with the school's mission, culture, and academic expectations.

Recruitment Strategy

The board will ensure that school leadership develops a proactive recruitment pipeline designed to attract highly qualified and mission-aligned candidates through multiple channels, including:

- partnerships with colleges and universities, especially educator preparation programs with strong records in STEAM education;
- participation in teacher recruitment fairs and regional education hiring events;
- advertising vacancies through state and national education employment platforms;
- outreach to experienced teachers in traditional public schools, charter schools, and private schools;
- targeted recruitment of teachers with demonstrated skill in high-demand areas such as mathematics, science, technology, and exceptional children services.

Preference will be given to candidates who demonstrate:

- strong instructional effectiveness;
- commitment to student growth;
- classroom leadership;
- adaptability;
- alignment with the school's emphasis on courage, excellence, accountability, and character development.

Selection Process

The board will require a rigorous hiring process led by school administration that includes:

- structured interviews;
- demonstration lessons;
- reference verification;
- review of licensure and credentials;
- evaluation of cultural fit with the school's mission and instructional philosophy.

Retention Strategy

To retain high-performing teachers, the board will support competitive employment conditions that promote professional satisfaction and long-term commitment, including:

- competitive salary structures informed by North Carolina market conditions;
- access to health and retirement benefits;
- supportive working conditions;
- reasonable class sizes when financially feasible;
- clear instructional expectations;
- teacher voice in school improvement efforts.

Professional Growth and Support

The board will prioritize professional development by ensuring teachers receive:

- ongoing instructional coaching;
- mentoring for beginning teachers;
- STEAM-focused professional learning opportunities;
- leadership development pathways;
- opportunities to participate in curriculum design and innovation.

Culture and Recognition

The board believes retention is strengthened by healthy school culture. Therefore, school leadership will cultivate an environment where teachers

experience:

- professional respect;
- collaborative decision-making;
- recognition for high performance;
- open communication with administration;
- alignment between mission and daily practice.

Board Oversight

The board will monitor teacher retention and recruitment effectiveness through annual review of:

- staff retention rates;
- vacancy trends;
- employee satisfaction feedback;
- student performance outcomes connected to staffing stability.

This data will inform adjustments to compensation, support systems, and hiring priorities.

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

Not currently identified.

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

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

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

1. The Board of Directors (Governance)

The Board's role is to ensure the school fulfills its mission and remains financially solvent. Key responsibilities include:

- **Legal Employer:** The Board of Directors of the nonprofit corporation is the official employer. It has the authority to hire and discharge teachers and other staff.
- **Policy & Oversight:** The Board sets the mission, vision, and strategic goals. It evaluates "how well" the school is performing through academic and financial metrics rather than "how" daily tasks are done.
- **Single Direct Report:** The School Leader (Principal/Executive Director) is the Board's only direct report. The Board evaluates the School Leader's performance annually to ensure accountability for the school's strategy.

1. School Leadership (Management)

The School Leader is responsible for executing the operational plan and leading the staff. Key responsibilities include:

- **Operational Execution:** The leader answers "how will" questions, such as how the school will drive student performance or implement the curriculum.
- **Staff Supervision:** The School Leader manages the hiring process (often recommending candidates to the Board), conducts teacher evaluations, and handles daily personnel matters.
- **Reporting:** Leadership is responsible for providing regular updates and reports to the Board so they can make informed governing decisions.

1. Key Constraints & Conflict of Interest

To maintain professional boundaries and transparency, North Carolina guidelines establish strict rules:

- **Non-Voting Status:** If a teacher serves on the Board, they must be a nonvoting member. The North Carolina Office of Charter Schools (OCS) highly recommends that staff members do not sit on the Board at all to avoid conflicts of interest.
- **No Micromanagement:** Boards are specifically instructed not to micromanage school directors or assume responsibility for day-to-day operations.
- **Open Meetings:** Board business, including major personnel decisions (but excluding specific confidential details discussed in closed sessions), must be conducted in open session to maintain public trust.

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

A. At-Will Employment

Your employment with the School is at-will and may be terminated at any time by you or by the School. Nothing contained in these policies is intended to, or should be construed to, alter the at-will relationship between the School and its staff members. Although other terms, conditions, and benefits of employment with the School may change from time to time, the at-will relationship of o employment is one aspect that cannot be

changed except by an agreement in writing signed by the Executive Director

B. Disciplinary Action

Employees who fail to abide by the School's rules and policies will be subject to disciplinary action up to and including termination. Serious violations may result in immediate termination. The list below provides examples of the sort of actions that may result in disciplinary action. This list is NOT meant to be exhaustive, but rather to provide some examples of the sort of behavior that will not be tolerated.

Failure to meet basic guidelines related to job requirements. For teachers, this would include curriculum development, class planning, and assignments such as turning in grades and comments in a timely fashion.

Failure to interact professionally with fellow staff members at meetings and in required staff settings.

Failure to complete work requests in a timely fashion.

Excessive late arrivals or excessive absences.

Violation of confidentiality expectations regarding students and staff.

Inappropriate contact with a student, either physical or sexual in nature.

Verbal abuse of a student, parent, or fellow staff member.

Engaging in a relationship of a romantic or sexual nature with a current student, or with any individual who has attended the School within the previous six months.

Sexual or other harassment of another staff person or student.

Possession, distribution, sale, transfer, use of or being under the influence of alcohol or illegal drugs in the workplace. Additionally, no alcohol is to be consumed when you are attending organization-sponsored events such as the annual fundraiser, community gatherings, any event at which students are present or other venues when staff are in their capacity as Virtus Academy employees.

Theft, removal or possession of school property.

Negligence or improper conduct leading to damage of School-owned property. Falsification of timekeeping, employment, or other School records.

Committing a fraudulent act or a breach of trust.

Fighting or threatening violence in the workplace.

Carrying firearms or other dangerous weapons or materials on School property or at any School event.

C. Background Checks and Screening Requirements

The School will conduct local, regional and/or national background checks on all employees, and the results of such checks may affect hiring and retention decisions by the School. The results of any such search will be shared with any employee if requested by the employee, or if the results may contribute to a decision adversely affecting an individual's employment status. Additionally, as a condition of employment, all staff at Virtus Academy will be required to be fingerprinted and to have their fingerprints submitted to the FBI for a criminal background inspection and review. This fingerprint review will be conducted every three years during the employee's tenure with the organization.

D. Voluntary Termination

The School would like employees who voluntarily terminate their employment to provide at least 20 working days written notice before leaving

their jobs, to facilitate a smooth from the School. Paid Vacation and Personal Days will not be approved during this notice period. All school owned property (keys, books, computers, etc.) must be returned immediately upon termination of employment. An employee who fails to report to work for 3 consecutively scheduled workdays without notice to or approval from the Executive Director may be considered to have voluntarily terminated her/his employment with the School.

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

Salary Range and Employment Benefits

Compensation Philosophy

Virtus Academy Charter School will offer compensation designed to attract and retain highly qualified professionals while remaining fiscally responsible and competitive with North Carolina public charter and district schools. Salary placement will consider:

- Educational credentials
- Licensure status
- Years of verified experience
- Position responsibilities
- Specialized certifications
- Leadership assignments

The school intends to use the North Carolina public school salary schedule as a baseline reference while allowing flexibility for charter-school staffing needs.

- **STEAM Specialists:** \$50,000 – \$70,000
- **Instructional Coaches:** \$55,000 – \$75,000

Student Support Services

- **School Counselor:** \$50,000 – \$68,000
- **Social Worker:** \$48,000 – \$65,000
- **School Psychologist (contracted or employed):** \$60,000 – \$85,000
- **Nurse:** \$45,000 – \$65,000

Instructional Support Staff

- **Teacher Assistants:** \$2,000 – \$38,000
- **Intervention Assistants:** \$30,000 – \$40,000
- **Substitute Teachers:** Daily rate \$120 – \$160

Operations and Administrative Support

- **Office Manager:** \$38,000 – \$52,000
- **Administrative Assistant:** \$32,000 – \$45,000
- **Registrar / Data Coordinator:** \$35,000 – \$50,000
- **Receptionist:** \$30,000 – \$40,000

Facilities / Auxiliary Personnel

- **Custodial Staff:** \$30,000 – \$42,000
- **Maintenance Technician:** \$35,000 – \$50,000
- **Security Personnel (if employed):** \$35,000 – \$50,000

Employment Benefits

Health and Insurance Benefits

Eligible full-time employees will receive access to:

- Medical insurance
- Dental insurance
- Vision insurance
- Life insurance
- Short-term disability options
- Long-term disability options

NC currently funds employer health contributions at approximately **\$8,500 per eligible employee annually**, which informs benefit planning.

Retirement Benefits

Eligible employees will participate in:

- North Carolina retirement system **or approved charter retirement alternative**
- Employer retirement contribution options
- Optional supplemental retirement savings plans

NC employer retirement contribution benchmarks currently exceed **24% of salary**.

Leave Benefits

Full-time employees will receive:

- Sick leave

- Personal leave
- Annual leave (12-month staff)
- Bereavement leave
- Professional leave
- Family and medical leave (per law)

Professional Growth Incentives

The school may provide:

- Tuition assistance
- Professional development stipends
- Licensure renewal support
- Leadership development opportunities
- Performance-based supplements

Additional Compensation Opportunities

Employees may qualify for:

- Extended-day stipends
- Coaching stipends
- Club sponsorship stipends
- Testing coordination stipends
- Summer program compensation

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

Employee/Employer Dispute Resolution Guidelines

If a staff person believes her/his complaint versus another staff person then the procedures outlined below should be followed.

A. Availability of a Mediation Process

The School is committed to creating an environment where staff members will attempt to work out disputes in non-adversarial ways. With this in mind, the School will provide mediation if a staff member requests such help.

That a dispute resolution process exists does NOT suggest that any mediation process must or should take place prior to or in lieu of any termination of employment. Mediation is available to any employee if he/she wishes, but the mediation process is unrelated and in no way mitigates the right of Virtus Academy to terminate employees.

This mediation process is not intended to mitigate or supersede the procedures described above in the section on Harassment/Discrimination, but rather is intended to provide an alternative for staff to mediate differences with fellow staff members and/or supervisors in situations not involving

alleged harassment.

B. Employee Complaint Procedure

If an employee does not initially elect to make use of voluntary mediation process, or the dispute is not resolved through this process, then he/she may follow the School's complaint procedure. This procedure provides for a prompt, thorough and objective investigation of any claim.

Appropriate action will be taken based on the investigation.

The employee should provide a written or verbal complaint to the Executive Director or his/her immediate supervisor as soon as possible. The complaint should include details of the incident(s), names of individuals involved, and the names of any witnesses. This information will be conveyed to the Executive Director if it initially is provided to another supervisor and the Executive Director, if need be. The Executive Director will conduct a preliminary investigation of the matter.

Based on a preliminary investigation, the Executive Director and principal may request that the parties meet with either the Executive Director or principal, or, if the parties prefer, with a designated member of the NGA Board. If both staff persons agree, this meeting will be arranged, and the parties will be encouraged to mediate their differences.

Whether the parties do or do not meet and mediate the dispute, the Executive Director will determine the appropriate action based on the investigation. If either of the involved parties disagrees with the determination of the Executive Director, the party may request that the Board review the determination, by notifying the Board in writing of this request. If this occurs, the Board will review the incident and the response of the Executive Director and provide the School's response in a timely manner.

To the extent that an employee's complaint concerns the Executive Director, the employee may provide her or his initial notice directly to the attention of administrative office. The complaint should include details of the incident(s), names of individuals involved, and the names of any witness. The administrative office will, based on that review, provide the School's response in a timely manner.

Nothing in this policy is intended to mitigate the School's belief in and offer to provide mediation between staff, either before or at any time during the complaint process. Further, that an employee complaint process exists does NOT suggest that any complaint process must or should take place prior to or in lieu of any termination of employment. The complaint process is unrelated and in no way mitigates the right of Virtus Academy to terminate employees.

This process is not intended to mitigate or supersede the procedures described above in the section on Harassment/Discrimination.

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

Principal / Executive Director & Federal Programs Coordinator

Dual Roles: Acts as the instructional leader while also overseeing compliance for Title I, Title II, and IDEA programs.

Funding Source: Funded primarily through the State Base Allotment (ADM-based) and Local Current Expense Funds, supplemented by Federal Title II or IDEA administrative set-asides for the compliance portion of the role.

AIG Specialist & Instructional Coach

Dual Roles: Directly instructs Academically or Intellectually Gifted (AIG) students while also providing professional development and coaching to general education teachers on differentiation strategies.

Funding Source: Primarily the State Base Allotment for the instructional component, often supplemented by State Advanced Teaching Roles grants (if the school has applied and qualified) or local funds.

EC Teacher & Section 504 Coordinator

Dual Roles: Provides specialized instruction for Students with Disabilities (SWD) with IEPs and manages the development and monitoring of 504 Plans for students who do not require specialized instruction but need accommodations.

Funding Source: Primarily State Exceptional Children (EC) Allotment (PRC 032) and Federal IDEA VI-B funds (PRC 060).

Testing Coordinator & Data Specialist

Dual Roles: Manages the administration of state-mandated assessments (EOGs/EOCs) and analyzes student performance data (such as EVAAS) to inform instructional planning.

Funding Source: Usually funded through State Non-Instructional Support Personnel allotments or Local Current Expense Funds.

Business Manager & Licensure Specialist

Dual Roles: Handles school financial operations (payroll, budgeting) while also tracking teacher certifications and CEUs to ensure 50% licensure compliance.

Funding Source: State Base Allotment and Local Funds.

Primary Funding Summary for Charter Schools

Funding Stream	Primary Use in Dual Roles
State Base Allotment (ADM)	Core salary for administrators and teachers.
Categorical Allotments (EC/ML)	Salary supplements for staff serving SWD and ML students.
Federal Grants (Title I, II, IDEA)	Specific program oversight and specialized instructional support.
Local Current Expense	General operations and supplementing state-funded positions.

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

There will be an Exceptional Children's (EC) Director who will oversee the case management of students with disabilities, such as 504 plans, Individual Education Plans (IEP), accommodations, and modifications. Also, an EC teacher(s) and an EC teacher assistant(s) will be employed as pertaining to the number of EC students.

To ensure qualified staffing adequate for Students with Disabilities (SWD), Multilingual Learners (ML), and Academically or Intellectually Gifted (AIG) students, the district will implement comprehensive recruitment, retention, and collaborative staffing models. These plans focus on specialized certifications, integrated support teams, and targeted professional development to meet diverse learner needs.

Recruitment and Staffing Models

Specialized Role Deployment: Plans include dedicated AIG Facilitators or Specialists who collaborate with general education teachers to differentiate instruction through strategies such as tiered assignments and curriculum compacting.

Cluster Grouping: Placing gifted peers in the same classroom, supported by an AIG Cluster Teacher who implements differentiated education plans.

Multi-Classroom Leadership: Multi-Classroom Leaders with a history of high student growth lead teams of teachers and paraprofessionals to reach more students effectively.

Alternative Pipelines: To address shortages, the district will use programs that help paraprofessionals or community members become certified teachers, often in high-need areas such as special education.

Retention Strategies for Specialized Staff: Address burnout and provide structural support, such as:

Manageable Caseloads: Prioritizing equitable distribution of workloads and adjusting caseloads based on the intensity of student needs.

Mentorship and Induction: Structured onboarding programs pair new special education or multilingual teachers with experienced mentors to navigate the unique challenges of their roles.

Financial Incentives: Offer stipends to increase pay for EC teachers.

Integrated Professional Development: Professional Development that is continuous, ensures that all staff, including general educators, are equipped to serve diverse needs by way of:

Certification Support: Offer pathways for teachers to earn a professional educator's license to lead gifted cluster classrooms.

Collaborative Training: Focus PD on collective responsibility, training general and special educators together to jointly analyze student data and design inclusive instruction.

Targeted Skills: Includes evidence-based practices for students with complex needs, such as language development strategies for multilingual students and social-emotional care for students with disabilities.

Cross-Departmental Collaboration

Serving diverse learners is a total effort:

MTSS Integration: AIG and EC (Exceptional Children) specialists are integrated into Multi-Tiered System of Support (MTSS) teams to ensure

that interventions are provided by professionals trained for specific student needs.

Data-Driven Teaming: AIG Specialists collaborate with EC and ML teachers during screening and referral to ensure comprehensive profiles are developed for twice-exceptional students (those who are both gifted and have a disability).

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

Evaluation System and Tools

NCEES (North Carolina Educator Effectiveness System): The official online application used by charter schools to store and manage evaluation data, observations, and ratings.

NC Teacher Evaluation Rubric: A required instrument used to rate teachers across five or six key standards, including leadership, diverse learning environments, content knowledge, and instructional facilitation.

EVAAS (Education Value-Added Assessment System): A data-driven tool that measures a teacher's impact on student growth based on state-mandated assessments like EOGs and EOCs.

The Evaluation Process

The school will follow the state-mandated North Carolina Teacher Evaluation Process, which includes several critical phases:

Training & Orientation: All staff receive training on the NCEES tool and evaluation standards within the first two weeks of the school year.

Self-Assessment: Teachers complete a self-evaluation using the state rubric to identify their own strengths and growth areas.

Observations: Beginning Teachers (years 1–3) receive at least three formal observations by the principal and one peer observation annually. Experienced Teachers typically receive at least one formal and two informal observations.

Post-Observation Conferences: Administrators meet with teachers within ten school days of an observation to provide feedback and discuss performance. Summary Evaluation: A final year-end meeting where the principal reviews all evidence and assigns final ratings (Developing, Proficient, Accomplished, or Distinguished).

Accountability for Licensure

For teachers holding a Continuing Professional License, the school must verify they are rated as "Proficient" or better on their summative evaluation to support their license renewal.

Q57. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

School Principal

Roles & Responsibilities: Serves as the instructional leader and chief administrator. Responsible for teacher evaluations, overseeing the Beginning Teacher Support Program (BTSP), ensuring curriculum alignment, and managing the school's budget. Reports directly to the Board of Directors.

Qualifications: Master's degree in Education Administration or a related field; minimum of 5 years of successful classroom teaching and 3 years of school leadership experience.

Licensure: Must hold or be eligible for a North Carolina School Administrator: Principal license.

General Education Teacher (Core Subjects)

Roles & Responsibilities: Plans and delivers grade-level instruction aligned to NC Standard Course of Study. Responsible for student growth, maintaining a Professional Development Plan (PDP), and collaborating in Professional Learning Communities (PLCs).

Qualifications: Bachelor's degree from an accredited institution in the subject area or elementary education. Strong communication skills and a commitment to the school's mission.

Licensure: At least 50% of the total teaching staff must hold a North Carolina Professional Educator's License (Initial or Continuing). Non-licensed teachers in core subjects must be eligible for a Residency License, requiring a 2.7+ GPA and enrollment in an Educator Preparation Program (EPP).

Exceptional Children (EC) Teacher / Coordinator

Roles & Responsibilities: Manages Individualized Education Programs (IEPs) for Students with Disabilities (SWD). Ensures the school meets IDEA federal mandates, conducts progress monitoring, and leads IEP team meetings.

Qualifications: Bachelor's or Master's degree in Special Education. Expertise in differentiated instruction and behavioral interventions.

Licensure: Required to hold a valid North Carolina Professional Educator's License in Special Education. (Unlike general education, federal law strictly mandates licensure for EC teachers).

Multilingual Learner (ML) / ESL Teacher

Roles & Responsibilities: Provides language acquisition support for ML students. Administers the W-APT/WIDA assessments, develops Individualized Language Plans (ILPs), and ensures compliance with Title III requirements.

Qualifications: Bachelor's degree with specialized training in TESOL (Teaching English to Speakers of Other Languages) or Linguistics.

Licensure: Must hold a North Carolina Professional Educator's License with an ESL endorsement.

Business Manager / Licensure Specialist

Roles & Responsibilities: Manages daily financial operations, payroll, and HR functions. Tracks teacher licensure status, monitors CEU credits for renewals, and ensures all background checks and employment documents are current.

Qualifications: Bachelor's degree in Business, Accounting, or Human Resources. Previous experience with North Carolina charter school finance or NCDPI systems is highly preferred.

Licensure: No state educator license required; however, professional certification in HR (SHRM) or school business management is a plus.

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

Principal / School Director: As the chief administrator, the Principal has ultimate accountability for ensuring the school meets the state mandate that at least 50% of teachers are licensed. They are responsible for evaluating teachers annually, approving individual Professional Development Plans (PDPs), and ensuring all observations are conducted by trained personnel. Licensure Specialist /

Human Resources Coordinator: This specialized role manages the technical aspects of certification. Key duties include processing applications through the NCDPI Online Licensure System, tracking the completion of Continuing Education Units (CEUs) for license renewal every five years, and monitoring the progress of teachers on Residency Licensure tracks.

Lead Teacher / Mentor: These experienced educators (typically holding a Continuing Professional License) are responsible for the one-to-one mentorship of beginning teachers. They assist in developing instructional competencies and provide required observations as part of the Beginning Teacher Support Program (BTSP).

Professional Development Coordinator: Often a designated role or an additional duty for an assistant principal, this position plans the school-wide PD calendar. They ensure that training activities align with North Carolina Professional Teaching Standards and that staff earn the necessary credits for licensure maintenance.

Individual Educators: While administrators provide oversight, each license holder is ultimately responsible for knowing their specific renewal requirements and ensuring their credits are documented in the state's system prior to their license expiration.

Q59. Explain the school's professional development model or plan. The plan should describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Professional Development Model & Plan

The school's PD model is built on collective efficacy and continuous improvement, designed to support both licensed and residency-pathway teachers through a tiered approach through:

Beginning Teacher Support Program : Teachers in their first three years of service must develop an annual Professional Development Plan (PDP) in collaboration with a mentor and the principal.

Mentorship Tiers: Experienced or lead teachers with a Continuing Professional License (CPL) are assigned to mentor beginning teachers, focusing on pedagogical growth and navigating licensure requirements.

Ongoing Professional Learning: Teachers participate in weekly professional learning communities (PLCs) and targeted workshops that are focused on literacy, subject-area mastery, and student data analysis.

Meeting Certification & Licensure Requirements

To comply with North Carolina law (G.S. 115C-218.90) and federal ESEA requirements, the school implements the following licensure tracks:

Licensure Maintenance: Teachers with a CPL must earn 8 Continuing Education Units (CEUs) every five years. The school provides in-house PD that counts toward these credits, reducing out-of-pocket costs for staff.

Residency Licensure Pathway: For non-licensed staff in core subjects, the school supports the Residency License track. Candidates must hold a bachelor's degree with a 2.7+ GPA and enroll in an approved Educator Preparation Program (EPP). The school provides the required mentorship and classroom observations needed to convert these to a full license within three years.

Special Education & ML Requirements: Federal law requires that all Special Education and Multilingual Learner (ML) teachers hold the appropriate state certification; the school's plan prioritizes hiring fully licensed individuals for these specific roles.

Alignment with Staffing and Budget

This PD plan is directly supported by the proposed budget through the following allocations:

Staffing: The budget includes stipends for Lead Teacher/Mentors to provide the state-mandated support for beginning teachers.

Funding:

A dedicated Professional Development line item covers the costs of

Registration for external EPP courses or Praxis examination fees for residency teachers.

Substitutes for teachers attending off-site training or conducting peer observations.

Online platforms (e.g., NCDPI-approved PD portals) to track CEUs and license renewal cycles.

3.4. Staff Evaluations and Professional Development

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

Principal / School Director: As the primary instructional leader, the Principal is responsible for the overall execution of the Beginning Teacher Support Program (BTSP). They must observe and rate teachers as "proficient" on the NC Professional Teaching Standards before recommending them for a Standard Professional 2 license. The Principal also approves individual Professional Development Plans (PDPs) and ensures curriculum policies align with state regulations.

Licensure Specialist / HR Coordinator: This role manages the technical side of certification by processing applications through the NCDPI Online Licensure System. They are responsible for tracking Continuing Education Units (CEUs), monitoring renewal cycles for Continuing Professional Licenses, and assisting teachers on Residency Licensure tracks with their required EPP enrollment documentation.

Lead Teacher / Mentor: Highly experienced teachers (holding a Continuing Professional License) serve as mentors to beginning teachers. They are responsible for conducting peer observations, providing instructional coaching, and assisting new staff in navigating their initial three-year licensure cycle.

Professional Development (PD) Coordinator: Often a designated administrator, this position plans the school-wide PD calendar to ensure staff can earn required CEUs in-house. They identify training that aligns with the Learning Forward Standards for Professional Learning adopted by the State Board of Education.

Individual Educator: While the school provides support, each license holder is ultimately responsible for knowing their specific renewal requirements and completing them through the state's online system prior to expiration.

Q61. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

1. Mentoring: The Beginning Teacher Support Program (BTSP)

In compliance with North Carolina State Board Policy TCED-016, the school will implement a formal three-year induction period for all novice teachers.

- **Mentor Assignment:** Every Beginning Teacher (BT) will be paired with a highly qualified mentor within the first two weeks of employment. Mentors must hold a continuing professional license (CPL) and have a history of proficient or higher ratings on the NC Teacher Evaluation rubric.
- **Orientation & Training:** Novice teachers will attend a formal orientation to learn about school-wide systems, the North Carolina Professional Teaching Standards, and the school's unique educational program.
- **Protected Time:** The school will prioritize scheduling that allows mentors and mentees to collaborate during shared planning blocks or PLC meetings.

1. Retention: Mission-Driven Culture and Growth

Retention is achieved by fostering a professional environment that rewards growth and provides work-life sustainability:

- **Competitive Incentives:** The budget includes funding for performance-based stipends and specialized certification reimbursements (e.g., AIG or ESL endorsements).
- **Career Pathways:** Teachers can pursue "Lead Teacher" roles, which include additional responsibilities and higher pay, allowing them to advance without leaving the classroom.
- **Resource Allocation:** To prevent burnout, the school utilizes teaching Assistants in lower grade levels and maintains manageable caseloads for Exceptional Children (EC) teachers.

1. Evaluation: NC Educator Effectiveness System (NCEES)

All staff will be evaluated using the NC Educator Effectiveness System (NCEES), which provides a standardized platform for tracking professional growth.

- **Observation Frequency:** Beginning teachers will receive at least three formal observations by the Principal and one by a peer annually. Experienced teachers (CPL holders) will undergo a more abbreviated cycle unless they are in a renewal year.
- **Post-Observation Conferences:** Administrators will provide feedback within 10 days of each observation to discuss alignment with our educational program and student growth data.
- **Professional Development Plans (PDP):** Every teacher will develop an annual PDP that includes specific goals for serving our diverse learners (SWD, ML, and AIG).

1. Licensure and Certification Compliance

The school adheres to North Carolina General Statute G.S. 115C-218.90, ensuring legal and federal compliance:

- **50% Mandate:** At least 50% of all teachers must be licensed by the state.
- **Core Subject Requirement:** All teachers in core areas (Math, Science, Social Studies, and Language Arts) must be college graduates.
- **Residency Support:** Non-licensed hires in core subjects will be supported through the Residency License track, which requires enrollment in an approved Educator Preparation Program (EPP) and a bachelor's degree with a 2.7+ GPA.

1. Budgetary Alignment

The proposed budget directly supports this plan through the following line items:

- **Mentor Stipends:** Dedicated funds to compensate Lead Teachers for their role in the BTSP.

- **Professional Development Allotment:** Funding for NCEES access, external workshops, and EPP tuition assistance for Residency teachers.
- **Salary Differentials:** Budgeted amounts to attract and keep specialized EC and ML staff who hold mandatory state certifications.

Q62. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

1. Core Components of the PD Plan

- **Mission-Aligned Curriculum Training:** Internal workshops focused on the school's specific educational program (e.g., Project-Based Learning or Direct Instruction) to ensure instructional consistency across grade levels.
- **Data-Informed Instruction (PLC):** Weekly Professional Learning Communities where teachers analyze student performance data from the Multi-Tiered System of Support (MTSS) to adjust interventions for struggling learners and extensions for AIG students.
- **Compliance and Inclusion Training:** Mandatory sessions on IEP/504 compliance, WIDA standards for Multilingual Learners, and differentiation strategies for gifted learners.
- **The Beginning Teacher Support Program (BTSP):** A structured three-year induction for novice teachers, focusing on classroom management and the NC Professional Teaching Standards.

2. Internal vs. External Delivery

The school uses a hybrid delivery model to maximize the budget while accessing specialized expertise:

- **Internal (70%):** Led by the Principal, Lead Teachers, and EC/AIG Coordinators. This includes weekly PLCs, peer observations, and "Job-Embedded PD" where teachers coach one another during the school day. This ensures training is immediately applicable to our specific student population.
- **External (30%):** Reserved for specialized certifications or state-mandated training. This includes attending NCDPI-led workshops, regional charter school conferences, and enrollment in Educator Preparation Programs (EPP) for teachers on the Residency Licensure track.

3. Individualized vs. Uniform PD

To respect the varying experience levels of our staff, the plan is tiered:

- **Uniform PD:** Applied to school-wide initiatives such as school culture, safety protocols, and the annual orientation. All staff receive this foundational training to ensure a cohesive learning environment.
- **Individualized PD:** Driven by the teacher's Professional Development Plan (PDP) and NCEES evaluations.
 - Residency Teachers receive individualized coaching on pedagogy and Praxis prep.
- **Veteran Teachers** may choose "Deep Dive" tracks, such as earning an AIG endorsement or advanced ESL certification, funded by the school's PD budget.

4. Support for Educational Program Implementation

This plan ensures the educational program is not just a document, but a lived practice. By providing internal, job-embedded support, teachers receive real-

time feedback on their delivery of the curriculum. The individualized tracks ensure that high-need areas—like specialized instruction for SWD—are staffed by teachers who are continuously upgrading their skills, directly impacting student growth and school-wide proficiency goals.

Q63. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Pre-Opening Professional Development Schedule

Day	Focus Area	Key Topics Covered
1-2	Mission & Culture	School vision, core values, student handbook, and restorative justice/discipline policies.
3-4	Curriculum Mastery	Deep dive into the NC Standard Course of Study and the school’s specific instructional materials.
5	The Diverse Learner	Compliance for IEPs/504s, WIDA standards for MLs, and AIG identification/differentiation.
6-7	Data & Assessment	Training on NCEES, EVAAS, MTSS protocols, and the school’s internal assessment tools.
8	Challenging Methods	Model lessons and "Teach-Backs" of unique or complex instructional components.
9	Operations & Safety	Emergency procedures, bloodborne pathogens, and technology systems (PowerSchool).
10	Classroom Prep	Final room setup and individual meetings with the Principal to finalize PDPs.

Induction Components & Preparation

1. Mastering Unique Curriculum Aspects

To prepare teachers for "particularly challenging" parts of the curriculum (such as Project-Based Learning, Singapore Math, or scripted literacy programs), the school utilizes Model-Lead-Observe training:

- **Model:** Lead Teachers or external consultants demonstrate high-leverage teaching moves.
- **Lead:** Teachers practice these moves in small groups through "Teach-Backs," receiving immediate peer and administrative feedback.
- **Observe:** Teachers watch video exemplars of the curriculum being delivered effectively in similar charter settings.

1. Specialized Support Integration

A core goal of the induction is ensuring that general education teachers do not feel "isolated" when serving SWD or ML students.

- **Co-Teaching Workshops:** General education and EC/ML teachers spend Day 5 planning their first two weeks of lessons together, defining roles for push-in and pull-out support.
- **AIG Extension Training:** Teachers learn "Curriculum Compacting," a challenging technique that allows AIG students to move past mastered material and engage in higher-level projects.

1. Operational Readiness

Beyond instruction, the induction ensures compliance with state and federal law. Teachers are trained on the North Carolina Educator Evaluation System (NCEES) so they understand how they will be evaluated and how to document their professional growth from day one.

1. Building Collective Efficacy

The induction period concludes with a focus on Professional Learning Communities (PLCs). Teachers are grouped by grade level or department to establish norms for how they will look at student work and data throughout the year, ensuring that no teacher is left to solve instructional challenges alone.

Q64. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

1. Expected PD Hours Breakdown

- **Summer Institute (Prior to Opening):** 10 days (60 hours) of foundational training.
- **Early Release/Dedicated PD Days:** 5 days (30 hours) distributed throughout the year for deep-dive workshops (e.g., MTSS data dives, EC compliance).
- **Weekly Professional Learning Communities (PLCs):** 36 weeks (36–54 hours) of job-embedded collaboration during the school day.

1. Calendar and Daily Schedule Accommodations

The school's operational structure is intentionally designed to "bake in" professional growth without requiring extensive after-school hours:

- **The Early Release Model:** The school calendar includes one early release day per month (e.g., the first Wednesday). Students dismiss at 12:30 PM, allowing staff a 3-hour block for collective PD and departmental planning.
- **Strategic Common Planning:** The daily master schedule is built to provide grade-level common planning periods. During these blocks,

teachers meet at least twice weekly for PLCs to analyze student work and coordinate support for SWD, ML, and AIG students.

- **Workdays:** The calendar includes 5-7 required teacher workdays strategically placed after grading periods. These days are used for school-wide data analysis and the adjustment of Individualized Education Programs (IEPs) or AIG plans.

1. Staffing Structure Support

- **Instructional Coaches/Lead Teachers:** Our staffing model includes Lead Teachers who have a reduced instructional load. This allows them to "push in" to classrooms to provide real-time coaching and peer observations, which are recorded as PD hours in NCEES.
- **Floating Substitutes:** The budget accounts for "floating" substitute coverage or utilizes Teaching Assistants to rotate through classrooms. This allows small groups of teachers to attend off-site workshops or conduct peer-to-peer "Learning Walks" during the school day.
- **Administrative Oversight:** The Principal and PD Coordinator manage the NCEES platform, ensuring that every hour of internal training is properly documented so teachers don't have to seek outside credits at their own expense.

1. Budgetary Alignment

This plan is supported by the State Base Allotment for staff salaries and a dedicated Professional Development line item in the budget. This funding covers:

- Stipends for Lead Teachers/Mentors.
- Registration fees for external NCDPI or charter-specific conferences.
- The cost of substitute teachers for mid-year training sessions.

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade
8:00 - 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30 - 10:00	ELA Block	ELA Block	Specials / PLC	ELA Block
10:00 - 11:30	Specials / PLC	ELA Block	ELA Block	Math Block
11:30 - 12:30	Lunch / Recess	Specials / PLC	Math Block	Lunch / Recess
12:30 - 1:30	Math Block	Lunch / Recess	Lunch / Recess	Specials / PLC

1 :30 - 2:30	Science/SS	Math Block	Science/SS	Science/SS
2: 30 - 3:15	Intervention	Intervention	Intervention	Intervention

How This Supports the PD and Staffing Plan

1. The "Specials" Rotation (The PLC Engine):

- While students are in "Specials" (Art, Music, PE, Technology), the entire grade-level team is free at the same time.
- **Tuesday/Thursday:** Reserved for **PLCs**. Teachers meet with the **EC Coordinator** or **AIG Specialist** to review student data and adjust IEP/DEP accommodations.
- **Monday/Wednesday/Friday:** Reserved for individual planning and one-on-one **mentoring sessions** between Beginning Teachers and their Lead Teacher mentors.

2. The Intervention/Enrichment Block (MTSS Support):

- The 45-minute block at the end of the day (2:30–3:15) allows for **fluid grouping**.
- **Staffing Utility:** During this time, **ML teachers** and **EC specialists** "push in" to classrooms. This allows general education teachers to observe specialized instructional techniques in real-time—a form of **job-embedded professional development**.

3. Cross-Grade Collaboration:

- The staggered Specials schedule allows the **Principal** or **Instructional Coach** to rotate through different grade-level PLC meetings throughout the day to provide consistent feedback and ensure the educational program is being implemented uniformly.

4. Licensure Documentation:

- Because these PLC meetings are structured and data-driven, the **PD Coordinator** can log these hours into **NCEES** as "Professional Learning," helping teachers reach their required CEU totals for license renewal.

3.5. Student Recruitment

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

Q65. Marketing Plan: Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve.

1. Targeted Community Outreach

Our primary strategy focuses on direct engagement with underrepresented or hard-to-reach populations to ensure equitable access:

- **Grassroots Partnerships:** We will collaborate with local community centers, faith-based organizations, and nonprofits that serve a broad range of demographics to host informational sessions.
- **Special Population Focus:** To reach **Multilingual Learners (ML)**, we will provide all marketing materials, including our website and enrollment applications, in both English and the primary languages of the local community.
- **Students with Disabilities (SWD):** We will emphasize our specialized instructional models, such as co-teaching and trauma-informed practices, in presentations to local advocacy groups for families of children with special needs.

1. Diversified Media Mix

We will utilize a variety of platforms to reach a wide demographic cross-section of parents:

- **Hyper-Local Advertising:** Ads will be placed in community-specific newspapers and on local radio stations that cater to diverse linguistic and cultural audiences.
- **Digital Geo-Targeting:** Social media campaigns will be targeted to reach families across all zip codes within the district, ensuring we are not inadvertently clustering our marketing in high-income or single-demographic areas.
- **Direct Mail:** Informational brochures will be mailed to a diverse range of neighborhoods within the school's primary service area to reach families who may not have high-speed internet access.

1. Accessible Information Sessions

- **Variable Timing and Locations:** To accommodate working families, informational meetings will be held at various times (evenings and weekends) and in multiple neighborhood locations, such as public libraries or community parks.
- **Translation Services:** On-site interpreters will be available at all large-scale recruitment events to assist non-English speaking families.

1. Intentional Enrollment Mechanisms

- **Weighted Lottery:** To further ensure diversity, the school may seek Board of Education approval to implement a weighted lottery. This tool allows the school to prioritize economically disadvantaged or high-need students during the admission process, helping the student body more accurately mirror the district's demographic profile.

1. Progress Monitoring

The **Marketing Coordinator** and **Principal** will conduct quarterly reviews of applicant demographic data against the district's most recent census and school report card data. If significant disparities exist, marketing funds will be reallocated to increase outreach in the underrepresented communities.

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

1. Digital and Online Presence

- **Official School Website:** This is the primary source for the school's mission, design philosophy, and real-time updates. **Social Media Platforms:** We will use platforms like Facebook and Instagram to share success stories, highlight upcoming events, and provide dynamic content that keeps the community engaged.
- **Parent Portal/App:** School-to-home apps will provide a single, trusted location for mass notifications via phone, text, and email.

1. Direct Community Engagement

- **Informational Sessions and "Lunches+Learns":** We will host live and recurring sessions in community centers, libraries, and local neighborhoods to meet families where they are.
- **Grassroots Outreach:** Staff and board members will participate in local events, neighborhood festivals, and "for-a-cause" activities to build trust and establish strong relationships with stakeholders.
- **Community Groups:** We will establish digital or in-person community groups for alumni, local business partners, and boosters to foster long-term investment in the school's success.

1. Accessible Print and Traditional Media

- **Multilingual Marketing:** All vital information—including newsletters and brochures—will be translated into the primary languages of the local community to ensure **equitable access**.
- **QR Codes and Visual Aids:** We will use QR codes on magnets or newsletters for easy mobile access to vital information, accommodating families who may not frequently visit the school's website.
- **Public Announcements:** Formal notices about the enrollment and lottery process will be published in local newspapers and shared through community bulletin boards to ensure the process is limited and widely accessible.

1. Continuous Two-Way Communication

- **Feedback Mechanisms:** The school will use surveys, focus groups, and monthly "coffee with the Principal" to actively seek input from parents and community members.
- **Advisory Councils:** A **Parent Advisory Council (PAC)** will be established to allow families to influence school policies and programs directly, strengthening the family-school partnership.

Applicant Comments :

We are currently operating the Victory Learning Center which is a 4star educational provider serving birth to 5 year old youth. Additionally, we further serve young learners in our afterschool tutoring program serving up to the age of 12. This is projected to be a valuable partner in the obtaining of new students into Virtus Academy annually. This will be a channel of communication with community stakeholders and agency partners.

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

Recruitment Phase Timeline & Activities

Phase	Strategy/Activity	Primary Responsibility
Fall (Awareness)	Grassroots Launch: Tabling at local farmers' markets, festivals, and library events. Distribution of bilingual flyers to community centers and Daycare providers.	Founding Board Members
Winter (Engagement)	Information Sessions: Monthly "Town Hall" meetings (in-person and virtual) explaining the educational program, AIG/EC/ML supports , and the lottery process.	Principal & Board
Spring (Enrollment)	Application Support: "Enrollment Saturdays" where staff assist families with the online application to bridge the digital divide.	Registrar & Principal
Summer (Retention)	Community Building: "Meet the Teacher" picnics and uniform swap events to solidify the commitment of enrolled families.	Hired Teaching Staff

Core Recruitment Strategies

- **Targeted Outreach for Diverse Demographics:** To meet the requirements of **Q65**, we will specifically partner with local nonprofits and faith-based organizations serving underrepresented populations. Information sessions will be held in various neighborhoods to ensure geographic accessibility.
- **Direct Mail & Geo-Fencing:** We will utilize targeted mailers to households with school-aged children within a 10-mile radius and deploy social media ads (Facebook/Instagram) translated into the primary languages of the district.
- **"Founding Family" Referral Program:** Encouraging early applicants to act as ambassadors within their own networks (neighborhood associations, youth sports leagues) to build organic trust.
- **Showcasing Specialized Staffing:** Highlighting our plan for **qualified staffing for SWD, ML, and AIG students** (from **Q57**) to reassure parents of students with high needs that their children will be fully supported.

Responsible Parties

- **Principal:** Acts as the "face" of the school, leading all instructional presentations and answering parent questions about the curriculum.
- **Board Marketing Committee:** Oversees the budget for paid advertisements and coordinates volunteer schedules for community events.

- **Registrar/Office Manager:** Manages the enrollment software, tracks applicant demographics, and ensures all families receive timely communication regarding their lottery status.

Q68. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

1. Targeted Outreach for At-Risk and Diverse Populations

We will move beyond traditional digital marketing to ensure accessibility for all:

- **Families in Poverty:** We will partner with local housing authorities, food pantries, and the **Department of Social Services** to provide enrollment materials. We will emphasize that our school is tuition-free and provide information on supported services like transportation and meal programs.
- **Students with Disabilities (SWD):** Our outreach will include presentations to local **EC advocacy groups** and therapists. We will highlight our "Co-Teaching" model and how our STEAM labs are designed for sensory accessibility and inclusive participation.
- **English Learners (ML):** All marketing materials, our website, and the application will be available in the district's primary non-English languages. We will host information sessions with **live interpreters** at community centers in linguistically diverse neighborhoods.
- **Academically Low-Achieving/At-Risk Students:** We will market our **MTSS (Multi-Tiered System of Support)** framework, showing parents how our small group interventions and STEAM-based "hands-on" learning re-engage students who have struggled in traditional lecture-based environments.

1. Marketing the STEAM Focus

Our STEAM (Science, Technology, Engineering, Arts, and Math) focus will be the centerpiece of our recruitment, framed as a tool for **future-readiness for every child:**

- **Pop-Up STEAM Labs:** During the planning year, we will host "Saturday STEAM" events at public libraries and parks. These hands-on activities (e.g., robotics demonstrations or art-science hybrids) allow students and parents to experience our instructional model firsthand.
- **Career Pathway Connections:** We will highlight partnerships with local STEAM industries to show families how our curriculum leads to high-demand career opportunities, specifically targeting outreach to neighborhoods where these industries are located.

1. Ensuring Equal Access via the Lottery

- **Weighted Lottery:** To proactively serve at-risk populations, the Board will seek approval to implement a **weighted lottery**. This gives a statistically higher chance of admission to students who qualify for Free/Reduced Price Lunch, ensuring our school remains an engine of social mobility.
- **Application Assistance:** We will set up **mobile enrollment stations** with Wi-Fi-enabled tablets at community centers to assist families who lack reliable internet access at home.

1. Responsible Parties

The **School Principal** and the **Board's Outreach Committee** are responsible for ensuring these events are scheduled in geographically diverse areas and that all communications emphasize our open to all enrollment policy.

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

1. Faith-Based and Cultural Organizations

These organizations are trusted pillars in the community and are essential for reaching **Multilingual Learners (ML)** and diverse ethnic groups:

- **Local Churches, Mosques, and Synagogues:** Specifically those with active youth ministries or immigrant outreach programs.
- **Hispanic/Latino Centers:** (e.g., El Centro Hispano or local equivalents) to distribute bilingual materials and host application workshops.
- **NAACP and Urban League Chapters:** To engage with families in historically underserved neighborhoods and present the school's **STEAM focus** as a tool for equity.

1. Social Service and Advocacy Groups

To reach **families in poverty** and **students at risk of academic failure**, we will partner with:

- **Public Housing Authorities:** To post flyers in community rooms and host "mobile enrollment" stations for families with limited internet access.
- **Department of Social Services (DSS):** To provide information to foster parents and families receiving SNAP or TANF benefits.
- **Communities In Schools (CIS):** To connect with coordinators who work directly with at-risk youth and can identify students who would thrive in a smaller, STEAM-focused environment.

1. Disability and Special Needs Support Networks

To recruit **Students with Disabilities (SWD)** and ensure parents know our staffing is qualified to serve them:

- **The Arc of North Carolina:** Local chapters that provide support and advocacy for families of children with intellectual and developmental disabilities.
- **Family Support Network of NC:** To share information through their newsletters and parent-to-parent support groups.
- **Local Pediatric Therapy Centers:** (Occupational, Speech, and Physical Therapy clinics) where parents of students with IEPs or 504 plans frequently visit.

1. Youth and Educational Enrichment Centers

These organizations are ideal for marketing the school's **STEAM and AIG (Gifted)** opportunities:

- **Boys & Girls Clubs and YMCA/YWCA:** To reach a broad cross-section of working families during after-school pick-up.
- **Public Libraries:** To host "Saturday STEAM" pop-up labs and information sessions.
- **Head Start and Local Daycare Providers:** To reach parents of rising kindergartners early in their school-search process.

1. Local Industry and Workforce Partners

Given the **STEAM focus**, we will collaborate with:

- **Chambers of Commerce:** To identify local businesses (biotech, engineering, or arts firms) that may want to share enrollment info with their employees as a community benefit.
- **Community Colleges:** To reach non-traditional students who are parents looking for innovative K-12 options for their children.

Applicant Comments :

Again VLC will be a key partner for recruitment and furthering the mission of Virtus Academy with joint efforts and intentionality.

3.6. Parent and Community Involvement

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

1. Phased Communication Strategy

The school will maintain regular, transparent contact through a mix of digital and in-person channels:

Monthly "Ready-to-Open" Updates: A dedicated newsletter and website section will track milestones (e.g., facility progress, staff hiring, and curriculum delivery) to build confidence in the school's opening.

- **Mass Notification System:** Utilizing a single trusted platform allows for immediate, two-way communication via text, email, and app notifications in the family's preferred language.
- **Social Media Engagement:** Regular posts will introduce the founding board, newly hired teachers, and the school's **STEAM focus** to humanize the institution before doors open.

1. High-Touch Engagement Activities

Engagement efforts shift from general information to specific preparation for enrolled families:

- **Town Halls & Webinars:** Scheduled at varying times to accommodate working parents, these sessions will cover critical "nuts and bolts" such as transportation, school safety, and the Beginning Teacher Support Program (BTSP).
- **Home Visits & Individual Meetings:** Where possible, leadership and teachers will conduct brief check-ins or 1-to-1 meetings to establish personal relationships and understand each student's unique needs, including those of **SWD, ML, and AIG students**.
- **"Founding Family" Socials:** Informal events like picnics or playground meet-ups will allow families to connect, fostering a sense of belonging and reducing "summer melt" (enrolled students choosing not to attend).

1. Collaborative Decision-Making

The school will involve stakeholders in the final planning stages to ensure the environment reflects community values:

- **Family Empowerment Surveys:** Regular surveys will seek input on school culture, extracurricular interests, and "hopes and dreams" for their children.
- **Advisory Committees:** Early formation of the **Parent Advisory Council (PAC)** and **School Improvement Team (SIT)** allows parents to have a voice in refining policies and procedures before they are finalized.
- **Volunteer Opportunities:** Pre-opening workdays, such as assembling classroom furniture or organizing the library, will provide tangible ways for the community to contribute to the school's physical launch.

1. Milestone Timeline

- **Approval to January:** Focus on mass awareness, lottery information, and monthly newsletters.
- **February to May:** Focus on enrolled family "onboarding," school-parent compacts, and specialized orientations for **EC/ML families**.
- **June to August:** Final countdown with "Meet the Teacher" events, facility tours, and back-to-school nights.

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

1. Collaborative Governance and Leadership

Parents are not just consumers but stakeholders in the school's success.

- **Parent Advisory Council (PAC):** We will establish a PAC that meets monthly to advise school leadership on policy, school culture, and student-life initiatives.
- **School Improvement Team (SIT):** In accordance with **N.C.G.S. 115C-105.27**, parents will be elected to the SIT to collaborate on the annual Continuous School Improvement Plan.
- **Board Involvement:** The Board of Directors will host quarterly "Town Hall" sessions to provide financial and strategic updates and solicit direct community feedback.

1. Mission-Specific Engagement (STEAM Focus)

We will leverage our **STEAM focus** to create unique, hands-on opportunities for families:

- **STEAM Exhibition Nights:** Instead of traditional open houses, we will host quarterly exhibitions where students present projects to their families and community partners.
- **Family Maker Workshops:** Evening sessions where parents and students work together on engineering challenges or coding projects, bridging the gap between school and home learning.
- **Industry Mentors:** Parents working in STEAM fields will be invited to serve as guest speakers or project mentors, connecting our curriculum to real-world career paths.

1. Targeted Support for Diverse Learners (SWD, ML, and AIG)

We will ensure that engagement opportunities are accessible and meaningful for all families:

- **Differentiated Events:** We will host targeted workshops for specific groups, such as "Understanding Your Child's IEP" for **SWD families** or "Navigating WIDA Standards" for **ML families**.
- **Language Access:** All school communications, meetings, and workshops will provide **translation services** and materials in the primary languages of our families to ensure equitable participation.
- **Flexible Meeting Structures:** To accommodate varying work schedules, we will offer meetings at diverse times (mornings, evenings, and weekends) and provide virtual attendance options.

1. Consistent, Two-Way Communication

We will use integrated technology and personal outreach to build trust:

- **Digital Platforms:** We will utilize tools for instant, two-way messaging between teachers and families in their preferred language.
- **Parent-Teacher-Student Compacts:** All families will sign a compact outlining shared responsibilities for student achievement, establishing high expectations from day one.
- **Relational Outreach:** Teachers will be encouraged to conduct personal outreach—such as "positive phone calls home" or optional home visits—to foster a strong connection before issues arise.

Summary of Engagement Opportunities

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Involvement Type	Specific Examples	Frequency
Governance	Parent Advisory Council, School Improvement Team	Monthly
Academic Support	STEAM Nights, Literacy Workshops, IEP Goal Setting	Quarterly
Community Building	Fall Festivals, "Meet the Teacher" Picnics, Uniform Swaps	Seasonal
Volunteerism	Classroom Assistance, Field Trip Chaperones, Event Planning	Ongoing

Q72.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

1. STEAM for Families

- **Description:** Quarterly, hands-on workshops where parents and students co-construct projects (e.g., coding a simple app, building a hydroponic garden, or digital storytelling).
- **Benefit:** This demystifies the **STEAM curriculum** for parents, allowing them to support technical homework at home. It reinforces our mission of providing a "future-ready" education for every child, regardless of their starting point.

1. Workshops for ML Support

- **Description:** Targeted sessions for families of **Multilingual Learners (ML)** that explain the **WIDA standards** and how English language proficiency is measured and supported.
- **Benefit:** By empowering ML parents with the tools to track their child’s linguistic growth, we increase student performance in core subjects. This supports our vision of an inclusive school community where language is a bridge, not a barrier.

1. Exceptional Children (EC) Advocacy

- **Description:** Monthly seminars led by our **EC Coordinator** and specialized staff focusing on navigating the **IEP/504 process**, understanding specialized instruction, and at-home sensory strategies.
- **Benefit:** This reduces the advocacy burden on parents of **Students with Disabilities (SWD)** and ensures that the accommodations provided at school are reinforced in the home environment, leading to more consistent student growth.

1. AIG Outreach for Students and Families

- **Description:** Informational sessions explaining the **AIG identification process**, focusing specifically on twice-exceptional students and

underrepresented populations in gifted education.

- **Benefit:** This program ensures that our **AIG staffing** and resources are accessible to all demographics, supporting our mission to identify and nurture high potential in every corner of our community.

1. Community STEAM Lab Hours

- **Description:** Monthly Saturday morning sessions where the school's **STEAM Lab** is open to the community for self-directed projects, mentored by our staff and local industry volunteers.
- **Benefit:** This positions the school as a community hub and "anchor institution," building the local partnerships necessary for long-term sustainability and student mentorship opportunities.

1. Adult Digital Literacy & GED Partnerships

- **Description:** Utilizing our computer labs in the evenings to host adult education classes in partnership with the local **Community College**.
- **Benefit:** When parents improve their own educational and economic outcomes, student stability and academic performance typically rise. This aligns with our vision of the school as a catalyst for broader community improvement.

Program	Primary Audience	Mission Alignment
STEAM for Families	All Families	Core Instructional Delivery
ML Support	ML Families	Equitable Access & Support
EC Advocacy	SWD Families	Legal & Academic Compliance
AIG Outreach	Potential AIG Families	Excellence & Equity

3.7. Admissions Policy

Q73. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

Yes

No

Q74. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Mission Alignment and the Weighted Lottery

- **Equitable Access to STEAM:** Research indicates that underrepresented minorities and low-income students often lack early immersion in STEAM domains. Our mission to bridge this gap necessitates a lottery that provides a statistical advantage to **educationally disadvantaged students**, ensuring they have prioritized access to specialized resources like our STEAM labs and industry partnerships.
- **Diverse Learning Environments:** Our educational program thrives on collaboration among students with varied perspectives. A weighted lottery allows us to intentionally build a classroom culture where students from all socioeconomic backgrounds learn alongside one another, fulfilling our mission to cultivate a globally collaborative mindset.
- **Serving the "At-Risk" and Gifted:** North Carolina charter law specifically emphasizes expanding opportunities for students **at-risk of academic failure** and those identified as **academically gifted (AIG)**. By weighting the lottery for low-income and other disadvantaged students, we ensure that those most in need of our **MTSS** and **differentiated STEAM instruction** are given a fair chance at admission.
- **Support for Special Populations:** Our qualified staffing plan for **SWD (Students with Disabilities)** and **ML (Multilingual Learners)** requires a critical mass of these students to effectively implement specialized co-teaching models. The weighted lottery ensures these populations are represented at levels that mirror the local school district, allowing us to deploy our specialized staffing and federal **IDEA/Title III** funding most effectively.
- **Statutory Compliance:** N.C.G.S. 115C-218.45 permits charter schools to use weighted lotteries that reflect their specific mission. For a school dedicated to **STEAM equity**, this tool is not just an option but a programmatic necessity to fulfill the promise of our charter application.

Q75.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

1. Application Period and Data Collection

- **Open Enrollment Window:** The school will establish a clear 60-day window (e.g., January 1 – March 1).
- **Weighted Eligibility:** During application, parents may opt-in to provide information for the **weighted lottery** (e.g., qualifying for Free/Reduced Price Lunch). Documentation is not required at the time of application but must be verified upon enrollment.
- **Language Access:** Applications will be available online and in paper format in English and the district's primary non-English languages to ensure access for **Multilingual Learners (ML)**.

1. Lottery Categorization and Weighting

Before the "run," applicants are assigned to specific categories to reflect the school's priorities:

- **Priority 1: Exemptions:** Children of the school's full-time employees and founding board members (not to exceed 15% of total enrollment).
- **Priority 2: Siblings:** Siblings of currently enrolled students (to support family stability).
- **Priority 3: Weighted Applicants:** Educationally disadvantaged students (as defined in our mission) will receive an additional "weight" or "entry" in the digital drawing to increase their statistical probability of selection.
- **Priority 4: General Lottery:** All other applicants from the local district.

1. Execution of the Drawing

- **Third-Party Software:** The school will use an automated, randomized algorithm to eliminate human bias.
- **Public Transparency:** The lottery will be conducted during a **publicly noticed meeting** of the Board of Directors. The process is live-streamed, and results are displayed in real-time.
- **Waitlist Generation:** Once all available seats for a grade level are filled, the software continues to draw names to establish a sequenced waitlist.

1. Post-Lottery Notification and Verification

- **Immediate Notification:** Families receive automated emails or texts within 24 hours notifying them of their "Offered" or "Waitlisted" status.
- **Enrollment Window:** Families typically have 10-14 days to accept the seat and submit required residency and **weighted eligibility documentation**.
- **Verification of Weight:** If a family cannot verify the "weighted" status claimed on the application, the student is moved to the bottom of the general waitlist for that grade level to maintain the integrity of the process.

1. Audit and Record Keeping

The **Registrar** and **Principal** maintain all electronic records of the lottery draw, including the time-stamped results and waitlist, for a minimum of one year to ensure compliance with NCDPI Office of Charter Schools auditing requirements.

Q76.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the

procedures the applicant is requesting.

1. Legal Foundation

The request is primarily supported by **North Carolina General Statute G.S. 115C-218.45**, which explicitly allows charter schools to use a weighted lottery to reflect the school's mission.

- **Federal Alignment:** This aligns with the **U.S. Department of Education's** guidance on the Charter Schools Program (CSP), which encourages the use of weighted lotteries to improve access for "educationally disadvantaged students," including those in poverty, SWD, and ML students.

1. Pedagogical and Educational Research

- **The Diversity Paradox:** Research from *The Century Foundation* and *The Civil Rights Project* indicates that **socioeconomically integrated classrooms** lead to higher academic achievement for all students, not just those from disadvantaged backgrounds.
- **STEAM Equity:** Studies by the *National Science Board* show that early exposure to STEAM for underrepresented groups is the single greatest predictor of future entry into high-wage STEM careers. A weighted lottery ensures this exposure begins at the elementary level for those traditionally "locked out" of these fields.

1. Psychometric and Statistical Validity

- **Randomization with Intent:** From a psychometric standpoint, a weighted lottery maintains the integrity of **random selection** while adjusting the probability of selection for specific subgroups.
- **Algorithmic Fairness:** By using third-party software (like Lotterease), we utilize **stochastic modeling** to ensure that "weighting" does not become "selection." Every student still faces a random draw, but the weight adjusts the *frequency* of their entry to mirror the district's demographic needs.

1. Psychological and Social Impact

- **Collective Efficacy:** Research on "Social Capital" suggests that when schools reflect the true diversity of their community, students develop higher levels of **cultural competency** and **social-emotional intelligence**.
- **Reducing "Creaming":** A common critique of school choice is that it "creams" the highest-performing students. Our weighted procedure is a research-backed tool to counteract this, ensuring we serve **academically low-achieving** and **at-risk students** as prioritized in our mission.

1. Summary of Procedural Support

The procedures (Q75) are designed to be **auditable and transparent**, satisfying the psychometric requirement for "procedural justice"—the idea that participants will accept a lottery outcome if they perceive the process itself to be fair, unbiased, and clearly communicated.

Q77. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

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

To comply with **North Carolina G.S. 115C-218.45**, the following policies ensure a fair, transparent, and legally compliant admissions process. These procedures will only be executed following final approval from the State Board of Education (SBE).

1. Enrollment Timeline and Deadlines

The school will conduct a 60-day **Open Enrollment** period annually.

- **Tentative Open Enrollment:** January 1 – March 1.
- **Lottery Date:** Second Tuesday in March (if applications exceed capacity).
- **Enrollment Deadline:** Parents of accepted students must submit the enrollment packet (Proof of residency, immunization, etc.) within **14 calendar days** of notification. Failure to do so results in the seat being forfeited to the next student on the waitlist.

1. Lottery Plan and Statutory Preferences

If the number of applicants exceeds the number of available seats in a grade level, a randomized digital lottery will be held. In accordance with NC law, the following **Enrollment Preferences** are applied in this specific order:

1. **Staff/Board Preference:** Children of full-time employees and founding board members (capped at 15% of total school enrollment).
2. **Sibling Preference:** Siblings of currently enrolled students.
3. **Weighted Lottery (Mission-Aligned):** Students qualifying as "educationally disadvantaged" (e.g., qualifying for Free/Reduced Price Lunch) will receive a weight of **2:1** (two entries in the lottery) to ensure the student body reflects district demographics.
4. **General Lottery:** All remaining applicants from the local district.

1. Waitlists, Withdrawals, and Re-enrollment

- **Waitlist Procedures:** Students not selected during the lottery are placed on a sequenced waitlist. If a seat becomes available, it is offered to the first person on the waitlist for that specific grade. The waitlist expires at the end of each academic year and does not carry over.
- **Withdrawals:** Parents must submit a written **Withdrawal Form**. The school will coordinate with the receiving school to transfer records within 30 days.
- **Transfers/Re-enrollment:** A student who withdraws and later wishes to return must re-apply during the next Open Enrollment period and is subject to the lottery if a waitlist exists. There is no "guaranteed return" for withdrawn students.

1. Pre-Admission Activities

The school **does not** require any pre-admission testing, interviews, or fees as a condition of application or enrollment.

- **Informational Sessions:** Optional "Town Halls" are held to explain the **STEAM focus** and mission.
- **Registration Meetings:** Once a seat is *offered and accepted*, the school may host a registration meeting to collect required health and residency documents and conduct an initial screening for **EC/ML services** to ensure immediate support upon the first day of school.

1. Transfer of Student Records

Upon enrollment, the school will request official records from the student's previous school. For students transferring *out*, the school will ensure all cumulative files, IEPs, and 504 plans are transferred securely to the new LEA to ensure **continuity of service** for specialized needs.

3.8. Certify

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

Yes

No

Q79. Explanation (optional):

Parts of the application were generated from the NC GS that governs charter schools, and were used to support application answers.

4. Acceleration

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

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

Yes

No

5. Conversion

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

Yes

No

6. Replication

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

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

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

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

- Standard
- Fast-Track
- No

7. Alternative

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

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

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

Yes

No

8. EMO/CMO

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

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

Yes

No

9. Remote Academies

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

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

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

Q142.

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

Yes

No

10. Mission Purposes, and Goals

The mission and vision statements, taken together, should:

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

10.1. Mission and Vision

The mission and vision statements, taken together, should:

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

Q169. Please state the mission statement of the proposed charter school (recommend 35 words or less). A school's mission statement should be a concise, formal declaration that articulates the school's fundamental purpose, core values, and educational philosophy. It serves as a guiding statement that defines what the institution stands for, whom it serves, and what it aims to accomplish.

Mission:

Virtus Academy Charter School exists to provide excellent academic instruction with a strong emphasis on STEAM and practical life skills, equipping students to think critically, act courageously, and live authentically and purposefully as responsible citizens.

Q170. Please state the vision statement of the proposed school. A school vision statement is a forward-looking declaration that describes the school's aspirational goals and paints a picture of what the institution hopes to become or achieve in the future. While a mission statement focuses on the school's current purpose and how it operates, a vision statement articulates the desired future state and long-term impact.

Vision:

We envision a school community where students flourish in spirit, soul, and body, joyfully pursue their fullest potential, and contribute to a diverse, courageous, and academically excellent learning environment.

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

Assessment of Parental Demand for Virtus Academy

Virtus Academy assessed parental demand through a combination of direct community engagement strategies designed to gather both quantitative and qualitative feedback from prospective families. The primary methods used were a structured parent interest survey and a series of informational interest meetings conducted within the target community.

The parent survey was developed to measure family interest in key aspects of the proposed school, including academic priorities, school culture, instructional expectations, desired grade levels, transportation considerations, and willingness to enroll students if the school were approved. The survey was distributed through multiple channels, including digital platforms, community networks, churches, local organizations, and personal outreach, in order to reach a broad and diverse cross-section of families representative of the community Virtus Academy intends to serve.

In addition to the survey, Virtus Academy hosted interest meetings to provide parents and guardians with detailed information about the school's mission, educational philosophy, and proposed program offerings. These meetings created opportunities for direct dialogue, allowing families to ask questions, express educational priorities, and share concerns regarding current school options in the area. Feedback gathered during these sessions provided valuable insight into parent expectations related to academic rigor, student support, school safety, character development, and family engagement.

Together, the survey data and meeting participation demonstrated meaningful community interest in an educational option that combines academic excellence, strong character formation, and intentional family partnership. The information collected through both methods has informed ongoing planning and confirms that Virtus Academy is responding to an identifiable demand among families seeking an alternative educational environment aligned with these priorities.

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

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

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

**Virtus Academy
Town Hall Meeting Report
February 7, 2026 | 11:00 AM
World Victory Church**

Overview

Virtus Academy hosted a community Town Hall Meeting on February 7, 2026, at World Victory Church to engage families and stakeholders regarding the proposed development and launch of a new K–8 STEAM-focused charter school in Guilford County. The meeting served as an initial platform to introduce the vision of Virtus Academy, build community awareness, and begin cultivating meaningful partnerships with prospective families and supporters.

Attendees included parents, community members, educators, and local stakeholders from across Guilford County, with a notable presence from the southeastern sector—the primary target community for the proposed school. There were 79 attendees.

Purpose of the Town Hall

The Town Hall was designed to achieve the following objectives:

- **Community Engagement:** Inform families and stakeholders about expanded educational opportunities through the proposed charter school.
- **Information Sharing:** Present the school’s mission, vision, instructional model, and STEAM-focused curriculum.
- **Input Collection:** Provide an open forum to gather feedback, concerns, and recommendations from the community.
- **Trust Building:** Foster transparency by addressing questions and establishing credibility with prospective families and partners.

Meeting Summary

The Board of Virtus Academy convened at the scheduled time and presented key components of the proposed school, including:

- The school’s mission to provide rigorous, equitable, and future-focused education.
- A comprehensive overview of the STEAM instructional model and its relevance to workforce readiness.
- Plans for serving students in grades K–8 with a strong emphasis on foundational skills, innovation, and character development.
- The intent to align with the North Carolina Standard Course of Study while extending learning through project-based and experiential approaches.

Board members also outlined the anticipated timeline for launch, enrollment processes, and opportunities for ongoing community involvement.

Community Feedback

Feedback from attendees was overwhelmingly positive and encouraging, reflecting strong interest in the establishment of a STEAM-focused charter option in the community. Participants expressed appreciation for:

- The emphasis on innovation, technology, and hands-on learning.
- The commitment to serving an underserved area of Guilford County.

- The focus on preparing students for future careers and real-world application.

In addition to positive support, attendees raised thoughtful and constructive questions, including:

- Enrollment processes and student selection criteria.
- Transportation options and accessibility for families across the county.
- Staffing plans, including teacher qualifications and recruitment.
- Facilities and long-term campus development plans.
- Student support services, including academic interventions and enrichment opportunities.
- Opportunities for parent involvement and ongoing communication.

These questions provided valuable insight and will inform continued planning and refinement of the school's implementation strategy.

Next Steps

In response to the strong engagement and interest generated during this Town Hall, Virtus Academy plans to:

- Host a follow-up Town Hall Meeting in June 2026 to provide updates, share additional details, and further assess community interest.
- Continue outreach efforts to families and stakeholders, particularly within the targeted southeastern Guilford County region.
- Refine program design and operational plans based on community input and identified needs.
- Begin developing a formal interest and enrollment pipeline to support a successful school launch.

Conclusion

The February Town Hall Meeting affirmed both the need for and the community's interest in a high-quality, STEAM-focused charter school in Guilford County. The Board of Virtus Academy leaves this engagement not only encouraged, but also more deeply committed to the vision of creating an institution that expands opportunity, fosters innovation, and equips students for future success.

The enthusiasm, questions, and participation from attendees have strengthened the foundation of this initiative and will continue to guide its development moving forward.

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

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

N/A

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

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

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

Virtus Academy has chosen the following legislative purpose.

- **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system:** Increases the variety of public educational models accessible to families.

The following is the explanation of how this school will meet the objective and the associated goals of Virtus Academy.

Virtus Academy Charter School is designed to expand educational choice by offering families a distinct public-school option that combines strong academic instruction, intentional character development, and a school culture centered on student wholeness and leadership formation. The school's model responds to the growing desire among families for educational environments that not only pursue academic excellence but also intentionally develop discipline, responsibility, integrity, and personal purpose in students.

Virtus Academy will meet this legislative purpose by introducing an educational model that differs meaningfully from traditional district offerings through its emphasis on high expectations, structured learning environments, individualized student support, and the integration of leadership development into daily school life. Instructional practices will prioritize mastery of core academic standards while also cultivating critical thinking, communication skills, and problem-solving abilities necessary for long-term success.

The school's goals include creating a safe and orderly environment where students can thrive academically, socially, and emotionally. It will be an environment where academic achievement is encouraged more than just in the classroom but in the entirety of the cultural fabric of the school, providing families with a mission-driven public-school choice aligned with high standards and strong values; and ensuring that all students, regardless of background, have access to rigorous instruction supported by caring adult relationships.

Virtus Academy also expands choice by intentionally engaging families as active educational partners. Parents will be provided with clear communication, meaningful opportunities for involvement, and regular access to student progress information so that home and school work in alignment to support achievement.

In addition, Virtus Academy's educational design seeks to serve students whose families desire a more focused, structured, and community-oriented learning environment within the public-school system. By doing so, the school broadens the range of educational models available in the district and contributes to a more diverse portfolio of public-school options capable of meeting varied student and family needs.

Q176. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD

population, and MLL population of the district? See G.S. 115C-218.45(e).

Our school is designed to serve a diverse student population that closely mirrors the demographics of the local **Local Education Agency (LEA)**. While our **STEAM focus** is open to all, we have a strategic plan to recruit and support specific subgroups to ensure equitable access to high-quality technical and artistic education.

1. Targeted Subgroups

We specifically plan to provide enhanced services to:

- **Students at Risk of Academic Failure:** Utilizing our **MTSS framework** and hands-on STEAM projects to re-engage learners who have struggled in traditional settings.
- **Academically or Intellectually Gifted (AIG):** Providing accelerated pathways and "Curriculum Compacting" within our STEAM labs.
- **Students with Disabilities (SWD) and Multilingual Learners (ML):** Deploying specialized staffing (as detailed in **Q57**) to provide inclusive, co-taught instruction.

1. Demographic Reflection of the LEA

In accordance with **G.S. 115C-218.45(e)**, our goal is to "reasonably reflect" the local district across four key metrics:

- **Racial and Ethnic Composition:** Through our targeted marketing plan (**Q65**), we will engage directly with community organizations and faith-based groups in diverse neighborhoods. Our goal is to maintain a student body within a 10% variance of the LEA's racial and ethnic reporting.
- **Socioeconomic Status (SES):** To reflect the district's SES, we will utilize a **weighted lottery (Q74)** that provides a statistical preference for students qualifying for **Free or Reduced Price Lunch (FRPL)**. This ensures that the school is an engine for social mobility and not an enclave of privilege.
- **Students with Disabilities (SWD):** We anticipate an SWD population of approximately **12–15%**, matching the district average. Our recruitment emphasizes our "full inclusion" model and the presence of fully licensed EC staff to reassure these families.
- **Multilingual Learners (ML):** We aim to serve an ML population consistent with the LEA by providing all recruitment and enrollment materials in the district's primary non-English languages and employing a licensed **ESL/ML Teacher** to lead our language acquisition programs.

1. Alignment with Educational Need

The "Educational Need" in our district is driven by a gap in accessible, early-childhood STEAM immersion for minority and low-income students. By intentionally recruiting these subgroups, we fulfill our legislative purpose of **increasing learning opportunities for at-risk students** while holding our school accountable for its measurable achievement results.

Q177. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

In the High Point community and surrounding Guilford County, enrollment in traditional public schools is projected to decline slightly over the next decade, while charter school enrollment continues to grow significantly. Despite these shifts, surrounding schools have shown a strong trend of academic recovery and record-breaking achievement following the pandemic.

1. Enrollment Trends and Academic Performance

- **Declining Traditional Enrollment:** Guilford County Schools (GCS) is projected to see a decrease from approximately 66,500 students in 2024-25 to roughly 62,700 by 2034-35.
- **Charter Growth:** Conversely, North Carolina has seen a 26.4% increase in charter enrollment since 2019, with local charter demand remaining high—78% of charters statewide maintain significant waitlists.
- **Academic Gains:** In High Point specifically, 24 schools improved their accountability scores in 2024-25, with the number of schools earning a "C" grade or higher increasing.
- **Record Outcomes:** GCS achieved a record 92.2% graduation rate in 2023-24, with Black students and students with disabilities reaching their highest graduation rates in district history.

1. Educational Model Elements Meeting Target Needs

Our **STEAM-focused model** incorporates specific elements designed to address the needs of our diverse target population:

- **For Students at Risk of Academic Failure:**
 - **High-Dosage Tutoring:** Mirroring successful local initiatives that saw high school participants graduate at a rate of 96.9%, we integrate intensive tutoring into our daily schedule.
 - **Experiential STEAM Learning:** Uses hands-on projects to re-engage students who struggle with traditional lecture-based methods.
- **For Academically or Intellectually Gifted (AIG) Students:**
 - **Advanced STEAM Pathways:** Provides rigorous, accelerated tracks in science and technology to challenge high-performing learners, similar to the 60+ Career and Technical Education (CTE) pathways already seeing record credentialing in the district.
- **For Students with Disabilities (SWD):**
 - **Inclusive Instructional Practices:** Leverages qualified specialized staffing (as detailed in **Q57**) to provide the tailored support necessary for the continued record-breaking graduation trends seen for SWD in the region.
- **For Multilingual Learners (ML):**
 - **Targeted Literacy Support:** Focuses on early literacy gains, which recently showed double-digit proficiency increases across all student groups in surrounding schools.
 - **Linguistic Equity:** Incorporates a culturally responsive framework that celebrates linguistic diversity as an asset rather than a barrier.

Q178. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade

levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The total projected enrollment for the proposed charter school is **300 students**. To calculate the percentage of the Average Daily Membership (ADM) this represents compared to the Local Education Agency (LEA), follow the methodology used by the North Carolina Department of Public Instruction:

1. Calculation of ADM Percentage

- **Proposed Enrollment:** 300 students.
- **LEA Comparison Group:** Identify the total ADM for the specific grade levels offered by the proposed charter school within the local district (e.g., Guilford County Schools).
- **Formula:** {Projected Charter Enrollment}/Total LEA Enrollment (Same Grade Levels)x 100

1. Contextual Enrollment Data

- **Charter Market Share:** As of the 2024-25 school year, North Carolina charter enrollment reached **153,480 students**, reflecting a 6.1% annual increase EdNC.
- **ADM Determination:** New charter schools receive funding based on the higher of the first two months' projected ADM for the current year or the prior year's actual ADM NC DPI.
- **Local Impact:** For a typical district like Guilford County (LEA 410), a 300-student enrollment often represents approximately **1% to 1.5%** of the ADM for elementary or middle school grade bands.

1. Statutory Funding Compliance

Charter schools receive state funding equal to the state-funded dollars per ADM for the LEA in which the school is located or in which the student was previously enrolled NC DPI. This ensures that the 300 students are funded at the same per-pupil rate as their district counterparts.

Q179. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?

Our school distinguishes itself from surrounding options through an **integrated STEAM immersion model** that prioritizes equity and specialized staffing from day one. While many local schools offer STEAM as an elective or "special," we embed it into the core daily experience for every student.

1. Integrated vs. Isolated STEAM

Unlike surrounding schools where Science or Tech might be a 45-minute rotation, our curriculum uses **Problem-Based Learning (PBL)** to teach core literacy and math through the lens of engineering and the arts. This "hands-on" approach is more effective for **at-risk learners** because it provides immediate, real-world context for abstract concepts.

1. Specialized Staffing for All Learners

As detailed in our staffing plan (**Q57**), we prioritize a **co-teaching model** specifically designed for a diverse population:

- **SWD and ML Integration:** Rather than "pulling out" students with disabilities or language needs, our licensed specialists work inside the STEAM labs. This ensures these students have equal access to high-tech tools (robotics, 3D printing) alongside their peers.
- **AIG Focus:** We use "Curriculum Compacting" to allow gifted students to accelerate through mastered content and spend more time on high-level design challenges, a level of individualization often difficult to achieve in larger traditional classrooms.

1. Purposeful Diversity via Weighted Lottery

We are unique in our use of a **weighted lottery (Q74)**. While many local charters inadvertently become demographically isolated, we use our lottery to ensure our student body reflects the socioeconomic and racial diversity of the district. This creates a "global classroom" environment that better prepares students for the modern workforce.

1. Professional Autonomy for Teachers

We provide teachers with the agency to design and lead the learning program (**Q174**). By utilizing a **Multi-Classroom Leadership** model, our most effective teachers reach more students and mentor colleagues, creating a culture of collective efficacy that is often restricted by the rigid hierarchies of larger districts.

1. Why This is More Effective

By combining **high-dosage tutoring**, **specialized inclusive staffing**, and a **rigorous STEAM focus**, we address the "engagement gap" that often leads to academic failure. We don't just offer a different curriculum; we offer a different structural approach to how students—especially those traditionally underserved—access and master that curriculum.

10.2. Goals for the Proposed Charter School

Q180. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and

when the information will be communicated to the governing board and other stakeholders.

1. Academic Goals

- **Proficiency:** By the end of Year 1, **60%** of tested students will perform at or above grade-level proficiency on state EOG/EOC assessments, increasing by **5% annually** to reach **80%** by Year 5.
- **Growth:** The school will **Meet or Exceed Expected Growth** annually as measured by the NC READY Accountability Model (EVAAS).
- **Subgroup Gaps:** The academic achievement gap for subgroups (SWD, ML, and economically disadvantaged) will decrease by **5% each year** relative to the overall school proficiency.

1. Operational Goals

- **Student Retention:** The school will retain at least **95%** of eligible students annually from Year 1 through Year 5.
- **Teacher Quality:** **100%** of core subject teachers will meet state licensure requirements or be enrolled in an approved Residency License pathway by the end of Year 1.
- **Attendance:** Maintain an average daily attendance rate of **95% or higher** each year.

1. Financial Goals

- **Clean Audits:** Achieve an annual financial audit with **no material findings** or adverse opinions for all five years.
- **Fiscal Solvency:** Maintain a minimum of **45–60 days of cash on hand** by the end of Year 2 and each subsequent year.
- **Budget Surplus:** Generate a positive change in net assets (surplus) at the end of each fiscal year to build a reserve fund.

1. Governance Goals

- **Compliance:** Achieve a rating of **"Meets Expectations"** on 100% of indicators in the NC Charter School Operational Performance Framework annually.
- **Board Development:** **100%** of board members will complete state-mandated training annually, and the board will conduct a formal self-evaluation each spring.

1. Communication Plan

To ensure transparency and accountability, progress toward these goals will be communicated as follows:

Frequency	Target Audience	Communicator	Method
Monthly	Governing Board	Principal/CEO	Formal report during public board meetings covering financials and academic benchmarks.

Quarterly	Parents/Community	Principal	Newsletter and "Town Hall" meetings summarizing school-wide progress and MTSS updates.
Annually	All Stakeholders	Board Chair	The Annual Report is posted on the school website and presented at the annual public meeting.

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

The governing board will monitor mission attainment by shifting from daily management to high-level oversight, focusing on whether the school is effectively delivering its promised educational program. This oversight is structured through the **North Carolina Charter School Performance Framework**, which evaluates the school's success across four critical domains: academic, operational, financial, and governance.

1. Evaluative Reporting and Data Analysis

The board stays informed through a regular cycle of quantitative and qualitative reports provided by school leadership:

- **Monthly Principal's Report:** Provides the board with a high-level overview of current operations, student enrollment, and any immediate compliance or safety issues.
- **School Improvement Team (SIT) Updates:** Periodic reports from the SIT provide specialized insight into how instructional strategies are meeting the needs of all students, including SWD, ML, and AIG subgroups.
- **Testing and Survey Data:** The board reviews state assessment results (EOGs/EOCs) and annual surveys (parent and teacher satisfaction) to gauge community sentiment and academic rigor.
- **Annual Performance Report:** A comprehensive year-end summary prepared by the principal that compares the school's results against the specific goals set in the approved charter application.

1. Monitoring Through Key Performance Indicators (KPIs)

The board tracks specific indicators that serve as proxies for mission success:

- **Academic Performance:** Measuring overall proficiency, individual student growth (EVAAS), and the narrowing of achievement gaps for specific subgroups.
- **Operational Soundness:** Monitoring student attrition rates, waitlist length, and teacher retention rates (ideally above 90%) as indicators of a healthy school culture.
- **Financial Health:** Ensuring clean annual audits, fiscal solvency (e.g., 45-60 days of cash on hand), and that public funds are expended appropriately toward mission-aligned resources.
- **Mission-Specific Goals:** Tracking progress on specialized pillars, such as **STEAM immersion**, citizenship, or parental involvement, as defined in the original charter.

1. "How Well" vs. "How" Questions

To maintain its governance role, the board focuses on **evaluative measures** rather than operational execution:

- **School Leadership:** Executing the mission and answering "**how will**" questions (e.g., "How will we improve reading scores?").
- **Governing Board:** Ensuring mission achievement by asking "**how well**" questions (e.g., "How well are our students performing compared to the local district?").

1. Continuous Board Self-Evaluation

Every year, the board must also evaluate its own performance and progress toward charter renewal. This includes reviewing board minutes, conflict of interest policies, and ensuring all trustees remain aligned with the school's shared values.

11. Educational Plan

11.1. Instructional Program

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

Overall Instructional Program – Virtus Academy

Virtus Academy will implement a rigorous, student-centered instructional program grounded in a STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework for grades K–8. The program is intentionally designed to serve students in the southeastern sector of Guilford County—an area that has historically experienced limited access to innovative, high-quality academic programming—by providing equitable access to advanced, future-focused learning opportunities.

Instructional Design and Methods

Virtus Academy’s instructional model integrates the North Carolina Standard Course of Study (NCSCOS) as its academic foundation while extending beyond it to ensure deeper learning, application, and readiness for a rapidly evolving workforce. The program emphasizes:

1. Interdisciplinary STEAM Learning

Students will engage in project-based and problem-based learning experiences that integrate multiple disciplines. Instruction will be structured around real-world challenges that require critical thinking, collaboration, creativity, and communication—skills essential for success in both higher education and technical careers.

2. Project-Based Learning (PBL)

PBL will serve as a core instructional method across all grade levels. Students will regularly engage in extended projects that require inquiry, research, design, and presentation. These projects will be aligned to grade-level standards while promoting deeper understanding and ownership of learning.

3. Differentiated and Personalized Instruction

Teachers will use data-driven strategies to tailor instruction to meet diverse learner needs. This includes small-group instruction, individualized learning pathways, and targeted interventions for students who are below grade level, as well as enrichment opportunities for advanced learners.

4. Technology Integration

Technology will be embedded across all content areas to enhance learning and digital literacy. Students will utilize coding platforms, digital design tools, and interactive simulations to strengthen both conceptual understanding and practical application.

5. Literacy Across the Curriculum

Virtus Academy will emphasize strong literacy development in all subject areas. Students will engage in reading, writing, speaking, and analytical discourse daily, ensuring they develop the communication skills necessary for academic and professional success.

6. Social-Emotional Learning (SEL) and Character Development

Recognizing the importance of the whole child, the program will incorporate SEL practices that promote resilience, responsibility, and leadership. This supports a positive school culture and prepares students to navigate challenges effectively.

Assessment Strategies

Virtus Academy will implement a comprehensive assessment system designed to monitor student progress, inform instruction, and ensure accountability:

1. Formative Assessments

Ongoing assessments such as exit tickets, quizzes, observations, and class discussions will be used to provide immediate feedback and guide instructional adjustments.

2. Benchmark and Interim Assessments

Quarterly benchmark assessments aligned with state standards will be used to measure student progress and identify trends in performance.

3. Performance-Based Assessments

Students will demonstrate mastery through presentations, portfolios, and project outcomes. These assessments will emphasize real-world application and critical thinking rather than rote memorization.

4. State-Mandated Assessments

Students will participate in all required North Carolina End-of-Grade (EOG) assessments to ensure compliance and external accountability.

5. Data-Driven Instructional Cycles

Teachers and instructional leaders will engage in regular data analysis cycles to identify gaps, adjust instruction, and implement targeted interventions.

Meeting the Needs of the Target Population

Virtus Academy is intentionally designed to address both the academic and opportunity gaps present in the targeted southeastern Guilford County community:

- **Equity and Access:** By offering a STEAM-focused curriculum, students who may not otherwise have access to such programming will gain exposure to high-demand career pathways.
- **Workforce Readiness:** The program aligns with North Carolina's growing need for a technically skilled workforce by emphasizing problem-solving, innovation, and applied learning.
- **Early Exposure and Pipeline Development:** Beginning in kindergarten, students will develop foundational skills that build toward advanced STEAM competencies in middle school.
- **Community Relevance:** Instructional projects and partnerships will reflect real-world issues and opportunities within the local community, making learning meaningful and culturally relevant.
- **Support Structures:** The school will provide academic interventions, enrichment programs, and family engagement initiatives to ensure all students can succeed regardless of starting point.

Conclusion

Virtus Academy's instructional program is designed to be rigorous, innovative, and responsive to the needs of its students and community. By combining strong academic foundations with experiential STEAM learning and comprehensive assessment practices, the school will prepare students not only to meet state standards but to excel as future leaders, innovators, and contributors to North Carolina's economy.

Q183. Will the proposed charter school serve a single-sex student population? Yes No**Q187. What is your school's educational philosophy and how does it translate into your daily classroom practices and curriculum design?****Educational Philosophy and Its Implementation at Virtus Academy**

Virtus Academy's educational philosophy is grounded in the belief that every student possesses inherent potential that must be cultivated through rigorous academics, meaningful relationships, and relevant, future-focused learning experiences. We believe education should not only impart knowledge, but also develop character, critical thinking, creativity, and the capacity to solve real-world problems. Our philosophy is rooted in three core principles: excellence, equity, and exposure.

- Excellence means maintaining high academic expectations for all students and providing the support necessary to achieve them.
- Equity ensures that all students—regardless of background—have access to high-quality instruction, resources, and opportunities.
- Exposure expands students' awareness of career pathways, particularly in STEAM fields, preparing them for the demands of a modern workforce.

This philosophy directly informs both our daily classroom practices and our overall curriculum design.

Translation into Daily Classroom Practices

At Virtus Academy, instruction is intentionally designed to be engaging, student-centered, and intellectually challenging:

1. Active, Student-Centered Learning

Classrooms prioritize inquiry, discussion, and collaboration over passive learning. Students are encouraged to ask questions, explore ideas, and take ownership of their learning.

2. Project-Based and Experiential Learning

Daily instruction often revolves around real-world problems and hands-on activities. Students apply concepts through design challenges, experiments, and collaborative projects that build both academic knowledge and practical skills.

3. Differentiation and Personalization

Teachers use ongoing assessment data to tailor instruction. Small-group learning, targeted interventions, and enrichment opportunities ensure that each student is supported and challenged appropriately.

4. Integration of Technology and Innovation

Technology is used as a tool for creation, exploration, and problem-solving—not just consumption. Students regularly engage with digital tools that enhance learning and build technical proficiency.

5. Literacy and Communication Focus

Every classroom emphasizes reading, writing, speaking, and critical analysis. Students are expected to articulate their thinking clearly and

support their ideas with evidence.

6. Culture of Accountability and Character

Daily practices reinforce responsibility, perseverance, and leadership. Students are taught to manage their work, reflect on their progress, and demonstrate integrity in their learning.

Translation into Curriculum Design

Virtus Academy's curriculum is intentionally structured to reflect its philosophy and mission:

1. Standards-Based with Strategic Enhancement

The curriculum aligns with the North Carolina Standard Course of Study while extending beyond it to include deeper inquiry, application, and cross-disciplinary learning.

2. STEAM Integration Across All Grades

Rather than teaching subjects in isolation, the curriculum connects science, technology, engineering, arts, and mathematics through thematic units and projects.

3. Vertical Alignment (K–8 Continuum)

Curriculum is designed to build progressively from foundational skills in early grades to more complex analytical and technical competencies in middle school, ensuring readiness for high school and beyond.

4. Real-World Relevance and Career Connections

Units are designed with real-world application in mind, often incorporating industry themes, community issues, and exposure to STEAM careers.

5. Embedded Assessment and Feedback Loops

Curriculum units include formative and performance-based assessments that allow teachers to adjust instruction and ensure mastery before moving forward.

6. Inclusive and Culturally Responsive Content

Instructional materials and experiences reflect the backgrounds and lived experiences of the students we serve, making learning both relevant and empowering.

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

Typical Day: Lower Elementary (Grades K-2)

- 8:00 – 8:30 | Morning Muster & Character Pledge: Students gather for a formal start. A "Virtue of the Week" (e.g., Fortitude) is introduced through a historical story, setting a tone of respect and heritage.
- 8:30 – 10:00 | Foundational Literacy (Direct Instruction): Teachers use explicit, systematic phonics. Multilingual Learners (ML) receive real-time vocabulary scaffolding from a co-teacher to ensure they meet the "Excellence" standard.
- 10:00 – 11:00 | Integrated STEAM Block: Core Math and Science are merged. Students might use geometric shapes to "engineer" a bridge, practicing the *courage* to fail and redesign.
- 11:00 – 12:30 | Math & Logic: Focused on mastery of operations. AIG students work on "Challenge Sets" that require higher-order problem-solving.
- 1:30 – 2:30 | Heritage & Humanities: A focus on civics and history, emphasizing the foundations of our community and respect for the rule of law.

Typical Day: Upper Elementary (Grades 3-5)

- 8:00 – 8:20 | Leadership Huddle: Students lead a brief reflection on personal accountability and their goals for the day.
- 8:20 – 10:20 | Humanities & ELA Integration: Students analyze complex texts. In Socratic Seminars, they practice defending their ideas with evidence—a core "Courageous Inquiry" practice.
- 10:20 – 11:20 | Collaborative STEAM Lab: Students work in "Professional Teams" to solve a community-based engineering problem (e.g., water filtration models). Teachers act as facilitators, pushing students to take ownership of their results.
- 1:00 – 2:00 | Specialized Intervention (Power Hour): Utilizing our MTSS framework, students move to fluid groups. SWD students receive targeted IEP support, while others engage in STEAM extensions.
- 2:30 – 3:15 | Virtue in Action: Students reflect on how they demonstrated the school's core values during the day's challenges.

Primary Instructional Methods

1. Direct Instruction (DI): Used for core Literacy and Math to ensure no student falls behind the excellence benchmark. It provides the "Sound Foundation" mentioned in our philosophy.
2. Socratic Seminar: Used in Humanities to foster civil discourse, accountability for one's words, and respect for opposing viewpoints.
3. Project-Based Learning (PBL): Used in STEAM to build "Courage" by requiring students to navigate complex, open-ended problems and take responsibility for their solutions.
4. Co-Teaching: Our EC and ML specialists push into classrooms during core blocks, ensuring that specialized support is seamless and high-expectations are maintained for all.

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

To address diverse needs while upholding our philosophy of **excellence and courage**, Virtus Academy utilizes a **Multi-Tiered System of Support (MTSS)**. This framework ensures that while all students are held to high standards, the path to mastery is individualized.

1. Differentiated Instruction for Diverse Needs

We move beyond a "one-size-fits-all" curriculum by embedding specialized support into the daily schedule:

- **Universal Design for Learning (UDL)**: Our STEAM-integrated curriculum is designed with multiple points of entry. For **Multilingual Learners (ML)**, this includes heavy use of visual anchors and graphic organizers. For **Students with Disabilities (SWD)**, it includes assistive technology and modified task complexity that maintains the core standard.
- **Curriculum Compacting (AIG)**: For students who demonstrate early mastery, we "compact" the standard curriculum to allow time for **Advanced STEAM Research**. This honors our goal of excellence by ensuring gifted learners are consistently challenged.
- **Co-Teaching Model**: As detailed in **Q57**, our licensed EC and ML specialists push into core Literacy and Math blocks. This allows for small-group instruction within the general education classroom, reducing the stigma of "pull-outs" and maintaining a high level of accountability for all.

1. Systems for Monitoring Progress

We utilize a "Data-Rich" approach to ensure no student falls behind our foundation of excellence:

- **Universal Screening**: All students are screened three times a year (Fall, Winter, Spring) using **mClass (Literacy)** and **i-Ready (Math)** to identify those at risk or those needing acceleration.
- **Formative Assessments**: Teachers use daily "Exit Tickets" and weekly "Common Formative Assessments" aligned with the **NC Standard Course of Study**. This provides real-time data on student mastery.
- **NCEES and EVAAS**: We utilize the state's **EVAAS** system to track student growth over time, ensuring that our instructional methods are resulting in measurable progress for every subgroup.

1. Adjusting Instruction Based on Data

Data is only valuable if it leads to action. Our schedule includes structural time for these adjustments:

- **Weekly PLC Data Dives**: During the **Common Planning Blocks** shown in our master schedule, teachers meet to analyze the week's assessment data. They use this to shuffle students into fluid **"Power Hour" groups**.
- **Power Hour (Tier 2 & 3 Intervention)**: A daily 45-minute block where students receive targeted support. If a student is not making progress, the **MTSS Team** meets to adjust the intervention (e.g., increasing frequency or changing the instructional method).
- **Individualized Education Program (IEP) / DEP Reviews**: Our EC and AIG coordinators conduct quarterly reviews of progress toward specific goals, adjusting **Individualized Education Programs** or **Differentiated Education Plans (DEPs)** as needed to ensure the student remains on a path toward excellence.

Q190. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.

To fulfill the mission of **Virtus Academy**, our curriculum integrates the **NC Standard Course of Study** with a high-rigor **STEAM framework** and a **Virtue-based character program**. This alignment ensures that excellence and courage are not just abstract concepts, but measurable academic outcomes.

1. Alignment with Mission and Targeted Population

- **Mission Alignment:** Our curriculum uses **Problem-Based Learning (PBL)** to foster "courageous inquiry" and "accountability." By solving real-world engineering problems, students build the "sound foundation" of character and academic excellence required by our philosophy [187, 188].
- **Targeted Population (SWD, ML, and At-Risk):** We utilize **Direct Instruction (DI)** for foundational literacy and math. DI is research-proven to be highly effective for students at risk of academic failure because it provides explicit, step-by-step mastery before moving to complex tasks [188, 189].
- **AIG Students:** Our "Curriculum Compacting" model allows gifted students to bypass mastered content and engage in advanced STEAM research, meeting their need for accelerated excellence [189].

1. Alignment with the NC Accountability Model

Our curriculum is mapped directly to the **NC Standard Course of Study** to ensure success on the **State Accountability Model (EOGs/EOCs)**:

- **Proficiency & Growth:** We utilize **i-Ready** and **mClass** as universal screeners. These tools are psychometrically aligned with NC state standards, allowing us to predict and drive performance on year-end assessments [189].
- **EVAAS Data Integration:** Teachers use **EVAAS** data to identify students' growth trajectories. By monitoring these trajectories in weekly **PLCs**, we ensure that our instructional methods are resulting in the "Exceeded Growth" status required for high-performing NC charters [180, 189].

1. Evidence of Success and Closing Achievement Gaps

We have selected curriculum components with a documented history of success in North Carolina:

- **Success with At-Risk Students:** Schools in Guilford and surrounding counties using **Direct Instruction** and **high-dosage tutoring** have seen double-digit proficiency gains in literacy and record-breaking graduation rates for Black students and SWD [177].
- **Closing Gaps via MTSS:** Our **Multi-Tiered System of Support (MTSS)** is the primary engine for closing gaps. By providing a daily 45-minute "Power Hour" for targeted intervention, we address deficiencies in real-time, preventing the "compounding effect" of academic failure [189].
- **Inclusive Excellence:** Evidence from successful NC STEAM charters shows that when **Special Education (EC) and ML specialists** co-teach within a STEAM lab, students with disabilities perform significantly better on grade-level standards than in traditional pull-out models [179].

1. Driving Improvement for All Students

The Virtus Academy plan drives improvement through **Collective Efficacy**. By training general education, EC, and ML teachers to jointly analyze data and share responsibility for all students, we ensure that the "Excellence and Courage" philosophy is applied universally, resulting in a school-wide culture of high achievement

Q191. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Integrating STEAM (Science, Technology, Engineering, Arts, and Math) requires moving away from rote memorization toward inquiry-based application. At Virtus Academy, our primary instructional strategies are designed to bridge the gap between theoretical knowledge and real-world problem-solving.

Primary Instructional Strategies

1. Project-Based Learning (PBL): Students engage in long-term, multidisciplinary "Design Challenges" that require them to solve a specific problem.
2. Inquiry-Based Instruction: Teachers act as facilitators, using the 5E Model (Engage, Explore, Explain, Elaborate, Evaluate) to let students "discover" concepts through experimentation before formal lecturing.
3. Cross-Curricular Integration: Explicitly linking Arts and Humanities with STEM subjects to foster "whole-brain" thinking and creative communication.

Impact on Academic Achievement by Grade Span

Elementary (Grades K–5)

- Strategy: Guided Inquiry & Sensory-Based Learning.
- Why it works: At this developmental stage, students are naturally curious but need structure. By using inquiry-based science kits and "Maker Spaces," we turn abstract math and science into tactile experiences.
- Achievement Outcome: This builds a strong foundational literacy in STEM vocabulary and boosts engagement, reducing the "achievement gap" early by making complex concepts accessible through play and discovery.

For Virtus Academy elementary students (K–5), a STEAM rubric must balance process (how they worked) with product (what they made), using age-appropriate language to encourage self-reflection.

Criteria	Beginning (1)	Developing (2)	Proficient (3)	Exemplary (4)
Inquiry & Planning	I needed help thinking of an idea or a plan.	I had an idea and talked about it with my group.	I drew or wrote a clear plan before I started building.	I improved my plan after researching or testing my first idea.

Scientific Accuracy	I didn't use science or math words correctly.	I used one or two science/math words during the project.	I used grade-level science and math concepts to explain my project.	I taught others how my project uses science or math.
Engineering & Design	I built something but didn't test if it worked.	I built something that solved part of the problem.	I built a working prototype that solves the main problem.	I tested my prototype and made it even better.
Artistic Integration	I didn't add any creative details or art.	I added some color or decoration to my project.	I used art (shape, color, or texture) to make my project clearer.	My art helped others understand how to use or feel my project.
Collaboration (Virtus Way)	I worked mostly alone or had trouble sharing.	I shared materials but didn't listen to all ideas.	I listened to my team and helped finish the project.	I helped my team solve problems and was a kind leader.

Implementation at Virtus Academy

Standards-Aligned: Teachers at Virtus Academy will align these rubrics with North Carolina state standards to ensure rigor.

Kid-Friendly Language: For younger grades (K–2), teachers may replace text with images or emojis to help them self-identify their progress.

Process Over Product: Teachers can use this to provide formative feedback during the "Design Challenge" rather than just grading the final model at the end.

Q192.Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

At Virtus Academy, readiness for grade-to-grade and span-to-span transitions is ensured through a combination of rigorous academic mastery requirements, vertical alignment of the Project-Based Learning (PBL) framework, and personalized support systems.

Academic Mastery & Promotion Standards

Virtus Academy maintains strict promotion requirements to ensure students do not advance with significant learning gaps:

- Grades K–2: Promotion is contingent upon mastery of ELA and Math each year.
- Grades 3–8: Students must demonstrate mastery in all four core subjects: ELA, Math, Science, and Social Studies.
- Third Grade Retention: In accordance with the North Carolina Read to Achieve (RtA), students who do not demonstrate reading proficiency on assessments are provided with targeted reading interventions and alternative assessment opportunities.
- are retained to ensure they have the foundational literacy needed for upper-elementary rigor.

Vertical Curricular Alignment

The instructional plan utilizes a unified PBL and Leadership framework across all grade spans to create a consistent learning language:

- Continuity of Skills: By the time students reach the next grade span, they are already proficient in the "4 Cs" (Critical Thinking, Communication, Collaboration, and Creativity) required for more complex high school projects.
- Data-Driven Readiness: Students in grades K– 5 will take assessments at least twice a year. This data is used to create Personalized Learning Plans and assign targeted after-school tutoring to bridge specific gaps before they become transition barriers.

Transition Support Systems

Multi-Tiered System of Support (MTSS): This proactive framework uses screening and progress monitoring to identify students at risk of falling behind and provides immediate interventions.

Catch-Up Sessions: Students have access to assigned tutoring and "Catch-Up" sessions each quarter to ensure they maintain the mastery needed for promotion.

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

The Virtus Academy academic calendar is a strategic tool designed to reinforce our mission of fostering leadership, creativity, and academic excellence through a STEAM-focused lens. Rather than a standard schedule, our calendar is structured around "cycles of inquiry" that mirror the engineering design process.

The Quarterly STEAM Lifecycle

The calendar is divided into four distinct quarters, each culminating in an Exhibition of Learning. This ensures that the education plan's focus on Project-Based Learning (PBL) has a fixed destination. By scheduling these exhibitions at the end of each term, the calendar holds students accountable for public speaking and demonstration of mastery—key components of our leadership tenet.

Strategic Built-in Collaboration

To support our mission of "whole-child" development, the calendar includes frequent Early Release Professional Development days. These are not merely administrative; they are specifically designated for Interdisciplinary Planning. Because our education plan requires ELA, Math, and Art teachers to co-create STEAM units, this dedicated time ensures that the "STEAM" isn't siloed but truly integrated across the curriculum.

Data-Informed Interventions

The calendar strategically places MAP Testing Windows and Benchmark Assessments at the start and midpoint of the year. Following these windows, the calendar includes "Flex Weeks" or dedicated tutoring blocks. This coincides with our education plan's commitment to Personalized Learning Plans (PLPs), allowing us to pivot instruction based on real-time data to ensure no student falls behind in their transition readiness.

Community and Leadership Rhythms

Finally, the calendar honors the "Virtus Way" by scheduling monthly Leadership Assemblies and community service windows. This ensures that character development is not an "add-on" but a rhythmic, expected part of the school year, aligning the passage of time with our goal of graduating socially responsible leaders.

Q194. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

For Virtus Academy elementary students (K–5), the school day is designed around a rigorous 90-minute ELA block and a 75-minute Math block to ensure foundational mastery. The schedule balances these long instructional blocks with daily STEAM Labs and Physical Education to support the school’s mission of active, project-based learning.

Elementary School Day Schedule (Grades K–5)

Subject Area	Daily Instructional Minutes	Purpose
English Language Arts (ELA)	90 Minutes	Core Knowledge Language Arts (CKLA) & Authentic Literacy
Mathematics	75 Minutes	Direct instruction and differentiated mastery stations
Science & STEAM Lab	60 Minutes	Inquiry-based "Design Challenges" and PBL projects
Social Studies	50 Minutes	Integrated history and leadership development
Leadership/Arts/Spanish	50 Minutes	Rotations in Spanish, Art, Music, or Technology
Lunch & Recess	50 Minutes	Daily physical activity and socialization

Weekly Operations

Monday – Thursday: The standard instructional day runs from 8:00 AM to 3:15 PM.

Half-Day Fridays: To facilitate teacher professional development and planning for STEAM units, students are dismissed at 12:15 PM every Friday

Optimal for Student Learning

Extended Blocks for Mastery: The 90-minute ELA block allows for the "deep dive" required by the Read to Succeed Act, providing time for both whole-group reading and small-group intervention.

Consistent STEAM Time: Dedicating 60 minutes daily to Science ensures students can complete the full 5E instructional cycle (Engage, Explore, Explain, Elaborate, Evaluate) without interruption.

Collaborative Fridays: Early Friday dismissal allows the teaching staff to engage in cross-curricular planning, ensuring that a math concept taught in the morning block is reinforced during that afternoon's STEAM design project.

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

In the first year of our STEAM-focused charter school, the daily schedule is intentionally designed to balance rigorous core instruction with hands-on exploration. This structure supports our mission of inclusive excellence for **SWD, ML, and AIG students** through integrated co-teaching and collaboration.

A Typical Day for a Student (Grade 4 Example)

- **7:45 – 8:00 | Arrival & Breakfast:** Students enter the "STEAM Commons." Interactive digital displays showcase the "Engineering Challenge of the Day."
- **8:00 – 8:45 | Morning Meeting:** A social-emotional learning (SEL) start where students set daily goals. The teacher introduces the **Integrated STEAM Theme** (e.g., "Renewable Energy").
- **8:45 – 10:15 | Literacy & Humanities Block:** Students read complex texts about environmental science. The **ML Specialist** pushes in to provide vocabulary scaffolding for Multilingual Learners using visual anchors.
- **10:15 – 11:15 | Specials / Intervention Rotation:** While some students go to PE or Art, others receive **high-dosage tutoring** or specialized **EC (Exceptional Children) services** in small groups.
- **11:15 – 12:15 | Math Inquiry:** Students use manipulatives to solve area and perimeter problems, which they will later apply to designing solar panel layouts.
- **12:15 – 1:00 | Lunch & Recess:** Unstructured play to foster social-emotional growth.
- **1:00 – 2:15 | STEAM Lab (PBL Block):** The highlight of the day. Students work in teams in the "Maker Space" to build prototypes of wind turbines. The **AIG Specialist** pushes in to lead an "Advanced Design" group for gifted learners.
- **2:15 – 3:00 | MTSS / "Power Hour":** Data-driven intervention. Students move to fluid groups based on their specific needs—some for intensive reading support, others for coding extensions.
- **3:00 – 3:15 | Reflection & Dismissal:** Students log their progress in digital portfolios and prepare for departure.

A Typical Day for a Teacher (General Education)

- **7:30 – 8:00 | Collaborative Prep:** A quick "huddle" with the **Grade Level Team** to review the day's data-driven intervention groups.
- **8:00 – 10:15 | Active Instruction:** Leading the Literacy block. The teacher co-teaches with the **EC Teacher** for a 30-minute segment to ensure all IEP accommodations are met within the core lesson.
- **10:15 – 11:15 | Common Planning / PLC:** While students are at Specials, the teacher meets with the **Instructional Coach**. They review **EVAAS** projections and student work samples to plan next week's STEAM projects.
- **11:15 – 1:00 | Instruction & Supervision:** Facilitating Math inquiry and supervising a designated lunch/recess shift.
- **1:00 – 2:15 | Facilitation:** In the STEAM Lab, the teacher shifts from "lecturer" to "facilitator," rotating between student teams to ask probing questions and troubleshoot engineering designs.
- **2:15 – 3:15 | Tiered Instruction:** Leading a small group of students for "Power Hour" while tracking progress in the school's MTSS software.
- **3:15 – 4:00 | Professional Growth:**
 - **Monday:** Faculty Meeting focused on **STEAM integration**.
 - **Tuesday/Thursday:** Mentorship meeting with a **Lead Teacher** (part of the **BTSP**).
 - **Wednesday:** Early Release PD (Deep dive into **NCEES** goals).

Q196. Will this proposed school include a high school?

Yes No

Q201. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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

Applicant Comments :

English Language Arts (ELA) K–5 Scope and Sequence

Grade	Skills Strand (How to Read)	Knowledge Strand (What to Know)
Kinder garten	Phonological awareness, 1-to-1 letter-sound correspondence, and basic blending.	Nursery Rhymes, Five Senses, Plants, Farms, and Native American Cultures.
1st Grade	Advanced phonics (vowel teams), spelling patterns, and fluent reading of decodable texts.	Fables, Astronomy, History of the Earth, Animals and Habitats, and Fairy Tales.
2nd Grade	Complex spelling alternatives, suffix rules, and increasing reading stamina.	Ancient Greek Civilizations, Cycles in Nature, The War of 1812, and Immigration.
3rd Grade	Integrated: Focus shifts to close reading, literal and inferential comprehension.	Classic Tales, Animal Classification, The Ancient Roman Civilization, and Light and Sound.
4th Grade	Integrated: Complex grammar, morphology (roots/prefixes), and multi-paragraph writing.	Empires in the Middle Ages, Geology, American Revolution, and Treasure Island.
5th Grade	Integrated: Research skills, literary analysis, and genre-specific writing (e.g., personal narratives).	Early American Civilizations, The Renaissance, Reformation, and Beyond Juneteenth.

Instructional Implementation at Virtus Academy

Daily Block: Students receive 90 minutes of daily ELA instruction.

Science of Reading: The curriculum is grounded in Science of Reading principles, ensuring that word recognition (decoding) and language comprehension are developed in tandem.

Authentic Literacy: Beyond the CKLA (Core Knowledge Lang. Arts) units, teachers incorporate Authentic Literacy and Project-Based Learning (PBL) to connect reading and writing tasks to real-world design challenges.

Data-Driven Mastery: Teachers utilize MAP test scores at least twice a year to adjust Personalized Learning Plans (PLPs) and provide targeted after-school tutoring for students needing extra support in specific literacy strands.

Sample PBL Design Challenge: "The Zoo Architect Project"

- Target Grade: 3rd Grade
- Driving Question: *"How can we, as animal conservationists, design a habitat that meets the specific survival needs of a local species while educating our community about environmental stewardship?"*

Standards Integration Alignment

Component	ELA Focus (NC Standards)	Science Focus (NC Standards)
Research & Inquiry	Informational Text Analysis: Using text features (indices, captions) to research animal life cycles and traits.	Life Science: Analyzing how internal and external structures support survival, growth, and reproduction.
Writing & Drafting	Explanatory Writing: Writing a "Species Profile" that explains the relationship between an animal and its environment.	Developing Models: Constructing a physical or digital model of a habitat that provides food, water, and shelter.
Final Product	Collaborative Discussion: Presenting a "Pitch" to a mock board of zoo directors using clear, academic vocabulary.	Environmental Impact: Predicting how changes in an environment (like pollution) would affect their chosen species.

Project Implementation at Virtus Academy

- The Problem: Students discover that a local species is losing its natural habitat.
- The Action: In their STEAM Lab, students use the 5E Model. They *Engage* with the problem, *Explore* animal traits, and *Explain* their findings by writing detailed reports in their ELA block.
- The Public Product: Students build a 3D "Bio-Dome" or habitat model. During the Exhibition of Learning, they must explain the "Science" behind their design choices to parents and peers.
- Leadership (The Virtus Way - Courage and Confidence): This project emphasizes the leadership tenet by tasking students with "Stewardship"—the idea that they are responsible for protecting their local ecosystem.

ELA Curriculum Outline (Grades 6–8)

The core curriculum combines Project-Based Learning (PBL) with interdisciplinary instruction (IQWST Science, HMH Math, and Amplify ELA) and arts integration to ensure students meet the North Carolina Standard Course of Study (NCSCOS).

Core Subject Focus: English Language Arts & Digital Literacy Integration

Grade Level	Core Amplify ELA Theme	NCSCOS Literacy Focus	Integrated STEAM & Multi-Media Component
6th Grade	Mysteries & Scientific Perspectives	Textual evidence, central ideas, and plot structure analysis.	Writing technical research logs and producing podcasts explaining local environmental issues.
7th Grade	The Art of Persuasion & Propaganda	Argumentation, tracing arguments, and assessing source credibility.	Designing digital marketing campaigns and infographics analyzing historical or modern propaganda.

8th Grade	Dystopian Literature & Ethics	Theme development, point of view, and comparative analysis.	Drafting speculative science fiction stories and coding text-based digital adventure games.
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ELA Curriculum Mechanics

- Reading Foundation: Students analyze complex informational texts, technical manuals, and classic literature to build high-level comprehension.
- Writing Framework: Emphasis spans narrative storytelling, evidence-based argumentative essays, and precise technical writing.
- Speaking & Listening: Regular Socratic seminars, peer tech reviews, and project presentations build professional communication skills.

Q202. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Applicant Comments :

In accordance with North Carolina General Statute G.S. 115C-218.85, the school's yearly academic calendar must provide a minimum of **185 instructional days** or **1,025 instructional hours** covering at least nine calendar months. Charter schools are exempt from the state-legislated start and end date requirements that apply to traditional public schools, allowing for greater flexibility in design.

Appendix D: Yearly Academic Calendar (Proposed Year 1)

This proposed calendar for the first year of operation meets the state requirement by providing **1,025 instructional hours** over **185 days**, exceeding the minimum hour threshold to allow for professional development and inclement weather flexibility.

Month	Instructional Days	Key Dates & Holidays
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August	10	Aug 10-21: Summer Institute (Staff PD); Aug 24: First Day for Students
September	21	Sept 7: Labor Day (Holiday)
October	21	Oct 16: Teacher Workday (No school for students)
November	17	Nov 11: Veterans Day (Holiday); Nov 25-27: Thanksgiving Break
December	15	Dec 21 - Jan 1: Winter Break
January	19	Jan 18: MLK Jr. Day (Holiday); Jan 22: End of Semester 1
February	19	Feb 15: Presidents' Day (Teacher Workday/Staff PD)
March	22	Mar 12: Weighted Lottery Day; Mar 26: Spring Professional Development
April	16	Apr 12-16: Spring Break
May	20	May 21: Last Day for Students ; May 31: Memorial Day (Holiday)
June	0	June 1-4: Post-Service Staff Workdays

Calendar Summary and Compliance

- **Total Instructional Days:** 185 Days
- **Daily Instructional Hours:** 6.0 hours (8:00 AM – 3:15 PM, excluding lunch)
- **Total Instructional Hours:** 1,080 Hours (Exceeds the 1,025-hour minimum)

- **Teacher Contract Days:** 215 Days (Includes 180 instructional days, 11 holidays, 10 vacation days, and 14 workdays)

Calendar Management Policies

- **Inclement Weather:** The calendar includes three built-in makeup days. If additional time is needed, the school may utilize up to **five remote instruction days** (30 hours) as permitted by state law for charter schools with an approved remote learning plan.
- **Staff Professional Development:** To support the school's mission, one day per month is designated as an "Early Release" for staff professional learning communities (PLCs), which is accounted for in the total instructional hour calculation.

Q203. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required **File Type:** pdf, image, excel, word, text **Max File Size:** 30 **Total Files Count:** 15

Applicant Comments :

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade
8:00 - 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30 - 10:00	ELA Block	ELA Block	Specials / PLC	ELA Block
10:00 - 11:30	Specials / PLC	ELA Block	ELA Block	Math Block
11:30 - 12:30	Lunch / Recess	Specials / PLC	Math Block	Lunch / Recess
12:30 - 1:30	Math Block	Lunch / Recess	Lunch / Recess	Specials / PLC
1:30 - 2:30	Science/SS	Math Block	Science/SS	Science/SS
2:30 - 3:15	Intervention	Intervention	Intervention	Intervention

11.2. Special Populations and "At-Risk" Students

Q204. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

To identify and meet the needs of students performing below grade level, a Multi-Tiered System of Supports (MTSS) will be implemented. This framework proactively identifies struggling learners through universal screening and provides increasingly intensive, evidence-based interventions to help them catch up to their peers.

Identification of Learning Needs

The identification process is systematic and data-driven to ensure no student "waits to fail":

- **Universal Screening:** All students are assessed at least three times a year (fall, winter, spring) using brief, valid tools like Curriculum-Based Measurements (CBM) to identify those at risk.
- **Diagnostic Assessments:** For students identified as at-risk, educators use diagnostic tools to pinpoint specific skill deficits, such as phonics in reading or computation in math.
- **Data Analysis Teams:** Grade-level or intervention teams meet regularly to review screening data, attendance, and classroom performance to determine which students require supplemental support.

Meeting Student Needs: Programs & Strategies

Support is delivered through a tiered model that layers additional help on top of high-quality core instruction:

- **Tier 1: Differentiated Core Instruction:** Teachers use scaffolding, which breaks learning into chunks, visual aids, and interventions to make grade-level content accessible to everyone.
- **Tier 2: Targeted Small-Group Interventions:** Students missing key skills receive 20–30 minutes of extra instruction in small groups (3–5 students) focused on specific gaps.
- **Tier 3: Intensive Individualized Support:** For students with significant deficits, instruction is more frequent, highly individualized, and often delivered in even smaller groups or one-on-one by specialists.
- **Key Strategies:**
 - **Learning Acceleration:** Instead of repeated remediation, this approach introduces just enough background knowledge and scaffolding to let students engage with on-grade-level tasks.
 - **Multi-Sensory Approaches:** Incorporating visual, auditory, and kinesthetic tools (like math manipulatives) to enhance retention.
 - **High-Dosage Tutoring:** Consistent, personalized tutoring by trained staff or paraprofessionals.

Monitoring Progress

Progress monitoring ensures that the chosen interventions are actually working:

- **Frequent Probes:** Students in interventions are tested weekly or bi-weekly using standardized, brief probes that measure the same skill over time.
- **Visual Data (Graphing):** Student scores are plotted on a graph against a goal line (representing the expected rate of improvement).
- **Trend Line Analysis:** Educators compare a student's actual performance trend line to their goal line. If the trend line is flat or below the goal, the team adjusts the intervention—such as increasing time, changing the strategy, or moving the student to a higher tier of support.

Q205. Describe the extent to which one or more of the founding board members has experience working with special

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

The founding board includes several members with deep expertise in serving special populations, ensuring high-level oversight of compliance and instruction:

- **Dr. Jocelyn Anderson, Board Member:** Has over 16 years of experience as a [Special Education Teacher/Administrator]. They have directly managed IEP caseloads, conducted MDR (Manifestation Determination Reviews), and overseen the implementation of Section 504 plans for students with chronic health or learning needs.
- **Crystal Zellous, Secretary:** Brings an extensive background in Multilingual Learner (ML) advocacy, having over 15 years of experience with this population, she has used various resources to improve English proficiency scores.
- **Dr. Charles Monroe, Chair:** Has worked extensively with at-risk youth, specifically developing programs that increased graduation rates for students in high-poverty areas.

While the founding board is primarily composed of experts in finance, law, and community development, the school has established a robust pre-opening plan to ensure readiness for all learners:

1. **Specialized Consultant Engagement:** The board has budgeted for a Special Education Consultant to audit all enrollment forms during the pre-opening summer to ensure 'Child Find' compliance and immediate service delivery on Day 1.
2. **Policy Development:** The board's Academic Committee is currently drafting a Special Populations Manual that outlines the referral process, evaluation timelines, and the integration of Gifted and Talented enrichment into the general education curriculum.
3. **Board Training:** The entire founding board will complete a governance-level training on IDEA and Section 504 legal requirements to ensure they can provide proper fiscal and academic oversight.

Q206. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

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

To ensure Multilingual Learners achieve academic parity with their peers, the school will implement a comprehensive program focused on language acquisition and grade-level content access.

1. Identification and Avoiding Misidentification

The school follows a standardized, multi-step process to ensure accurate placement:

- **Home Language Survey:** Administered to all enrolling families to identify if a language other than English is spoken at home.
- **English Language Proficiency Screening:** Students whose HLS indicates a second language are assessed using a state-approved screener.
- **Avoiding Misidentification:** To prevent over-identification of MLs as students with disabilities, the school uses comparative data. We analyze the student's performance in their native language (when possible) and compare their progress to "true peers"—students with similar cultural and linguistic backgrounds.

1. Instructional Programs and Strategies

The school utilizes a Sheltered Instruction Observation Protocol model or Integrated/Designated ELD to ensure equitable access:

- **Integrated ELD:** MLs remain in the core classroom where teachers use **scaffolding** (e.g., sentence frames, graphic organizers, and visual aids) to make complex text accessible.
- **Designated ELD:** Small-group sessions focused on specific linguistic functions (e.g., learning the vocabulary of "argumentation" or "cause and effect") required for core subjects.
- **Translanguaging:** Encouraging students to use their native language as a scaffold to build understanding of English concepts.

1. Monitoring, Evaluation, and Exiting

Continuous data tracking ensures students are moving toward proficiency:

- **Annual Assessment:** All MLs take the state ELP assessment to measure growth in listening, speaking, reading, and writing.
- **Benchmark Tracking:** ML performance on internal reading and math benchmarks is disaggregated to ensure they are making "adequate yearly progress" compared to non-ML peers.
- **Exit Criteria:** Students exit ML services once they achieve the state-defined "Proficient" score on the annual ELP assessment.
- **Post-Exit Monitoring:** Reclassified students are monitored for two years to ensure they maintain academic success without specialized support.

1. Qualified Staffing

The school prioritizes specialized expertise through:

- **Certified EL/ESOL Teachers:** Hiring lead teachers who hold specific state endorsements for English as a Second Language.
- **Dual-Endorsed Hires:** Prioritizing general education candidates who also hold an EL or Special Education certification.
- **Ongoing PD:** All staff receive training on Specially Designed Academic Instruction in English to ensure the entire building is equipped to support language learners.

Q207. Explain how the school will identify and meet the needs of gifted students, including the following:

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

To effectively serve gifted and talented students, the school will implement a systematic approach that balances rigorous identification with research-based instructional models like acceleration and enrichment.

1. Identification of Gifted Students

The school will use a multi-faceted identification process to ensure all high-potential students, including those from underrepresented populations, are recognized:

- **Universal Screening:** All students in targeted grade levels will be screened using culturally sensitive, norm-referenced assessments
- **Multiple Data Points:** Identification will not rely on a single IQ score but will include:
 - **Standardized Achievement Tests:** Evaluating outstanding performance in specific domains like math or reading.
 - **Teacher & Parent Rating Scales:** Utilizing validated tools such as the **Scales for Identifying Gifted Students** to observe behaviors like advanced reasoning, creativity, and leadership.
 - **Portfolio Reviews:** Examining student work samples that demonstrate divergent thinking or complex problem-solving.
- **Avoiding Misidentification:** Local and subgroup norms will be used to identify "emergent talent" in students who may not have had the same early learning opportunities as their peers.

1. Instructional Programs and Strategies

The school will employ evidence-based practices to ensure gifted learners remain challenged and engaged:

- **Curriculum Compacting:** Assessing students' prior knowledge before a unit; those who demonstrate mastery (typically scoring 80%+) are excused from repetitive practice to pursue advanced enrichment.
- **Tiered Assignments:** Teachers will differentiate the depth and complexity of grade-level content, allowing gifted students to tackle higher-order thinking tasks based on frameworks like Bloom's Taxonomy.
- **Flexible Ability Grouping:** Gifted students will be grouped together for specific subjects or projects to facilitate more rapid and advanced instruction with intellectual peers.
- **Acceleration Options:** For profoundly gifted learners, the school will provide opportunities for subject-matter acceleration (e.g., a 5th grader taking 7th-grade math) or whole-grade skipping where appropriate.

1. Monitoring, Evaluation, and Staffing

Success is measured by continuous growth rather than just reaching grade-level proficiency:

- **Progress Monitoring:** Gifted students' progress will be monitored through pre- and post-assessments and specialized student educational profiles to ensure they are meeting individualized growth targets.
- **Program Evaluation:** The school will annually analyze disaggregated data to ensure gifted programs are effectively closing "excellence gaps" across all demographic groups.
- **Qualified Staffing:**
 - **Gifted Specialist:** The school will employ or contract a certified Gifted and Talented Coordinator to oversee identification and coach classroom teachers.
 - **Professional Development:** All instructional staff will receive training on identifying gifted traits in diverse learners and implementing differentiation strategies like Universal Design for Learning (UDL).

implementing differentiation strategies like Universal Design for Learning (UDL).

11.3. Exceptional Children

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

Q208. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

To identify students with existing Individualized Education Programs (IEPs) or Section 504 Plans, the charter school implements a systematic identification and record-handling process that begins immediately upon enrollment to ensure a Free Appropriate Public Education (FAPE).

Identification of Eligible Students

The school uses several concurrent methods to identify students who previously qualified for services:

- **Enrollment Documentation:** After a student is admitted through the lottery or application process, the official enrollment packet includes questions regarding whether the student has an active IEP or 504 Plan.
- **Parent/Guardian Consultation:** As part of the intake process, school staff consult with families to discuss the student's educational history and any necessary accommodations or related services.
- **Child Find Mandate:** The school maintains an ongoing "Child Find" duty to identify, locate, and evaluate students suspected of having a disability, even if a former district did not previously identify them.

Records Handling and Transfer

The school ensures that all necessary documentation is obtained and reviewed promptly to prevent any delay in services:

- **Official Request for Records:** Immediately upon enrollment, the school sends a formal request to the student's previous school for all educational records, including the most recent IEP or 504 Plan, evaluation reports, and progress data.
- **FERPA Compliance:** Under the Family Educational Rights and Privacy Act (FERPA), parental consent is generally not required to transfer records between public schools when a student intends to enroll, allowing for the rapid exchange of critical information.
- **Review and Implementation:** Once records are received (ideally within 5–10 days, depending on state law), the IEP Team or 504 Coordinator reviews the documents to implement comparable services until the school either adopts the existing plan or develops a new one.
- **Secure Maintenance:** All special education and 504 records are maintained in a secure, confidential location (physical or digital) with access limited to authorized personnel directly involved in the student's education.

Q209. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

To meet the federal **Child Find** mandate under the Individuals with Disabilities Education Act (IDEA), the school will maintain an affirmative and ongoing process to identify, locate, and evaluate all students with suspected disabilities.

1. The Identification Process

The school will use a multi-layered approach to identify students who may require special education services:

- **Universal Screening:** Regular academic and behavioral screenings for all students (e.g., fall, winter, spring) to identify those performing significantly below peers.
- **Referral System:** A clear process for parents, teachers, or other staff to submit a written referral if they suspect a student has a disability.
- **Public Awareness:** Posting Child Find notices on the school website, in enrollment packets, and in the main office to inform families of their rights and how to request an evaluation.
- **Student Study Team (SST):** A pre-referral team that reviews student data and implements Multi-Tiered System of Supports (MTSS) interventions before formal referral, ensuring that general education supports are exhausted first.

1. Evaluations and Assessments

Once a referral is made and parental consent is obtained, a comprehensive evaluation will be conducted:

- **Timeline:** The school must provide an assessment plan to parents within 15 days of a referral and complete the evaluation within 60 days of receiving signed consent.
- **Multidisciplinary Team:** Evaluations are conducted by a team of qualified professionals (e.g., school psychologist, speech therapist, special educator) and must include input from the parent.
- **Comprehensive Scope:** Students are assessed in all areas of suspected disability, which may include health, vision, hearing, social-emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- **Variety of Tools:** The team will use a battery of technically sound instruments, including formal standardized tests, informal observations, and reviews of existing classroom data.

1. Avoiding Misidentification

To prevent over- or under-identification, particularly for students of color or Multilingual Learners (MLs), the school will:

- **Culturally Responsive Assessment:** Use nondiscriminatory evaluation materials that are provided in the student's native language and are not racially or culturally biased.
- **Comparative Data Analysis:** Evaluate student progress relative to "true peers" (students with similar linguistic and cultural backgrounds) rather than just national norms.
- **Integrated MTSS Data:** Ensure that academic or behavioral struggles are not primarily due to a lack of appropriate instruction or limited English proficiency before determining disability eligibility.
- **Professional Training:** Provide annual staff training on recognizing the difference between language acquisition and learning disabilities to minimize subjective bias.

Q210. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

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

To ensure legal compliance and smooth service delivery, the school will put in place a records management plan that meets IDEA, Section 504, and FERPA requirements.

1. Requesting Records from Previous Schools

The school will prioritize the immediate transfer of records to prevent a lapse in mandated services:

- **Immediate Request:** Within 24 hours of a student's enrollment, the Registrar or Special Education Coordinator will send a formal "Request for Records" to the previous school.
- **Direct Contact:** If records are not received within 5 business days, the Special Education Coordinator will contact the previous school's IEP/504 coordinator directly to obtain at least the current IEP/504 plan and most recent evaluation via a secure file transfer.
- **Provisional Implementation:** While awaiting official files, the school will interview parents/guardians to identify existing accommodations and provide comparable services starting on Day 1.

1. Record Confidentiality (On-Site)

Protecting student privacy is a legal requirement under FERPA. The school will maintain strict controls:

- **Secure Storage:** Physical records will be kept in locked filing cabinets within a restricted-access room. Digital records will be stored in a password-protected Student Information System with tiered access levels.
- **Access Logs:** A "Record Access Log" will be attached to each physical file. Any staff member reviewing the file must sign in, noting their name, date, and "legitimate educational interest."
- **Staff Training:** All employees will receive annual training on confidentiality, including the prohibition of discussing student disabilities in public areas or via unencrypted email.

1. Record Compliance (On-Site)

The school will conduct regular internal audits to ensure all files are legally "defensible" and up-to-date:

- **Mandatory Components:** Each file must contain the current IEP/504 Plan, the most recent Evaluation Report (ER/RR), signed Parental Consent forms, and meeting notices.
- **Compliance Calendar:** The Special Education Coordinator will maintain a master calendar to track:
 - **Annual Reviews:** IEPs and 504 plans must be updated every 365 days.
 - **Triennial Re-evaluations:** Students must be re-evaluated for eligibility every three years.
- **Progress Reporting:** Quarterly progress reports on IEP goals will be filed alongside the annual plan to document that the student is receiving the services promised.
- **Purging Records:** Records will be maintained for the state-mandated duration (typically 5–7 years after the student leaves or graduates) and then destroyed using a secure document shredding service.

Q211. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

To meet the needs of students across the spectrum of disabilities, the school will implement a Continuum of Alternative Placements, ensuring that every student is educated in the Least Restrictive Environment (LRE) where they can make meaningful progress.

1. Students with Mild Disabilities

- **Placement:** Primarily the General Education Classroom with supplementary aids and services.
- **Instructional Approach:** Educators use Co-Teaching models (e.g., parallel teaching or station teaching) where a General Education teacher and a Special Education teacher work together.
- **Supports:** Focus on Specially Designed Instruction (SDI) aimed at specific goals, such as executive functioning or reading fluency, alongside accommodations like extended time or simplified directions.

1. Students with Moderate Disabilities

- **Placement:** A mix of the General Education classroom and a Resource Room.
- **Instructional Approach:** Students participate in the core curriculum but "pull out" for 30–60 minutes a day for intensive, small-group instruction in a quieter setting.
- **Supports:** Use of modified curricula (adjusting *what* is learned, not just *how*) and assistive technology, such as speech-to-text software or specialized math manipulatives.

1. Students with Severe Disabilities

- **Placement:** Often a Self-Contained Classroom for the majority of the day, with scheduled opportunities for "mainstreaming" during non-academic times (lunch, recess, electives).
- **Instructional Approach:** Focus on Functional Academics and Life Skills (e.g., communication, self-care, and vocational skills).
- **Supports:** High staff-to-student ratios, often including 1:1 paraprofessional support, and heavy reliance on Augmentative and Alternative Communication (AAC) devices.

Ensuring the "Least Restrictive" Environment

The IEP team follows a "bottom-up" logic: they must first consider if a student can succeed in the general classroom with support before moving to more restrictive settings.

- **Annual Review:** Every year, the team re-evaluates if the student is ready for a *less* restrictive setting.
- **Inclusion Focus:** Even students in self-contained settings are included in school-wide activities to ensure social integration with non-disabled peers.

Q212. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

To provide a full continuum of services, the school will offer a range of placement options and instructional strategies that allow students to receive support in the setting that best meets their needs while maximizing time with non-disabled peers.

1. The Continuum of Services (Placement Options)

The school will offer four primary levels of service to ensure every student's IEP can be implemented:

- **Consultative/Indirect Services:** The Special Education teacher meets with the General Education teacher to monitor progress and adjust accommodations without removing the student from the classroom.
- **Inclusion/Co-Teaching:** A push-in model where a Special Education teacher or paraprofessional provides Specially Designed Instruction (SDI) within the general education setting.
- **Resource Room (Pull-Out):** Students receive intensive, small-group intervention for specific subjects (e.g., Wilson Reading for dyslexia) in a separate setting for a portion of the day.
- **Self-Contained/Life Skills:** For students with significant cognitive or adaptive needs, a highly structured environment focuses on functional academics and daily living skills.

1. Ensuring Access to the General Education Curriculum

The school ensures that special education is a service, not a place, by employing the following strategies:

- **Universal Design for Learning (UDL):** Teachers design lessons from the outset with multiple ways for students to engage, perceive information, and express what they know (e.g., using videos, tactile models, and oral exams).
- **Curriculum Modification vs. Accommodation:**
 - **Accommodations:** Changing *how* a student learns (e.g., audiobooks, extended time) so they can master the same grade-level standards as their peers.
 - **Modifications:** Adjusting *what* a student learns (e.g., simplifying a reading passage or reducing the number of math concepts) for students whose disabilities prevent them from meeting standard benchmarks.
- **Assistive Technology (AT):** Providing tools like text-to-speech, word prediction software, and graphic organizers to remove barriers to complex grade-level texts and writing assignments.
- **Scaffolded Instruction:** Using "I Do, We Do, You Do" modeling and visual anchors (checklists, sentence frames) to bridge the gap between a student's current skill level and grade-level expectations.

1. Additional Supports

- **Related Services:** The school will hire or contract licensed providers for Speech-Language Pathology (SLP), Occupational Therapy (OT), Physical Therapy (PT), and Counseling.
- **Behavioral Intervention:** For students with emotional or behavioral needs, the school provides Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) to support their success in the classroom.
- **Paraprofessional Support:** Trained aides provide 1:1 or small-group assistance to help students stay on task, navigate transitions, or manage sensory needs.

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

To ensure every student with a disability receives a Free Appropriate Public Education (FAPE), the school will implement a rigorous system of legal compliance, individualized instruction, and continuous monitoring. FAPE is guaranteed when a student's program is reasonably calculated to enable them to make progress appropriate in light of their circumstances.

1. Individualized Education Program (IEP) Development

The cornerstone of FAPE is a high-quality IEP. The school ensures this through:

- **Meaningful Parental Participation:** Parents are treated as equal members of the IEP team. Meetings are scheduled at convenient times, and draft documents are shared in advance to ensure informed collaboration.
- **Data-Driven Goals:** Goals are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and based on current performance data rather than generalized expectations.
- **Related Services:** Based on evaluation results, the school provides necessary developmental, corrective, and supportive services—such as speech therapy, occupational therapy, or counseling—at no cost to the family.

1. Evidence-Based Instructional Support

The school meets the "Appropriate" requirement of FAPE by providing high-quality instruction:

- **Specially Designed Instruction (SDI):** Adapting the content, methodology, or delivery of instruction to address the unique needs of the child and ensure access to the general curriculum.
- **Least Restrictive Environment (LRE):** Students are educated alongside non-disabled peers to the maximum extent appropriate. Removal to a more restrictive setting occurs only when the nature of the disability is such that education in regular classes with supplementary aids cannot be achieved satisfactorily.
- **Assistive Technology (AT):** Providing devices (from low-tech pencil grips to high-tech communication software) that allow students to bypass barriers to learning.

1. Monitoring and Procedural Safeguards

To maintain the integrity of FAPE, the school uses robust oversight systems:

- **Progress Monitoring:** Teachers collect data weekly or bi-weekly on IEP goals. If a student is not meeting their "growth trajectory," the IEP team reconvenes to adjust the strategies, services, or placement.
- **Procedural Safeguards Notice:** Families are provided with a written explanation of their legal rights at least once a year, including their right to Prior Written Notice (PWN) whenever the school proposes or refuses a change in the student's identification, evaluation, or placement.
- **Quarterly Progress Reports:** These are issued alongside general education report cards, providing a transparent record of how the student is performing against their specific IEP goals.

1. Staff Training and Capacity

- **Compliance Audits:** The Special Education Coordinator conducts monthly "file pulls" to ensure all timelines (annual reviews and triennial re-evaluations) are met, avoiding "procedural denials" of FAPE.
- **Professional Development:** Staff receive training on Endrew F. v. Douglas County School District standards to ensure they understand the legal requirement for "ambitious" rather than "de minimis" (minimal) progress.

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

To ensure that the Individualized Education Program (IEP) is a living document rather than a static one, the school will implement a rigorous system for data collection, transparent reporting, and staff communication.

1. Monitoring Student Progress

Progress monitoring is the consistent collection of data to track a student's growth toward their specific IEP goals.

- **Goal-Aligned Data Collection:** For every measurable goal in the IEP, teachers identify a specific tool (e.g., reading probes, behavior frequency charts, or work samples) to collect data at least weekly or bi-weekly.
- **Visual Data Tracking:** Data points are plotted on a graph to compare the student's actual performance against a target growth line. This allows the IEP team to see immediately if a student is on track to meet their annual goal.
- **Service Logs:** Providers (Speech Pathologists, OT, etc.) maintain "Service Logs" to document the date, duration, and specific intervention provided during each session, ensuring all mandated minutes are delivered.

1. Reporting to Parents and Students

Communication ensures that families are partners in the educational process.

- **Quarterly Progress Reports:** At each grading period, parents receive a written Progress Report alongside the general education report card. This report specifies whether the student is making "Sufficient Progress," "Inconsistent Progress," or has "Met the Goal," supported by narrative data.
- **Annual Review Meetings:** At least once every 12 months, the full IEP team (including parents) meets to review the year's data, celebrate successes, and update goals for the coming year.
- **Student Self-Monitoring:** Whenever age-appropriate, students are taught to track their own progress using simple checklists or goal charts. This promotes self-advocacy and helps the student understand their own learning needs.

1. Communication with School Staff

To ensure FAPE, every staff member responsible for a student's education must be aware of their specific requirements.

- **IEP at a Glance:** At the start of the year (or upon enrollment), the Special Education Coordinator provides each general education teacher with a secure, one-page summary of the student's accommodations, modifications, and goals.
- **Consultation Logs:** Special education teachers meet regularly with general education teachers to discuss what is working in the classroom and adjust "just-in-time" supports.
- **Secure Digital Access:** Teachers have 24/7 access to the full, current IEP through a password-protected Student Information System to ensure they can reference legal requirements at any time.

1. Corrective Action

If data shows a student is not making expected progress, the school does not wait for the annual review. The Special Education Coordinator will:

1. Convene the team for an interim IEP meeting.
2. Analyze why the student is struggling (e.g., Is the goal too hard? Is the intervention being implemented correctly?).
3. **Amend the IEP** to increase support or change the instructional strategy

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

To ensure a full continuum of services and FAPE, the school will utilize a hybrid staffing model that combines internal core special education staff with specialized external contractors for related services.

1. Qualified Staffing Plan

The school will maintain a staffing structure designed to scale with the student population:

- **Special Education Coordinator (Internal):** A full-time, state-certified Special Education teacher will serve as the LEA Representative. This individual manages compliance, chairs IEP meetings, and oversees the Child Find process.
- **Special Education Teachers (Internal):** The school will hire licensed teachers at ratios aligned with state recommendations to provide Specially Designed Instruction (SDI).
- **Paraprofessionals:** Trained instructional assistants will be hired to support high-needs students, including those in self-contained or distinct services settings, often at ratios such as 7:1:2 or 10:1:2 depending on the severity of student needs.

1. Provision of Related Services

Related services are those developmental or corrective services required to assist a student in benefiting from special education.

- **Contracted Specialists:** The school will issue Requests for Proposals or contract with agencies to provide:
 - Speech-Language Pathology (SLP).
 - Occupational Therapy (OT) and Physical Therapy (PT).
 - Psychological and Counseling Services.
- **Flexible Scaling:** Contracts will be "a la carte" or based on hourly rates, allowing the school to increase or decrease service hours as new IEPs are enrolled.
- **On-Site Service Delivery:** Specialists will provide direct services on-site to minimize time out of the general education environment.

1. Support Systems for Service Adequacy

- **Contingency Planning:** If a vacancy occurs, the school will use substitute personnel or redistribute existing staff to prevent a lapse in services. Parents are notified by letter if a temporary lapse occurs, and the IEP team will consider **compensatory services**.
- **Caseload Monitoring:** The SLP and other specialists will meet with supervisors quarterly to analyze workloads and ensure caseloads remain appropriate and equivalent to district standards.
- **Resource Commitment:** The LEA Representative has the explicit authority to commit school resources during IEP meetings to ensure that financial or programmatic interests do not override a student's unique needs.

11.4. Student Performance Standards

Q216. Describe how the school will measure student performance.

Standardized Testing & Benchmarking

The school will use several state and national assessments to measure academic achievement and growth:

- Measures of Academic Progress (MAP): Administered three times per year (fall, winter, and spring) for students in grades K-8 to provide detailed, actionable data on growth in Reading and Math.
- Kindergarten Readiness Assessment (KRA): Given to all incoming kindergarteners within the first 45 days of school to evaluate readiness in language, math, and social foundations.
- Read to Achieve (RtA): Mandatory state assessments for grades 3-8 used to measure proficiency in core subjects like ELA, Math, and Science.
- End-of-Course Examination Program (EOCEP)

Grading & Mastery Systems

The school's grading policies will emphasize content mastery over simple point accumulation:

- Standards-Based Grading (K-8): Grades to reflect actual mastery of specific content standards rather than just an average of scores.
- Catch-Up & Mastery Opportunities: Students can attend "Catch-Up" or tutoring sessions to improve their work and convert "In Process" grades into passing marks, emphasizing growth and accountability.
- Real-Time Progress Tracking: Parents can monitor grades and progress regularly through the

Performance Indicators & Authentic Assessment

Beyond traditional testing, Virtus Academy will use interactive methods to gauge performance:

- Project-Based Learning (PBL): As a PBL school, students demonstrate knowledge through public products or presentations for real audiences, measuring critical thinking and communication skills.
- Multi-Tiered System of Supports (MTSS): The school will use weekly progress monitoring and screening data to adjust tiered interventions in small groups, ensuring that instructional strategies match each student's specific needs.

Curriculum-Embedded Assessments: Programs can include levels of embedded assessments to provide daily and weekly insights into student progress.

Q217. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how the data will be used to inform instruction and improve student performance.

Virtus will utilize several evaluation tools and assessments in addition to state and federally mandated tests to ensure a comprehensive view of student growth and to guide daily instruction. These tools are designed to provide immediate, actionable data that helps teachers personalize learning and identify students who may need additional support.

Additional Evaluation Tools & Assessments

- iReady - an adaptive K–12 assessment tool for reading and mathematics that identifies student learning needs, monitors progress, and informs instruction. It adjusts difficulty in real-time based on responses to accurately pinpoint student's ability
- Measures of Academic Progress: Administered three times per year (fall, winter, and spring) for students in grades K–9. MAP is a norm-referenced, computer-adaptive assessment that measures individual growth in Reading and Math.
- Kindergarten Readiness Assessment: Given to all incoming kindergarteners within the first 45 days of school. It evaluates four key domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being.
- Project-Based Learning (PBL) Rubrics: As a PBL-focused school, teachers use authentic assessments and rubrics to evaluate "public products" and presentations. These measure higher-order thinking, collaboration, and the application of knowledge to real-world scenarios.
- Cognitive Abilities Test (CogAT) & Iowa Assessments: These will be administered to all second-grade students to identify potential for gifted and talented programs.
- Adaptive Technology Assessments: Students will use adaptive software for literacy and math that continuously assesses their current level and allows them to progress at their own pace once they master specific standards.

Data Use to Inform Instruction

Virtus will follow a data-driven model where assessment results are not just for reporting but are integrated into the instructional cycle:

- Individualized Learning Profiles: Teachers will use initial formative assessment data from the first four weeks of school to create an Individual Learning Profile and Plan for every student.
- Weekly Progress Monitoring: Within the Multi-Tiered System of Supports (MTSS) framework, teachers conduct weekly progress monitoring to identify students at risk and adjust interventions immediately.
- RTI Grade Level Meetings: Teachers will meet frequently with the Curriculum/RTI Coordinator and Reading Coach to analyze data and engage in team planning based on specific student needs.
- Targeted Academic Assistance: MAP scores will be used to identify students for Afterschool Tutoring and "Boost" sessions, ensuring support is precisely targeted to the skills where a student has gaps.
- Mastery-Based Instruction: Data will be used to determine when a student has achieved "Mastery with Standards." If a student has not yet mastered a concept, the data informs re-teaching strategies rather than simply moving forward

Q218.Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be provided to students.

Promotion policies are implemented to ensure students have mastered the necessary skills to succeed at the next level while providing legal protections and individualized pathways for students with disabilities.

General Promotion Standards

The school employs a comprehensive assessment model for promotion, moving away from a single high-stakes test. Criteria typically include:

- **Academic Proficiency:** Demonstrating "C" level mastery or higher in core subjects (English Language Arts, Math, Science, and Social Studies).
- **Standardized Benchmarks:** Meeting minimum growth targets on internal assessments (e.g., NWEA MAP or i-Ready) or state-mandated exams.
- **Attendance:** Maintaining an attendance rate of at least 90% to ensure sufficient instructional time.

Promotion for Students with Special Needs

For students with IEPs or 504 Plans, promotion is an individualized determination made by the IEP/504 Team rather than a rigid application of general standards:

- **Goal Mastery:** Promotion is primarily based on the student making "meaningful progress" toward their individualized IEP goals, even if they are performing below the chronological grade level.
- **Modified Criteria:** The IEP team may formally modify promotion requirements (e.g., allowing a student to move to 5th grade if they master 3rd-grade math standards identified in their plan).
- **LRE Considerations:** Students are rarely retained solely based on their disability. Retention is only considered if the team determines that an extra year in the current grade—with adjusted supports—is the Least Restrictive Environment for their development.
- **Documentation:** Any deviations from the general promotion policy must be explicitly documented in the student's IEP or 504 Plan during the annual review.

Communication: How and When

To ensure "no surprises" for families, the school provides promotion criteria through multiple channels:

- **Annual Notification:** Promotion and retention policies are published in the Student & Family Handbook distributed at the start of every school year.
- **Initial IEP/504 Meetings:** For students with special needs, promotion criteria are discussed during the Initial or Annual IEP meeting and documented in the "Participation in Assessments" or "Service Delivery" sections.
- **Early Warning System:** If a student is at risk of retention, parents are notified in writing by the end of the second quarter.
- **Intervention Meetings:** For struggling students, the school convenes a meeting (MTSS or IEP team) by March to develop an analysis or an Intensive Intervention plan to avoid retention.

Q219. Provide the public charter school's exit standards for graduating all students. These standards should set forth what students in the last grade served will know and be able to do. If serving high school, include plans for students at risk of dropping out.

In grades K–3, the exit standards are foundational mastery required for a successful transition to the intermediate elementary grades (4–5), where students shift from "learning to read" to "reading to learn."

K–3 Exit Standards: What Students Will Know and Do

By the end of 3rd grade, students will demonstrate mastery in the following core areas:

- **Literacy (Reading & Writing):**
 - **Fluency:** Read grade-level texts with accuracy, appropriate rate, and expression (typically 100+ words per minute).
 - **Comprehension:** Identify the main idea and supporting details, distinguish between literal and non-literal language, and compare/contrast themes across stories.
 - **Writing:** Produce clear, coherent writing in three modes: opinion, informative/explanatory, and narrative, using proper grammar and transitional words.

- **Mathematics:**
 - **Operations:** Fluently multiply and divide within 100 and memorize all products of two one-digit numbers.
 - **Fractions:** Understand fractions as numbers, represent them on a number line, and explain equivalent fractions.
 - **Measurement & Data:** Tell time to the nearest minute, calculate area/perimeter, and interpret scaled bar and picture graphs.

- **Social-Emotional & Inquiry:**
 - **Self-Regulation:** Demonstrate the ability to work independently for 30–40 minutes and collaborate effectively in small groups.
 - **Critical Thinking:** Formulate "how" and "why" questions about scientific phenomena or historical events and use evidence to support an answer.

Exit Standards for Students with Special Needs

For students with IEPs or 504 Plans, exit standards are aligned with the general curriculum but tailored through:

- **Alternative Demonstrations:** Allowing a student to demonstrate mastery through verbal explanations, digital portfolios, or assistive technology instead of traditional written tests.
- **Individualized Growth:** A student "graduates" 3rd grade if they have met the specific benchmarks and objectives outlined in their IEP, even if they are working on a modified curriculum.

Supporting Students "At Risk" (Early Intervention)

While "dropping out" is not a 3rd-grade event, the "Third Grade Cliff" is a primary indicator of future dropout risk. To prevent this, the school will provide:

- **Read to Achieve Supports:** Intensive reading interventions for any student not reaching proficiency by the end of 3rd grade, including specialized summer reading camps.
- **Family Success Plans:** For students showing early warning signs (chronic absenteeism or severe trauma), the school social worker develops a family-school compact to stabilize the student's environment.

11.5. School Culture and Discipline

Q220. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The culture of our school is built on the belief that high academic expectations and radical belonging are not opposites, but requirements for one another. We define our ethos through the lens of "Empowered Inquiry," where students are viewed not as passive recipients of information, but as active investigators of their world.

1. Promoting a Positive Academic Environment

We create a "culture of error" where mistakes are treated as essential data points in the learning process.

- **Academic Risk-Taking:** Teachers use "low-stakes" questioning and collaborative problem-solving to lower anxiety, ensuring students feel safe to struggle with complex tasks.
- **Visible Growth:** We celebrate progress over perfection. Classrooms feature "Growth Walls" that display drafts alongside final products, highlighting the effort and revision required for excellence.
- **College and Career Identity:** Even in grades K-3, we cultivate a "future-ready" mindset by naming classrooms after universities or professional fields and discussing the specific character traits (like stamina and precision) needed for those paths.

1. Reinforcing Intellectual Development

Intellectual curiosity is reinforced through a discovery-based curriculum:

- **The "Why" Behind the "What":** Every lesson begins with a compelling "Essential Question" that connects abstract standards to real-world problems.
- **Socratic Habits:** Students are taught to use "accountable talk" stems (e.g., "I agree with [Name] because..." or "I'd like to add to that idea...") to build collective intelligence and respect for diverse viewpoints.
- **Student Agency:** We provide "Voice and Choice" in projects, allowing students to demonstrate mastery through mediums that play to their intellectual strengths, whether through writing, coding, or oral presentation.

1. Reinforcing Social Development

Social-emotional learning (SEL) is integrated into the "connective tissue" of the school day:

- **Morning Meetings:** Every day begins with a 20-minute circle focused on community building, conflict resolution, and emotional regulation.
- **Restorative Practices:** Instead of traditional punitive discipline, we use Restorative Circles to address behavioral issues. This teaches students how to take accountability, repair harm, and reintegrate into the community.
- **Core Values (The "Compass"):** The school operates under 4-5 core values (e.g., Integrity, Empathy, Curiosity, Resilience). These aren't just posters on the wall; they are the criteria for our "Positive Behavior Recognition" and the language used in every hallway redirection.

1. Inclusive Ethos

Our culture explicitly rejects the "deficit model" for special populations. Whether a student has an IEP, is a Multilingual Learner, or is identified as Gifted, the ethos remains the same: all students are "at-promise" rather than "at-risk." We normalize support services so that receiving a "push-in" intervention is viewed as a standard tool for excellence, not a stigma.

Q221. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

To create a cohesive culture, the school moves beyond "posters on the wall" and embeds its ethos into the rhythms and routines of every stakeholder. This starts with a heavy front-loading of expectations before the doors even open.

1. Launching the Culture: Day One and Beyond

● **For Teachers & Administrators (Summer Institute):**

- **Culture Immersion:** Two weeks before school starts, staff participate in "Culture Clinics." They practice the school's specific language for redirection (e.g., "Ready to Learn" stance) and rehearse Restorative Circles.
- **Shared Ownership:** Every staff member, from the Principal to the Custodian, is trained in the school's Core Values so that students hear a consistent message regardless of who they are speaking to.

● **For Students (The First 10 Days):**

- **"How We School" Curriculum:** The first two weeks prioritize *culture over content*. Students spend time learning "The [School Name] Way"—how to move through hallways, how to engage in Socratic discussions, and how to resolve a conflict using "I-statements."
- **Inaugural Induction:** A Day One ceremony (like a "Convocation") where students receive a school pin or t-shirt, symbolizing their entry into a community of scholars.

● **For Parents (Family Orientation):**

- **Home Visits or Intake Meetings:** Before Day One, teachers meet with families to learn the student's strengths and "hopes and dreams," establishing the teacher-parent relationship as a partnership rather than a hierarchy.
- **The Family Compact:** Parents sign a document outlining the school's culture of high expectations and how they can reinforce it at home (e.g., nightly reading).

1. Implementing the Culture (The Daily Rhythm)

- **Morning Meetings:** Every day starts with a 20-minute community circle to check in on social-emotional health.
- **Community Celebrations:** Weekly "Shout-Out" assemblies where students and staff are publicly recognized for demonstrating a Core Value (e.g., showing *Resilience* during a tough math unit).

1. Mid-Year Acculturation (The "Ambassador" Model)

When a student enters mid-year, they often feel like they've missed the "secret code" of the school. We bridge this gap through:

- **The Peer Ambassador:** New students are paired with a "Culture Ambassador" (a peer leader) who stays with them during lunch, recess, and transitions for the first week to model social norms.
- **New Student "On-Ramp":** The Counselor or Dean conducts a three-day mini-orientation during the student's first week, explicitly teaching the school's core values and behavioral vocabulary.
- **Family Welcome Packet:** A specific "Mid-Year Entry" guide for parents that includes a video or handbook explaining the school's unique routines (e.g., how we handle discipline through restoration).
- **Diagnostic Check-In:** After 30 days, the teacher and a school leader meet with the new student to ask: "*Do you feel like you belong here?*" and "*What part of our school culture is still confusing?*"

Q222. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan. Be sure to include:

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

At our K-3 charter school, student conduct is governed by a Restorative Justice and Positive Behavioral Interventions and Supports (PBIS) framework. This aligns with our mission of fostering "radical belonging" by treating behavioral missteps as teaching moments rather than mere infractions. For students aged 5–9, discipline focuses on self-regulation and repairing harm to the community.

1. Practices to Promote Effective Discipline

We utilize a proactive, tiered approach to minimize exclusionary discipline:

- **Tier 1 (Universal):** "The [School Name] Way" defines clear, age-appropriate expectations. Teachers use Positive Narration (highlighting students meeting expectations) and Morning Meetings to build a cohesive community.
- **Tier 2 (Targeted):** For students needing more support, we use Check-In/Check-Out (CICO) with a mentor and Social Skills Groups to practice emotional regulation.
- **Restorative Circles:** When conflict occurs, students participate in facilitated circles to discuss: *What happened? Who was affected? How can we make it right?* This builds empathy and accountability.

1. Preliminary List of Offenses (Suspension/Expulsion)

In accordance with state law for grades K-3, suspension and expulsion are measures of last resort, typically reserved for incidents involving serious safety risks:

- **Level 1: Short-Term Suspension (1–10 days)**
 - **Physical Aggression:** Intentional physical harm to students or staff that results in injury.
 - **Persistent Defiance:** Chronic disruption that significantly impedes the learning of others, after all MTSS interventions have been exhausted.
 - **Theft/Vandalism:** Serious damage to school property or theft of high-value items.
- **Level 2: Long-Term Suspension or Expulsion (11+ days)**
 - **Possession of a Weapon:** Bringing a firearm or dangerous weapon to school (as defined by the Gun-Free Schools Act).
 - **Illegal Substances:** Possession or distribution of controlled substances on campus.
 - **Serious Bodily Injury:** Inflicting an injury that involves a substantial risk of death or extreme physical pain.

1. Rights of Students with Disabilities (IDEA/504)

The school strictly adheres to Manifestation Determination Reviews (MDR):

- **10-Day Rule:** Before a student with an IEP or 504 Plan reaches 10 cumulative days of suspension in a school year, the team must meet for an MDR.
- **The "Manifestation" Question:** The team determines: 1) Was the conduct caused by, or had a direct relationship to, the disability? or 2) Was the conduct a direct result of the school's failure to implement the IEP?
- **Outcome:** If it *is* a manifestation, the student returns to their placement, and the team conducts a Functional Behavioral Assessment (FBA) to create a Behavior Intervention Plan (BIP). If it is *not*, the student may be disciplined like a peer but must continue to receive educational services to progress toward IEP goals.

1. Due Process and Grievance Procedures

We ensure all families are informed of their rights through the Student & Family Handbook:

- **Notice:** For any suspension, parents receive immediate phone notification and a written letter detailing the offense and the length of the suspension.
- **Informal Hearing:** For short-term suspensions, the Principal meets with the student/parent to explain the evidence and allow the student to tell their side.
- **Formal Appeal:** For long-term removals, families have the right to a formal hearing before the Board of Directors or an impartial hearing officer.
- **Grievance:** If a parent believes due process was violated, they may file a written grievance with the Board Chair within 5 business days of the decision.

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

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

At our K-3 charter school, student conduct is governed by a Restorative Justice and Positive Behavioral Interventions and Supports (PBIS) framework. This aligns with our mission of fostering "radical belonging" by treating behavioral missteps as teaching moments rather than mere infractions. For students aged 5–9, discipline focuses on self-regulation and repairing harm to the community.

1. Practices to Promote Effective Discipline

We utilize a proactive, tiered approach to minimize exclusionary discipline:

- **Tier 1 (Universal):** "The Virtus Way" defines clear, age-appropriate expectations. Teachers use Positive Narration (highlighting students meeting expectations) and Morning Meetings to build a cohesive community.
- **Tier 2 (Targeted):** For students needing more support, we use Check-In/Check-Out (CICO) with a mentor and Social Skills Groups to practice emotional regulation.

- **Restorative Circles:** When conflict occurs, students participate in facilitated circles to discuss: *What happened? Who was affected? How can we make it right?* This builds empathy and accountability.

1. Preliminary List of Offenses (Suspension/Expulsion)

In accordance with state law for grades K-3, suspension and expulsion are measures of last resort, typically reserved for incidents involving serious safety risks:

- **Level 1: Short-Term Suspension (1–10 days)**
 - **Physical Aggression:** Intentional physical harm to students or staff that results in injury.
 - **Persistent Defiance:** Chronic disruption that significantly impedes the learning of others, after all MTSS interventions have been exhausted.
 - **Theft/Vandalism:** Serious damage to school property or theft of high-value items.
- **Level 2: Long-Term Suspension or Expulsion (11+ days)**
 - **Possession of a Weapon:** Bringing a firearm or dangerous weapon to school (as defined by the Gun-Free Schools Act).
 - **Illegal Substances:** Possession or distribution of controlled substances on campus.
 - **Serious Bodily Injury:** Inflicting an injury that involves a substantial risk of death or extreme physical pain.

1. Rights of Students with Disabilities (IDEA/504)

The school strictly adheres to Manifestation Determination Reviews (MDR):

- **10-Day Rule:** Before a student with an IEP or 504 Plan reaches 10 cumulative days of suspension in a school year, the team must meet for an MDR.
- **The "Manifestation" Question:** The team determines: 1) Was the conduct caused by, or had a direct relationship to, the disability? or 2) Was the conduct a direct result of the school's failure to implement the IEP?
- **Outcome:** If it *is* a manifestation, the student returns to their placement, and the team conducts a Functional Behavioral Assessment (FBA) to create a Behavior Intervention Plan (BIP). If it is *not*, the student may be disciplined like a peer but must continue to receive educational services to progress toward IEP goals.

1. Due Process and Grievance Procedures

We ensure all families are informed of their rights through the Student & Family Handbook:

- **Notice:** For any suspension, parents receive immediate phone notification and a written letter detailing the offense and the length of the suspension.
- **Informal Hearing:** For short-term suspensions, the Principal meets with the student/parent to explain the evidence and allow the student to tell their side.
- **Formal Appeal:** For long-term removals, families have the right to a formal hearing before the Board of Directors or an impartial hearing officer.
- **Grievance:** If a parent believes due process was violated, they may file a written grievance with the Board Chair within 5 business days of the decision.

To ensure compliance with G.S. 115C-218.60 and Article 27 of Chapter 115C, the school will utilize exclusion and expulsion only as a last resort for serious safety threats, following rigorous due process. For K-3 students, these actions are governed by strict state limitations to minimize removals from the learning environment.

Utilization and Procedures

- **Exclusion:** Per state law, the school may "exclude" a student and return them to another school in the local administrative unit in accordance with charter terms. This is typically reserved for students whose presence remains a significant disruption despite all MTSS and restorative interventions.
- **Expulsion:** The school may only expel students age 14 or older whose continued presence constitutes a "clear threat to safety". For K-3 students, "indefinite exclusion" (expulsion) is not legally applicable under standard expulsion statutes, though 365-day suspensions for firearm possession are mandated by law across all grades.
- **Alternative Education:** Students facing long-term exclusion must be offered alternative educational services unless a specific, documented safety reason prevents it.

Communication to Parents

To ensure transparency and due process, the school will:

- **Immediate Notification:** Provide prompt verbal and written notice of any proposed exclusion or expulsion, detailing the alleged offense and evidence.
- **Plain Language Notice:** Ensure all notices are in plain language and provided in the parent's first language when necessary.
- **Right to a Hearing:** Explicitly inform parents of their right to an informal meeting (for short-term) or a formal hearing before the governing board (for long-term actions).

Alignment with State Law (Article 27)

The school ensures legal alignment through the following mandates:

- **Due Process Rights:** Every student is provided the right to hear the charges, see the evidence, and tell their side of the story before a final decision is made.
- **Right to Appeal:** Families have the right to appeal any long-term exclusion to the school's governing board and, ultimately, through judicial review.
- **Readmission Process:** The school will publish written procedures for students to petition for readmission after a 365-day suspension or expulsion.
- **Protections for Students with Disabilities:** Before any exclusion exceeding 10 days, a Manifestation Determination Review (MDR) must occur to ensure the behavior was not a result of the student's disability or the school's failure to follow an IEP.

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

Yes

No

Applicant Comments :

For clarity and justification of answers, references to local, state, and federal general statutes have been provided.

Q225.Explanation (optional).

For clarity and justification of answers, references to local, state, and federal general statutes have been provided.

11.6. Certify

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

Yes

No

Q227.Explanation (optional):

For clarity and justification of answers, references to local, state, and federal general statutes have been provided.

12. Operations

12.1. Transportation Plan

Q228. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

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

Transportation Plan

Virtus Academy Charter School is committed to ensuring that no student is denied access to the school due to transportation barriers. Because the school’s mission includes expanding high-quality educational opportunities to families who may otherwise experience limited public-school choice, transportation is viewed as an essential access strategy rather than an optional support service. The transportation plan has therefore been designed to provide reliable, safe, legally compliant, and financially sustainable transportation beginning in the school’s opening year, while allowing for phased growth as enrollment stabilizes.

The transportation model reflects the school’s targeted student population, anticipated enrollment growth, and the need to balance immediate service reliability with long-term fiscal stewardship.

Transportation Service Model: Five-Year Phased Approach

Years 1–2: Contracted Transportation Through “First Student”

During the first two years of operation, Virtus Academy will contract student transportation services through First Student, an established third-party student transportation provider with experience in school routing, fleet safety, driver certification, and transportation compliance.

This approach allows the school to begin serving families immediately without requiring large initial capital expenditures associated with bus

ownership during the start-up phase.

Contracted service assumptions include:

- two daily bus routes (morning and afternoon) designed around enrollment demand;
- certified commercial school bus drivers supplied by the vendor;
- fuel costs included within the service contract or structured through negotiated agreement terms;
- routine vehicle maintenance and repairs;
- substitute driver coverage when necessary;
- state-required safety inspections;
- routing support and schedule adjustments during the school year.

Budget assumptions for Years 1–2

The school anticipates annual contracted transportation costs in the range of \$85,000–\$110,000 per year, depending on route mileage, ridership volume, fuel pricing, and service frequency.

This expense has been built into the operational budget as a recurring contracted services line item and represents a strategic early investment to ensure equitable student access during the school’s launch period.

The school recognizes that transportation represents a significant operating cost; however, this investment is justified because transportation directly supports:

- student recruitment,
- daily attendance,
- enrollment stability,

- and family access across the school's service area.

Transportation expenditures during Years 1–2 are projected to remain within a sustainable percentage of the school's total operating budget and are consistent with start-up phase priorities.

Years 3–5: Transition to School-Owned Transportation Fleet

Beginning in Year 3, Virtus Academy will begin transitioning toward partial school-owned transportation through the direct purchase of two school buses.

This transition is designed to reduce long-term recurring contract costs while building internal transportation capacity as enrollment and financial reserves increase.

Planned bus acquisition

The school will purchase two full-size school buses outright, with estimated capital costs of:

- \$90,000 to \$120,000 per bus for used or refurbished buses, or
- \$130,000 to \$150,000 per bus for newer units depending on condition and specifications.

The exact purchase decision will be based on:

- cost efficiency,
- maintenance history,
- student capacity,
- fuel efficiency,
- and compliance requirements.

Budget impact during Years 3–5

Capital acquisition will be funded through planned reserve accumulation and long-range capital planning, with purchases timed to avoid disruption to instructional expenditures.

Once school-owned buses are in service, annual transportation costs are expected to shift from contracted service expenses toward:

- driver salaries,
- fuel,
- insurance,
- preventive maintenance,
- inspections,
- and repairs.

This shift is expected to reduce long-term annual transportation cost growth while increasing school operational flexibility.

Oversight of Transportation Operations

Virtus Academy's Executive Director will provide overall leadership and oversight of transportation operations.

The Executive Director will be responsible for:

- monitoring transportation contracts;
- approving route structures;
- reviewing safety procedures;
- responding to transportation concerns from families;

- ensuring service quality;
- coordinating with transportation vendors and service personnel;
- monitoring budget adherence.

On a daily basis, school-based transportation oversight may also include delegated support from office administration or operations personnel responsible for:

- arrival and dismissal supervision,
- attendance reconciliation related to transportation,
- bus communication with families,
- and incident documentation.

As the school grows, transportation oversight responsibilities may be expanded to include designated operational support staff if enrollment requires additional administrative capacity.

Transportation for Students with Special Transportation Needs

Virtus Academy will ensure transportation access for students with disabilities and students with documented transportation accommodations as required by individualized student plans.

When a student's IEP or Section 504 Plan identifies transportation as a related service, the school will provide transportation accommodations in compliance with federal and state requirements.

This may include:

- specialized seating arrangements,
- route adjustments,

- loading/unloading support,
- contracted accessible vehicles when required,
- and transportation coordination with specialized providers if necessary.

Budget impact for special transportation services

The school recognizes that specialized transportation may increase transportation costs depending on service intensity.

Budget planning therefore includes contingency assumptions for:

- occasional specialized contracted transportation;
- additional route adjustments;
- accessible transportation service agreements if required.

Because the number of students requiring specialized transportation may vary annually, these costs will be reviewed each year during budget planning.

Compliance with State and Federal Transportation Requirements

Virtus Academy will ensure full compliance with all applicable transportation laws and regulations, including requirements established by North Carolina Department of Public Instruction and applicable federal student transportation standards.

Compliance measures include:

- use of properly licensed school bus drivers;
- required driver background checks;
- commercial driver licensing with school bus endorsements;

- drug and alcohol testing where required;
- state vehicle inspection compliance;
- required safety drills;
- emergency evacuation procedures;
- student transportation conduct procedures;
- maintenance documentation.

For contracted transportation services, the school will require all vendors to provide documentation confirming compliance with applicable standards.

For school-owned buses beginning in Year 3, the school will maintain inspection and maintenance records and ensure operational compliance through approved maintenance providers.

Student Conduct and Safe Transportation Environment

Student conduct on school transportation will be governed by the Virtus Academy Code of Conduct.

Transportation expectations will be explicitly taught and reinforced through:

- student orientation,
- parent communication,
- bus safety instruction,
- behavioral expectations aligned with The Virtus Way.

Behavioral incidents occurring during transportation will be addressed through the school's tiered discipline framework, including restorative practices where appropriate.

Commitment to Access and Equity

Virtus Academy recognizes that transportation access directly affects whether families can fully benefit from school choice.

For this reason, transportation planning is intentionally structured to remove access barriers for families who may not otherwise be able to participate consistently in the school program.

The transportation model supports:

- equitable enrollment opportunity,
- consistent attendance,
- family confidence,
- and long-term enrollment sustainability.

Transportation decisions will continue to be reviewed annually to ensure that the school's service remains aligned with enrollment demand, student needs, and financial sustainability.

12.2. School Lunch Plan

Q229. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

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

The school will implement a comprehensive nutrition plan through the National School Lunch Program (NSLP) to ensure every student in grades K–3 has access to a daily nutritious meal.

Compliance with Guidelines and Regulations

The school will adhere to all local, state, and federal mandates administered by the North Carolina Department of Public Instruction (NC DPI):

- **Nutritional Standards:** Meals will meet federal requirements, including five essential components: fruits, vegetables, grains, milk, and meat/meat alternatives.
- **Safety and Health:** The school will comply with local health department inspections and Hazard Analysis and Critical Control Point (HACCP) safety plans.
- **Administrative Reviews:** The school will maintain accurate records for state-level audits and follow all NSLP agreement terms.

Meeting the Needs of Low-Income Students

The plan prioritizes access for students from low-income households:

- **Zero-Cost for Reduced-Price Eligibility:** In North Carolina, state funds are allocated to cover the copay for students qualifying for reduced-price meals, meaning both free and reduced-price students receive meals at no cost.
- **Confidentiality:** The school will use a Point of Service (POS) system that ensures no student's eligibility status is visible to peers during meal service.
- **Outreach:** All enrollment packets will include information about the lunch program in multiple languages to reach all families.

Collection of Eligibility Information

To determine eligibility, the school will utilize a dual-track collection method:

- **Direct Certification:** The school will regularly cross-reference enrollment lists with state data to automatically certify students whose households participate in SNAP, TANF, or FDPIR, as well as foster, homeless, or migrant youth.
- **Household Applications:** Families not identified through direct certification will be provided with the NSLP Household Application. These will be collected at enrollment and throughout the year if a family's financial situation changes.

Community Eligibility Provision (CEP) Methodology

If the school qualifies for the Community Eligibility Provision (CEP), it will provide free breakfast and lunch to all students without collecting individual applications.

- **Eligibility Determination:** The school will calculate its Identified Student Percentage (ISP) by dividing the number of students directly certified for free meals by the total enrollment.
- **Threshold:** To be eligible, the school or a group of schools must have an ISP of at least 25% as of April 1st of the prior year.
- **Reimbursement:** The school's federal reimbursement will be determined by multiplying the ISP by a federal factor (currently 1.6) to determine the percentage of meals reimbursed at the "free" rate.

12.3. Civil Liability and Insurance

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

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

Q230. Attach Appendix L: Insurance Quotes

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

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

12.4. Health and Safety Requirements

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

Q231. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. The Board Chair must sign this question.

Signature

Logo

12.5. Start-Up Plan

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

Virtus Academy Start-Up Plan (Opening: August 2027)

Overview of Phases

1. **Planning & Authorization (Jan 2026 – Jun 2026)**
2. **Infrastructure & Staffing (Jul 2026 – Mar 2027)**
3. **Pre-Opening Execution (Apr 2027 – Jul 2027)**
4. **Launch & Stabilization (Aug 2027 – Dec 2027)**

Phase 1: Planning & Authorization

Timeline: January 2026 – June 2026

Key Objectives:

- Secure charter/approval
- Establish governance
- Develop academic and operational blueprint

Tasks & Responsibilities:

1. Finalize Charter Application & Approval

- *Tasks:* Write, revise, submit application; respond to feedback
- *Responsible:* Founding Executive Director, Board Chair, Consultant
- *Compensation:*
 - Executive Director (part-time): \$4,000/month
 - Consultant: \$15,000 (fixed contract)

1. Establish Governing Board

- *Tasks:* Recruit members, define bylaws, governance training
- *Responsible:* Board Chair
- *Compensation:* Volunteer (stipends optional: \$500/year/member)

1. Define Mission, Vision, Academic Model

- *Tasks:* Curriculum design, instructional framework, school culture model
- *Responsible:* Executive Director, Academic Design Lead
- *Compensation:*
 - Academic Lead (contract): \$8,000–\$12,000 total

1. Financial Planning & Budget Development

- *Tasks:* 3–5 year budget, fundraising strategy
- *Responsible:* Finance Committee, CFO (contract)
- *Compensation:* CFO Consultant: \$7,500

Phase 2: Infrastructure & Staffing

Timeline: July 2026 – March 2027

Key Objectives:

- Secure facility
- Build operational systems
- Hire leadership team

Tasks & Responsibilities:

1. Facility Acquisition

- *Tasks:* Identify, lease/purchase, zoning compliance
- *Responsible:* Executive Director, Operations Manager
- *Compensation:*
 - Real Estate Consultant: \$10,000
 - Legal Fees: \$15,000

1. Hire School Leadership

- *Positions:*
 - Principal/Head of School
 - Director of Operations
- *Timeline:* Oct 2026 – Jan 2027

- *Compensation:*
 - Principal: \$90,000–\$110,000 annually
 - Operations Director: \$65,000–\$80,000

1. Develop Policies & Systems

- *Tasks:* HR manual, student handbook, discipline framework, data systems
- *Responsible:* Operations Director, Principal
- *Compensation:* Included in salary

1. Technology & Curriculum Procurement

- *Tasks:* Select LMS, student information system, curriculum materials
- *Responsible:* Academic Lead, IT Consultant
- *Compensation:*
 - IT Consultant: \$8,000
 - Curriculum budget: \$50,000–\$100,000

Phase 3: Pre-Opening Execution

Timeline: April 2027 – July 2027

Key Objectives:

- Hire staff
- Enroll students
- Prepare building and systems

Tasks & Responsibilities:

1. Teacher Recruitment & Hiring

- *Positions:* 8–15 teachers (depending on grade span)
- *Responsible:* Principal
- *Compensation:*
 - Teachers: \$45,000–\$60,000 each
 - Recruitment costs: \$5,000

1. Student Recruitment & Enrollment

- *Tasks:* Marketing campaigns, community events, application processing
- *Responsible:* Enrollment Coordinator
- *Compensation:*
 - Coordinator: \$50,000 annually
 - Marketing budget: \$20,000

1. Facility Build-Out

- *Tasks:* Renovations, furniture, safety compliance
- *Responsible:* Operations Director
- *Budget:* \$200,000–\$500,000

1. Staff Training & Professional Development

- *Tasks:* Summer institute, culture training, instructional systems
- *Responsible:* Principal, Academic Lead
- *Compensation:*
 - PD budget: \$15,000
 - Teacher stipends (summer): \$2,000 each

Phase 4: Launch & Stabilization

Timeline: August 2027 – December 2027

Key Objectives:

- Open school successfully
- Stabilize operations
- Monitor performance

Tasks & Responsibilities:

1. School Opening

- *Tasks:* First day execution, family orientation, systems check
- *Responsible:* Entire Leadership Team
- *Compensation:* Included in salaries

1. Ongoing Coaching & Instructional Support

- *Tasks:* Weekly observations, feedback cycles

- *Responsible:* Principal, Instructional Coaches
- *Compensation:*
 - Instructional Coach: \$65,000

1. Financial Monitoring & Compliance

- *Tasks:* Budget tracking, reporting to authorizer
- *Responsible:* CFO, Operations Director
- *Compensation:*
 - Part-time CFO: \$2,000/month

1. Board Oversight & Evaluation

- *Tasks:* Monthly meetings, performance tracking
- *Responsible:* Board Chair
- *Compensation:* Volunteer

Summary Budget (Year 0 – Start-Up)

Category	Estimated Cost
Personnel (Pre-Opening)	\$250,000–\$400,000
Facilities	\$200,000–\$500,000
Curriculum & Tech	\$75,000–\$150,000
Professional Services	\$40,000–\$75,000
Marketing & Recruitment	\$20,000–\$30,000
Total	\$585,000 – \$1,155,000

Key Milestones Timeline

- **Jan 2026:** Planning begins
- **Jun 2026:** Charter approval secured
- **Dec 2026:** Facility identified, leadership hired
- **Mar 2027:** Systems and policies complete
- **May 2027:** 70% student enrollment target met
- **Jul 2027:** Staff fully hired and trained
- **Aug 2027:** **Virtus Academy opens**

Critical Success Factors

- Strong early leadership hiring (Principal is pivotal)
- Aggressive student recruitment beginning 12+ months prior
- Clear instructional model aligned to student needs
- Financial discipline during start-up phase
- Community engagement and trust-building

Q233. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

Anticipated Start-Up Challenges and Board Response

Virtus Academy Charter School

The governing board of Virtus Academy Charter School recognizes that opening a new public charter school requires disciplined planning, strategic oversight, and early intervention in areas that commonly challenge start-up schools. The board anticipates several key challenges during Year 0 and has developed practical strategies to address each one.

1. Enrollment Development and Student Recruitment

One of the most significant start-up challenges is achieving sufficient student enrollment prior to opening. Because enrollment directly affects funding, staffing, and operational readiness, the board understands that early recruitment is essential.

To address this challenge, the board will implement a structured marketing and community engagement campaign that begins immediately upon charter approval. This includes:

- public information sessions in community venues and churches
- digital outreach through social media and school website platforms
- printed flyers and brochures distributed throughout the district
- participation in community events
- direct outreach to families through interest meetings and parent ambassadors

The board will monitor weekly enrollment data and adjust outreach strategies as needed to ensure enrollment targets are met and that the student body reflects the district's demographic composition.

Virtus will have somewhat of a head start in recruitment as enrollment is anticipated to begin with students currently enrolled in the learning center.

2. Facility Readiness and Occupancy Compliance

Securing and preparing a facility that meets educational, safety, and occupancy requirements is another anticipated challenge. Delays in permitting, inspections, renovations, or occupancy certification can directly affect school opening timelines.

To mitigate this risk, the board will:

- secure facility agreements early in the planning year
- engage licensed contractors and inspectors immediately after approval
- establish milestone deadlines for renovations
- maintain direct oversight of occupancy compliance requirements
- build contingency time into the project schedule

The board will also work closely with legal and facilities consultants to ensure compliance with state and local regulations before student occupancy.

3. Hiring Qualified Leadership and Staff

Recruiting high-quality teachers and school leaders in a competitive labor market presents another challenge, particularly for a new school without an established employment history.

The board plans to address this by:

- beginning leadership recruitment early in Year 0
- hiring the lead administrator in advance of major staffing decisions
- offering competitive salary ranges and mission-driven employment opportunities
- recruiting through educator networks, universities, and professional associations
- emphasizing school culture, professional growth, and leadership opportunities

The board believes that clear mission alignment and strong organizational culture will help attract educators committed to the school's vision.

4. Financial Management Prior to Operational Funding

During the planning year, schools must incur expenses before receiving full operational per-pupil funding. This creates cash flow challenges that require disciplined fiscal oversight.

To address this, the board will:

- maintain conservative spending during Year 0
- prioritize essential start-up expenditures
- phase purchases according to enrollment milestones
- secure private start-up contributions and grant opportunities where available
- contract with experienced financial management support

The board will review monthly financial reports and approve expenditures aligned with the approved start-up budget.

5. Governance Capacity and Board Development

As a new governing body, the board anticipates the challenge of building strong governance habits while simultaneously overseeing school launch activities.

To address this challenge, the board will:

- participate in governance training
- establish clear committee structures
- assign board members to specific oversight areas
- maintain regular monthly planning meetings

- use policy frameworks that define authority, accountability, and reporting expectations

This will allow the board to govern strategically rather than become consumed by operational details.

6. Building Family Trust and Community Credibility

Because Virtus Academy is a new educational option, families may initially need reassurance regarding academic quality, safety, and school culture.

The board will respond by:

- maintaining transparent communication
- hosting parent engagement meetings
- providing clear academic expectations
- sharing school readiness updates regularly
- establishing early community partnerships

The board believes trust is built through visibility, consistency, and responsiveness.

Start-Up (Year 0) Budget

Virtus Academy Charter School

Personnel and Planning

Category	Amount
Executive Director / Planning Lead Stipend	\$48,000
Financial Consultant / Start-Up Accounting	\$12,000
Legal Services	\$10,000
Board Training / Governance Development	\$5,000

Facility and Operations

Category	Amount
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Facility Deposit / Lease Hold	\$40,000
Minor Renovations / Facility Preparation	\$50,000
Utilities Setup / Deposits	\$8,000
Insurance (Pre-Opening Coverage)	\$7,500

Recruitment and Marketing

Category	Amount
Marketing Materials / Printing	\$8,500
Website Development / Enrollment Platform	\$6,500
Community Events / Parent Meetings	\$5,000
Advertising / Social Media Campaigns	\$7,500

Instructional Readiness

Category	Amount
Curriculum Deposits / Licensing	\$20,000
Technology Deposits / Initial Devices	\$25,000
Furniture Deposits	\$30,000
Office Equipment	\$10,000

Administrative and Compliance

Category	Amount
Office Supplies	\$4,500
Application / Licensing Fees	\$3,500
Student Information System Setup	\$6,000
HR / Payroll System Setup	\$5,500

Contingency Reserve

Category	Amount
Contingency Fund	\$20,000

Total Estimated Start-Up Budget

\$332,000

Board Financial Oversight Statement

The board will approve all Year 0 expenditures through formal board action and monthly budget review. Spending priorities will remain focused on activities essential to opening readiness, enrollment success, and regulatory compliance.

12.6. Facility

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

Q234. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

The facility is already acquired and the Certificate of Occupancy is attached.

Q235. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Virtus Academy Facilities Plan

Educational Program & Enrollment Assumptions

Virtus Academy will implement a **college-preparatory, character-based program** with a strong emphasis on **literacy, mathematics, and STEAM integration**.

Projected Enrollment Growth

Year	Grade Span	Students	Sections	Notes
Year 1 (2027–28)	K–5	240	12	20 students/class
Year 3	K–7	360	18	Expansion begins
Year 5	K–8	480	24	Full build-out

Short-Term Facility Plan (Opening: August 2027)

Facility Model: Leased / Renovated Existing Building

Classroom Needs

Type	# Rooms	Sq Ft per Room	Total Sq Ft
General Classrooms	12	750–900	~10,200
Small Group / Intervention	2	400–500	~900
Exceptional Children (EC)	1	600	600

Specials (Art/Music)	2	800	1,600
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Subtotal (Instructional Space): ~13,300 sq ft

Common Areas

Space	Sq Ft
Multipurpose Room (cafeteria/gym)	4,000–6,000
Administrative Offices	2,000
Teacher Workroom / Lounge	800
Reception / Lobby	800
Restrooms (student & staff)	2,000
Storage / Mechanical	1,500

Subtotal (Common Areas): ~11,100–13,100 sq ft

Total Short-Term Facility Size

- **Estimated Total: 24,000 – 27,000 sq ft**

Amenities (Short-Term)

- Secure single-point entry
- Outdoor play space / recess area
- Basic technology infrastructure (Wi-Fi, smart boards)
- Flexible classroom furniture
- Shared multipurpose space (cafeteria + gym)
- Parking for staff and visitors

Cost Reasonableness (Short-Term)

Lease & Renovation Estimates (Charlotte Market Comparable)

- Lease Rate: **\$18–\$25 per sq ft**
- Annual Lease Cost:
 - 25,000 sq ft × \$20 avg = **\$500,000/year**
- Upfit / Renovation Costs:
 - \$50–\$100 per sq ft
 - Estimated: **\$1.25M – \$2.5M (one-time)**

Alignment to Budget

The earlier startup budget allocated:

- **\$200,000–\$500,000 (initial build-out)** → feasible for **light renovations**
- Additional funding (grants/loans) would support full upfit if needed

✓ This demonstrates the estimate is **conservative and reasonable**, especially if:

- Facility is previously used as a school/church
- Phased improvements are implemented

Long-Term Facility Plan (Permanent Campus)

Timeline: Years 3–5 (2030–2032)

Virtus Academy will transition to a **purpose-built campus** to support full K–8 enrollment and a robust **STEAM program**.

Expanded Facility Needs (Full Enrollment: 480 Students)

Classrooms

Type	# Rooms	Sq Ft per Room	Total Sq Ft
General Classrooms	24	850–900	~21,600
Science Labs (STEAM)	3	1,200	3,600
Technology / Engineering Lab	1	1,500	1,500
Art Room	1	1,000	1,000
Music Room	1	1,000	1,000
EC / Intervention Rooms	3	600	1,800

Instructional Total: ~30,500 sq ft

STEAM-Focused Spaces (Key Enhancement)

- Dedicated **science labs** with:
 - Lab stations and sinks
 - Safety equipment (eyewash, ventilation)
- **Innovation Lab / Makerspace:**
 - 3D printers
 - Robotics equipment
 - Coding stations
- Outdoor learning garden / environmental lab

Common Areas (Expanded)

Space	Sq Ft
Gymnasium	8,000
Cafeteria	5,000
Media Center / Library	3,500
Offices	3,000

Teacher Workspaces	1,500
Space	2,000
Restrooms / Circulation	8,000

Subtotal: ~31,000 sq ft

Total Long-Term Facility Size

- **Estimated Total Area: 60,000 – 65,000 sq ft**

Site Requirements

- **8–12 acres**
- athletic field
- Bus loop + parent drop-off lanes
- expansion capacity

Construction Cost Estimates

New Construction (Charlotte Region Comparable)

- Cost per sq ft: **\$200–\$300**
- Total Cost:
 - **62,000 sq ft × \$250 avg = ~\$15.5 million**

Additional Costs

- Land acquisition: \$1M–\$3M
- Furniture, Fixtures & Equipment (FF&E): \$1M
- Technology infrastructure: \$500K

Total Long-Term Investment

➔ **\$18M – \$20M**

Financial Reasonableness & Strategy

Why These Estimates Are Realistic

- Based on **regional commercial construction averages**
- Align with **charter school benchmarks nationally**
- Scalable approach reduces early financial burden

Funding Strategy

- Charter school facility loans (e.g., CDFIs)
- Philanthropic campaigns
- Naming opportunities (labs, gym, etc.)
- State/federal grants for STEAM expansion

Phased Growth Strategy

Phase	Facility Type	Rationale
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Years 0–3	Lease	Lower risk, faster launch
Years 3–5	Acquire land	Prepare for permanence
Years 5+	Build campus	Support full program

Key Advantages of This Plan

- **Cost-conscious launch** without overbuilding
- **Intentional STEAM expansion** aligned with mission
- **Flexible growth model** tied to enrollment
- **Future-ready design** supporting innovation

Q236. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

Virtus Academy Facility Needs Description

Overview

Virtus Academy will operate in the current facility that we are operating, Victory Learning Center, a **44,000 square foot facility** that adequately supports its academic program and student population. The facility has been intentionally configured to meet the needs of a **well-rounded, college-preparatory educational model**, including core academics, arts, physical education, and student support services.

At present, **all major programmatic spaces are in place and functional**, with the **exception of dedicated science laboratories**, which are planned for inclusion in a future purpose-built facility to support expanded **STEAM programming**.

Current Facility (44,000 sq ft) – Existing Spaces

Instructional & Specialized Learning Spaces

- **General Classrooms**
 - Aligned in number and appropriately sized to support current enrollment
 - Designed for flexibility, small-group instruction, and technology integration
- **Art Room**
 - Fully dedicated space supporting visual arts instruction
 - Includes storage for materials and student projects
- **Computer Lab**
 - Equipped for digital literacy, research, and technology-based instruction
 - Supports blended learning and assessment platforms
- **Library / Media Center**
 - Central hub for literacy development and research
 - Includes reading areas, digital resources, and small-group collaboration spaces
- **Performance / Dance Room**
 - مساحة designated for performing arts, movement, and school programs
 - Supports both instruction and rehearsals

Athletics & Physical Development

- **Gymnasium**
 - Full-use indoor space for physical education classes and assemblies
- **Athletic Facilities**
 - Outdoor for recreation and physical activity

- Supports recess, structured athletics, and wellness programming

Assembly & Community Spaces

- **Auditorium / Multipurpose Space**
 - Used for school-wide gatherings, performances, and events
 - Flexible design supports multiple uses (assemblies, performances, community engagement)

Administrative & Operational Spaces

- **Main Office**
 - Centralized administrative hub
 - Includes reception, student services, and leadership offices
 - Provides secure, controlled access point for visitors
- **(No Satellite Office Required)**
 - The centralized main office sufficiently meets operational needs

Staff & Operational Support Spaces

- **Teacher Workrooms**
 - Dedicated planning and collaboration spaces for instructional staff
- **Workroom / Copy Room**
 - Equipped with necessary printing, copying, and instructional material production resources
- **Storage / Supplies Areas**
 - Adequate space for instructional materials, equipment, and operational supplies
 - Distributed strategically throughout the building for accessibility

Facility Adequacy (Current State)

The existing 44,000 sq ft facility:

- **Fully supports current enrollment and programming needs**

- Provides **balanced access** to academic, artistic, and physical development spaces
- Enables **efficient operations** with centralized administration
- Supports **student engagement and school culture**

The only identified limitation is the absence of a **dedicated science lab space**, which impacts the full implementation of advanced, hands-on STEAM instruction.

Future Facility Needs (Planned Expansion)

Addition of Science & STEAM Spaces

The next facility will include:

- **Dedicated Science Laboratories**
 - Equipped with lab stations, sinks, and safety features
 - Designed for hands-on experimentation in life, physical, and earth sciences
- **STEAM Innovation Lab / Makerspace**
 - Integration of engineering, robotics, and design thinking
 - Equipment such as 3D printers, coding stations, and collaborative work areas

Rationale for Future Expansion

The addition of science labs and STEAM-focused spaces will:

- Deepen **inquiry-based learning opportunities**
- Align with **college and career readiness standards**
- Strengthen **STEM/STEAM pathways** for students
- Enhance competitiveness and program distinctiveness

Long-Term Vision

While the current facility meets nearly all programmatic needs, Virtus Academy's long-term plan is to transition into a **larger, purpose-built campus** that:

- Maintains all existing functional spaces

- Adds **state-of-the-art science labs and innovation spaces**
- Expands capacity to accommodate full enrollment growth
- Enhances specialized instructional environments

Conclusion

Virtus Academy's **current 44,000 sq ft facility is well-equipped and fully functional**, providing all essential instructional, operational, and student support spaces with the exception of science labs. The school has a **clear and strategic plan** to address this gap through the development of a future facility that will include **dedicated STEAM learning environments**, ensuring alignment with its long-term academic vision.

If you'd like, I can turn this into a **polished charter application response, facility compliance narrative, or architectural program brief** for your future building design.

Q237. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The cost of the proposed facility is \$13 per square foot. The average cost in the city of Greensboro, NC, for commercial rental property for education is \$20 per square foot. The amount required to acquire the property is less than the city's median.

1. Breakdown of Proposed Facility Cost

A \$13/sq ft. rate is often structured as a triple-net (NNN) or modified-gross lease. A typical breakdown for this price in the Greensboro market includes:

- **Annual Total: \$572,000**

- **Monthly Commitment: \$47,666.67**

- **Cost Composition:**
 - **Base Rent (~\$9.50/sq ft.): \$418,000 annually. This is the primary payment to the landlord.**

 - **TICAM/Operating Expenses (~\$3.50/sq ft.): \$154,000 annually. This covers Taxes, Insurance, and Common Area Maintenance, which are typically lower for older or industrial-flex properties.**

2. Market Comparison for Greensboro, NC

Your proposed rate of \$13/sq. ft. offers a substantial "value" compared to standard commercial benchmarks in the Greensboro area.

Space Type	Avg. Rate / sq. ft.	Our Proposal vs. Market
Proposed School	\$13.00	High-Value/Low-Cost Leader
Class C Office	\$14.45	Our rate is 10% lower than the city average for budget offices.
Class B Office	\$17.36 – \$18.51	Our rate is 25%–30% lower than mid-tier professional spaces.
Retail Space	\$17.37 – \$19.00	Our rate is 25%–31% lower than standard retail locations.
Industrial / Warehouse	\$8.00	Our rate is higher, reflecting the necessary upgrades for educational occupancy.

3. Why This Cost is Comparable & Advantageous

- **Comparison to Educational Space:** Average school facilities in North Carolina often plan for costs around \$8–\$12 per square foot for older structures or modular setups. At \$13/sq. ft., your proposal is highly competitive for a permanent, large-scale facility.

- **Efficiency for Greensboro:** Most local office spaces average nearly \$20/sq. ft.. By securing a site at \$13/sq. ft., the school achieves significant operational savings that can be redirected toward instructional staff and student resources.

- **Justification of Value:** This rate typically suggests a flight to value – securing a larger footprint in a repurposed commercial

Justification of value. This rate typically suggests a right to value—securing a larger footprint in a repurposed commercial or industrial-flex building that has been retrofitted to meet school safety codes. It reflects a fiscally conservative strategy compared to the higher \$22.05+ asking rates currently seen for premium Greensboro office figures

Q238. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

The building is currently secured by the board as a learning center.

Q239. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Board Capacity and Experience in Facilities Acquisition and Management

The board brings meaningful, hands-on experience in facilities acquisition, development, and management through its leadership. Over the past 20 years, a key board member has successfully acquired two commercial properties, demonstrating the ability to navigate complex real estate transactions, financing considerations, and long-term property stewardship.

In addition to direct ownership experience, the board has engaged extensively with realtors, engineers, and developers in the planning and execution of a proposed construction project that includes Virtus as part of a broader master development plan. This experience has provided valuable insight into site selection, zoning and land use considerations, design planning, and coordination across multiple stakeholders—skills that are directly transferable to charter school facility development and oversight.

The board's experience also includes evaluating facility readiness, ensuring compliance with occupancy and safety standards, and making strategic decisions about when renovation or build-out is necessary. In the case of the school's current 44,000 square foot facility, the board has intentionally selected a space that does not require immediate up-fitting, reflecting both fiscal responsibility and operational readiness.

Collectively, the board is well-positioned to manage both short-term facility needs and long-term development goals. Its combination of practical real estate experience, established professional relationships, and strategic planning capacity ensures that the school will be supported by sound facility decision-making from opening through future expansion.

12.7. Certify

Q240. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q241.Explanation (optional):

13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q242. **If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

Q243. **Attach as Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template](#)
"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Due to the functions running on the back end of the workbook, it is required that applicants use: Excel 2021 or later (PC and Mac) Excel for Microsoft 365 Subscriptions (PC and Mac Versions) Excel Online"

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q244. **Provide the break-even point of student enrollment.**

Budget Assumptions (5-Year Revenue Projections)

The five-year budget is built on a set of conservative and predictable assumptions aligned with public charter school funding structures:

1. Enrollment Growth

- The model assumes a phased growth strategy, increasing enrollment by one grade level per year:
 - Year 1: 300 students (K–3)
 - Year 5: 425 students (K–7)
- Growth is intentionally controlled to ensure program quality, staffing stability, and facility capacity alignment.

2. Per-Pupil Funding

- Revenue is primarily driven by state and local per-pupil allocations, which scale directly with enrollment.
- Combined State ADM + Local + Exceptional Children (EC) funding averages approximately:
 - ~\$8,200–\$8,500 per student annually (based on projections).
- Modest annual increases reflect projected state/local funding adjustments, not aggressive assumptions.

3. Exceptional Children (EC) Funding

- EC revenue is estimated at approximately 15–16% of total enrollment, which is consistent with typical public school identification rates.
- Funding levels increase proportionally with enrollment growth.

4. Stable Supplemental Revenues

- Transportation funding is held constant at \$100,000 annually, reflecting a conservative estimate.
- “Other Funds” include grants, donations, and auxiliary income, increasing slightly over time but not relied upon heavily.
- Working capital contributions remain steady to support cash flow and financial resilience.

5. Conservative Financial Posture

- No reliance on unpredictable or one-time revenue streams.
- Growth assumptions are moderate to ensure sustainability rather than overextension.

Break-Even Enrollment Analysis

To estimate the break-even point, we look at per-student revenue vs. total operating needs.

Per-Student Revenue Estimate

Using Year 1:

- Total core funding (State + Local + EC):
\$2,468,664
- Enrollment: 300 students

Per-student revenue \approx \$8,229

Break-Even Estimate

While expenses are not explicitly listed, a school of this size typically requires \$2.4M–\$2.6M annually to operate (staffing, facilities, operations).

Using a midpoint estimate:

- Required revenue: ~\$2.5M
- Per-student funding: ~\$8,200

Break-even enrollment \approx 300–305 students

Conclusion

- The school is projected to break even at approximately 300 students, which aligns with Year 1 enrollment.
- This indicates:
 - The model is financially viable from inception
 - Future enrollment growth (to 425 students) generates increasing operating margins, allowing for:
 - Program expansion
 - Staff additions
 - Facility improvements
 - Financial reserves

Q245. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Contingency Plan

The school board has developed a conservative and multi-layered contingency plan to ensure financial stability in the event that anticipated revenues are delayed or lower than projected. This plan prioritizes maintaining instructional quality while exercising disciplined fiscal management.

1. Conservative Budgeting and Enrollment Alignment

The budget is built on conservative revenue assumptions and a phased enrollment model, allowing the school to adjust expenditures in real time if enrollment targets are not fully met. Because the school's break-even point is approximately 300 students, leadership will closely monitor enrollment and make early adjustments if projections are not realized.

2. Expense Flexibility and Cost Controls

The school will implement a tiered expense reduction strategy if revenues fall short, including:

- **Staffing Adjustments:** Delaying non-essential hires, utilizing multi-role staff where appropriate, and aligning staffing ratios with actual enrollment.
- **Phased Program Implementation:** Deferring expansion of electives, extracurricular programs, or non-core services.
- **Operational Efficiencies:** Reducing discretionary spending, renegotiating vendor contracts, and limiting non-essential purchases.

These measures ensure that the school can reduce expenditures without compromising core academic programming.

3. Cash Flow Management and Reserves

- The budget includes working capital reserves to manage short-term cash flow gaps.
- The school will maintain at least 60–90 days of cash on hand as a financial safeguard.
- Leadership will closely monitor monthly cash flow statements to anticipate and address potential shortfalls early.

4. Access to Additional Funding Sources

The school has the capacity to supplement revenue through:

- Grants and philanthropic support from community partners and education-focused foundations
- Fundraising initiatives led by the board and school leadership
- In-kind contributions and partnerships to offset program costs

Additionally, board members bring experience in real estate and development, which provides strategic flexibility in managing facility-related costs if needed.

5. Ongoing Financial Oversight

- The board will review monthly financial statements and compare actuals to budget.
- A finance committee will provide active oversight and scenario planning, including mid-year budget adjustments if necessary.
- The school will work with an external financial provider or auditor to ensure compliance and transparency.

Q246. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Additional Revenue Sources and Contributions

Yes, the budget includes limited revenue from sources outside of state, county, and federal funding. These additional funds are intentionally modest and designed to supplement—not sustain—the core instructional program.

Fundraising Revenue

The school has projected \$100,000 annually in fundraising revenue. These funds will be generated through a combination of:

- Board-led fundraising initiatives
- Support from the faith-based community
- Individual donors and community partners
- Special events and giving campaigns

This revenue is reflected conservatively in the budget and is categorized under “Other Funds.”

Committed vs. Prospective Contributions

Firmly Committed Contributions

At this time:

- There are no large, multi-year grants or major philanthropic gifts formally committed that are required for the school’s financial viability.
- The absence of dependency on committed external funding underscores that the school’s financial model is sustainable based primarily on public funding sources.

However:

- Board members have demonstrated a track record of successfully raising funds and leveraging community relationships, particularly within the faith community, which provides confidence in meeting annual fundraising goals.

Planned / Prospective Contributions

The board will actively pursue additional funding sources, including:

- Grants from private foundations and education-focused organizations
- Partnerships with local businesses and community organizations
- Faith-based institutional support, including both financial contributions and volunteer engagement

These funds are considered supplemental and not guaranteed, and therefore are not heavily relied upon in the base budget.

In-Kind Contributions

Anticipated In-Kind Support (Not Yet Formally Committed)

The school anticipates receiving in-kind contributions such as:

- Volunteer services (mentoring, tutoring, event support)
- Donated supplies and materials
- Use of community spaces for events or programming

While these contributions are expected based on established community relationships, they are not formally committed at this stage and are not required to meet core operational needs.

Financial Viability Assurance

- The school's financial model is not dependent on loans, large donations, **or** uncertain revenue streams.
- All projected fundraising revenue is conservative and achievable, based on board capacity and community support.
- Any additional grants or in-kind contributions secured will enhance programming rather than fill budget gaps.

Appendices and Documentation

- Any future committed contributions, grant award letters, or formal in-kind agreements will be included in the appendices as they are secured.

The school will ensure that all required assurances documentation is complete and aligned with authorizer expectations.

Q247. [Provide the student to teacher ratio that the budget is built on.](#)

Student-to-Teacher Ratio

The budget is built on a target student-to-teacher ratio of approximately 20:1 in the initial year of operation.

With a projected enrollment of 300 students in grades K–3, this staffing model supports:

- 15 classroom teachers (approximately 75 students per grade level ÷ ~3 teachers per grade)
- An average class size of 20–25 students, depending on grade-level needs and scheduling

Rationale for Ratio

This ratio was intentionally selected to balance:

- Strong instructional support and classroom management
- Financial sustainability in the start-up years
- Flexibility to adjust staffing based on actual enrollment

Primary grades (K–2) may trend toward the lower end of the range (closer to 20:1), while grade 3 may be slightly higher if needed.

Additional Instructional Support

The staffing model is further strengthened by:

- Exceptional Children (EC) teachers and support staff
- Instructional aides (as needed)
- Special area teachers (e.g., arts, physical education), who also provide coverage and reduce class size pressure during portions of the day

Future Growth Adjustments

As enrollment increases in future years, the school will maintain a similar student-to-teacher ratio, adjusting staffing to ensure:

- Continued instructional quality
- Compliance with class size guidelines
- Financial alignment with per-pupil funding

Q248. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

Board Capacity and Qualifications for Implementing the Financial Plan

The Board of Virtus Academy is composed of individuals with substantial and complementary experience in public administration, accounting,

nonprofit leadership, education leadership, and large-scale organizational management. Collectively, the Board demonstrates the expertise necessary to ensure strong fiscal oversight, disciplined budgeting, and successful implementation of the school's financial plan.

Individual Qualifications

- **Dr. Charles Monroe – Assistant Superintendent (Retired)**

Dr. Monroe brings extensive experience in public education leadership and district-level administration. His background includes oversight of instructional programming, operational systems, and public school budgeting processes. His experience provides critical insight into compliance, accountability, and alignment with state education funding expectations.

- **Shandi Starks – Certified Public Accountant (CPA)**

Ms. Starks provides direct expertise in accounting, financial reporting, auditing principles, and fiscal controls. Her background ensures that the school's financial practices are grounded in Generally Accepted Accounting Principles (GAAP), with strong internal controls, accurate reporting, and sound fiscal monitoring.

- **Maria Hicks-Few – Municipal Budget Administrator (City of Greensboro)**

Ms. Hicks-Few manages and monitors public sector funding and is responsible for oversight of budgets exceeding **\$500,000**. Her experience in municipal finance strengthens the Board's capacity in public accountability, budget tracking, and responsible allocation of taxpayer-funded resources.

- **Adrian Starks – Chief Operating Officer (International Organization)**

Mr. Starks has served as Chief Operating Officer for an international organization with a multi-million-dollar operating budget. His experience includes strategic planning, financial oversight, operational scaling, and organizational development, providing valuable leadership in aligning resources with long-term institutional growth.

- **Dr. Jocelyn Anderson - Tenured Academician**

Dr. Anderson brings over a decade of experience in educational as an instructor, department lead and advisor. This experience is a segment of the related skills to hands-on operation and typical challenges within the academic landscape.

Collective Board Capacity

Collectively, the Board demonstrates a strong and well-balanced skill set that supports effective financial governance, including:

- **Public sector budgeting and accountability**
- **Professional accounting and financial controls**
- **Large-scale organizational leadership and operations management**
- **Educational administration and compliance expertise**
- **Strategic planning and fiscal sustainability**

This combination of skills ensures that the Board is equipped to:

- Approve and monitor annual budgets with accuracy and rigor
- Maintain compliance with state and authorizer financial requirements
- Provide ongoing fiscal oversight through a finance committee structure
- Make data-informed decisions regarding staffing, programming, and enrollment growth
- Ensure long-term financial sustainability of the school

Conclusion

The Board of Virtus Academy possesses both the individual expertise and collective capacity required to successfully implement and sustain the school's financial plan. Their combined experience across education leadership, certified accounting, municipal budgeting, and executive management provides a strong foundation for responsible stewardship of public funds and long-term financial viability.

Q249. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The school recognizes that students with disabilities, particularly those with high levels of need, may require additional services that can increase instructional and operational costs beyond initial budget assumptions. These needs may include increased staffing, specialized instructional supports, assistive technology, related services (such as speech, occupational, or behavioral therapy), and reduced student-to-teacher ratios in specific settings.

Potential Budget Impact

If the school enrolls a higher-than-anticipated number of high-needs students with disabilities, the following budgetary impacts may occur:

- Increased staffing costs for Exceptional Children (EC) teachers, paraprofessionals, and intervention specialists
- Higher related service costs if contracted services (speech therapy, OT/PT, behavioral support) exceed state-funded allocations
- Additional classroom resources and assistive technology required to support individualized learning plans
- Potential need for lower student-to-teacher ratios in self-contained or resource settings
- Professional development costs to ensure staff are trained in differentiation, inclusion, and compliance with IEP requirements

While EC categorical funding provides supplemental revenue, it may not fully cover the intensity of services required for some high-needs students, creating potential pressure on the general operating budget.

Plan to Meet Student Needs and Ensure Fiscal Stability

The school has developed a proactive plan to ensure that all students receive required services while maintaining financial stability:

1. Strong EC Program Infrastructure

- The school will employ or contract with qualified EC staff based on actual student need rather than fixed assumptions.
- Service delivery models will include a combination of inclusion, resource support, and pull-out services as determined by IEPs.

2. Flexible Staffing Model

- Staffing will be adjusted annually based on EC identification rates and service intensity.
- The school will maintain the ability to hire **paraprofessionals or interventionists on a scalable basis** as needs increase.

3. Use of Federal and State EC Funding

- The school will maximize all available EC funding sources, including IDEA allocations and state EC categorical funds, to offset service

costs.

- EC funds will be carefully tracked to ensure they are fully and appropriately utilized for eligible services.

4. Partnership and Service Agreements

- The school will contract with licensed providers for related services as needed, allowing flexibility rather than fixed staffing costs.
- These contracts will be adjusted based on service demand each year.

5. General Fund Contingency Support

- In the event that EC needs exceed allocated funding, the school's contingency planning and operating reserves will allow for limited general fund support to ensure compliance with all IEP requirements.
- The school prioritizes legal and ethical obligations to students, ensuring services are never reduced due to funding limitations.

6. Ongoing Monitoring and Early Identification

- The EC director and leadership team will closely monitor student needs throughout the year to anticipate service increases early.
- Data-driven staffing adjustments will be made prior to budget strain becoming critical.

While high-needs students with disabilities may increase instructional and operational costs, the school's flexible staffing model, strong EC infrastructure, and careful use of categorical funding ensure that all required services will be provided without compromising fiscal stability. The school is committed to fully meeting the needs of every student while maintaining responsible financial stewardship.

Q250.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The school may outsource select financial management functions to ensure accuracy, compliance, and operational efficiency, particularly during the startup and early growth phases. These functions may include accounting, payroll processing, benefits administration support, and independent auditing services. Fundraising activities will remain primarily board-led, with supplemental support from external consultants or vendors as needed.

All financial service providers will be selected through a competitive, transparent, and due diligence-based process to ensure quality, cost-effectiveness, and compliance with applicable state and federal requirements. The selection process will include:

- Request for Proposals (RFPs) for major financial service categories (e.g., accounting, payroll, audit services)
- Evaluation of vendors based on:
 - Demonstrated experience working with charter schools or public sector entities
 - Knowledge of GAAP and state-specific charter school financial requirements
 - References and past performance history
 - Cost structure and value of services provided
- Review and approval by the Board Finance Committee prior to contract execution
- Final approval by the full Board to ensure transparency and accountability

Where appropriate, the school will prioritize vendors with proven experience in charter school financial management systems and reporting compliance.

The Board will maintain full fiduciary responsibility for all financial operations, including outsourced services. Delegation of tasks will not reduce Board accountability.

Oversight Structure Includes:

- Monthly financial reporting reviewed by the Board and Finance Committee, including:
 - Budget-to-actual comparisons
 - Cash flow statements
 - Balance sheets and general ledger summaries
- Regular vendor performance reviews, including:
 - Accuracy and timeliness of financial reporting
 - Compliance with contractual obligations
 - Responsiveness and service quality
- Annual independent audit, conducted by a third-party auditor selected by the Board, ensuring:
 - Full compliance with state and federal requirements
 - Verification of internal controls and financial integrity
- Clear contractual expectations, including:
 - Defined scope of services
 - Performance benchmarks and deliverables
 - Termination clauses for non-performance or compliance concerns

Even when functions are outsourced, the school will maintain strong internal controls, including:

- Separation of authorization, recording, and reconciliation duties
- Board oversight of financial approvals and expenditures above defined thresholds
- Secure financial systems with restricted access based on role

While certain financial management functions may be outsourced to ensure expertise and efficiency, the Board retains full fiduciary oversight and responsibility. Through a structured vendor selection process, strong contractual agreements, and ongoing monitoring, the Board will ensure that all financial operations are conducted with fidelity, transparency, and compliance with applicable laws and charter school requirements.

Q251. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The school intends to contract for certain services as part of its operational model, particularly during the initial years of operation, to ensure efficiency, compliance, and access to specialized expertise. Contracted services may include **student accounting and financial management**

systems, exceptional children (EC) instructional support services, custodial services, food service support, transportation coordination, and technology support as needed.

The use of contracted services allows the school to remain flexible in staffing while ensuring high-quality service delivery aligned with student needs and regulatory requirements.

All contractors will be selected based on a structured evaluation process to ensure quality, compliance, and fiscal responsibility. Selection criteria will include:

- **Relevant experience**, particularly with charter schools or public education systems
- **Demonstrated compliance history** with state and federal regulations
- **Quality of services provided**, including performance outcomes and references
- **Cost-effectiveness and value**, ensuring services are competitively priced
- **Capacity to scale services** in alignment with enrollment growth
- **Financial stability and reliability of the vendor**
- **Ability to support compliance with IEP requirements (for EC-related services)** when applicable

The school will implement a transparent and accountable procurement process for all major contracts and purchases:

1. Competitive Process

- Large service contracts and purchases will be obtained through **Request for Proposals (RFPs)** or **Request for Quotations (RFQs)** when appropriate.
- At least two to three bids will be sought for significant expenditures to ensure competitiveness.

2. Evaluation and Review

- Proposals will be reviewed by school leadership and evaluated using a **standardized scoring rubric** based on the criteria above.
- The **Board or designated Finance Committee** will review and approve all major contracts prior to execution.

3. Approval Thresholds

- The Board will establish a **dollar threshold for required Board approval** for contracts and purchases.
- Smaller routine operational purchases may be approved at the administrative level within approved budget parameters.

4. Contract Requirements

All vendor agreements will include:

- Clearly defined scope of work and deliverables
- Pricing structure and payment terms
- Performance expectations and accountability measures
- Termination clauses for non-performance or non-compliance

Once contracts are executed, the school will maintain ongoing oversight to ensure quality and compliance through:

- Regular performance evaluations of vendors

- Budget-to-actual expenditure tracking
- Annual review of all major contracts for renewal or re-bid consideration
- Feedback from staff and stakeholders regarding service quality

The school intends to strategically use contracted services to support operational efficiency and specialized service delivery while maintaining strong internal oversight. Through a formal procurement process, competitive bidding, and ongoing Board-level monitoring, the school will ensure that all contractors and large purchases are selected and managed in a manner that is transparent, cost-effective, and aligned with the school's educational mission and financial plan.

Q252. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

The budget is intentionally designed to directly support the school's mission, instructional model, and phased growth plan. It reflects a balanced approach that prioritizes academic excellence, equitable access, operational efficiency, and long-term sustainability.

1. Alignment with the School's Mission and Instructional Vision

The school's mission emphasizes high-quality instruction, character development, and strong foundational learning for all students in a structured and supportive environment. The budget aligns with this mission by:

- Prioritizing core classroom instruction as the largest expenditure category
- Maintaining low student-to-teacher ratios (approximately 20:1 in early years) to support individualized attention
- Funding high-quality instructional staff, including certified teachers and support personnel
- Allocating resources for professional development, ensuring staff are trained in effective instructional practices and student support strategies
- Supporting a structured learning environment that emphasizes academic growth, accountability, and student engagement

2. Alignment with Curricular Offerings

The budget supports a foundational K–3 instructional program in the initial year, with planned expansion as the school grows to K–7. Resources are allocated to ensure strong implementation of the core curriculum, including:

- Core instruction in literacy, mathematics, science, and social studies
- Funding for instructional materials, curriculum resources, and assessments
- Support for intervention services and Exceptional Children (EC) programming
- Inclusion of special area instruction (e.g., arts, physical education, and enrichment opportunities) as enrollment increases
- Gradual expansion of programming aligned with enrollment growth and financial capacity

The budget is structured to ensure that curricular quality is not diluted during early growth years but strengthened over time.

3. Alignment with Transportation Plans

Transportation funding is included as a stable, recurring line item of \$100,000 annually, reflecting a conservative estimate of student transportation needs. This allocation supports:

- Coordination of student transportation services consistent with district/state requirements
- Flexibility to contract transportation services as needed based on enrollment density and geographic distribution
- Ensuring equitable access to the school for all students, regardless of distance or socioeconomic status

This approach ensures that transportation needs are met without overextending fixed operational costs.

4. Alignment with Facility Needs

The budget is structured around the school's current facility capacity (approximately 44,000 sq. ft.) and planned phased expansion. Key alignments include:

- Adequate funding for facility operations, maintenance, and utilities
- Scaled staffing and programming that match available instructional and common spaces
- No reliance on immediate large-scale capital expansion, ensuring financial stability in early years
- Flexibility to adapt facility use as enrollment grows, including potential reconfiguration of classroom spaces

The board's experience in real estate acquisition and facility development further strengthens the school's ability to manage future facility needs strategically and cost-effectively.

5. Alignment with Enrollment Growth and Financial Sustainability

The budget reflects a controlled, phased enrollment growth model (300 to 425 students over five years), ensuring that staffing, programming, transportation, and facilities scale appropriately. This alignment:

- Prevents overextension of resources in early years
- Ensures that revenue growth and program expansion remain synchronized
- Supports long-term sustainability and academic quality

The budget is closely aligned with the school's mission and operational priorities by ensuring that instructional quality remains the central investment, while transportation, curriculum, and facility needs are adequately funded in a scalable and sustainable manner. This alignment ensures that the school can deliver on its educational vision while maintaining fiscal responsibility throughout its growth trajectory.

Q253. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

The school's goal is to maintain a minimum general fund balance of 10% of annual operating expenditures, with a long-term target of 15% of annual expenditures as enrollment stabilizes and the school reaches full operational maturity.

- Minimum threshold: 10% (operational safety floor)
- Target threshold: 15% (financial best practice and long-term stability goal)

This fund balance will serve as a financial reserve to support cash flow stability, unexpected expenses, and temporary fluctuations in enrollment or revenue.

The general fund balance will be used to ensure:

- Continuity of operations during delayed state or local funding payments
- Coverage of unexpected or emergency expenses (e.g., facility repairs, staffing needs)
- Stabilization during enrollment variability in early years
- Support for strategic investments that strengthen instructional quality and school operations

The school will build its fund balance gradually and intentionally through a combination of the following strategies:

1. Conservative Budgeting

- Annual budgets will be developed using conservative revenue estimates and realistic expenditure projections
- Any surplus generated from prudent budgeting will be directed toward the fund balance

2. Controlled Enrollment Growth

- The phased enrollment model (300 to 425 students over five years) ensures that revenue growth is stable and predictable, allowing for planned surplus generation in later years

3. Year-End Surpluses

- Any unspent operating funds at the end of each fiscal year will be transferred into the general fund balance
- The board will prioritize maintaining a positive year-end position whenever possible

4. Fundraising Contributions

- A portion of the projected \$100,000 annual fundraising revenue may be allocated to reserve building, particularly in early years when enrollment is still stabilizing

5. Fiscal Oversight and Expense Controls

- Monthly financial monitoring will ensure spending remains aligned with budget expectations
- The Board Finance Committee will actively manage expenditures to prevent structural deficits and support reserve growth

The Board will monitor fund balance levels on a monthly and quarterly basis and will:

- Establish minimum reserve thresholds in financial policy
- Require corrective action plans if the fund balance falls below the 10% minimum
- Review reserve status during annual budget development and audit processes

- REVIEW RESERVE STATUS DURING ANNUAL BUDGET DEVELOPMENT AND AUDIT PROCESSES

The school will maintain a general fund balance goal of 10–15% of annual expenditures, built through conservative budgeting, disciplined financial oversight, controlled growth, and end-of-year surpluses. This approach ensures long-term financial stability, operational resilience, and the ability to respond effectively to unexpected financial or operational challenges.

Q254. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The school's financing structure is designed to prioritize fiscal responsibility, minimize long-term debt obligations, and ensure that operational sustainability is maintained from inception through full enrollment growth.

The school does not intend to incur debt for facility acquisition or construction. Instead, the school will operate under a lease-based facility model, which allows for flexibility and reduced financial risk during the startup and growth phases.

- The school will enter into a long-term facility lease agreement for its primary instructional site.
- Lease terms will be structured to align with projected enrollment growth and per-pupil revenue increases.
- This approach avoids capital debt obligations while ensuring access to a suitable, code-compliant instructional facility.
- Any future facility expansion or relocation will also prioritize leasing or similarly structured arrangements rather than ownership or bonded debt.

The school generally does not anticipate the need for significant asset financing. However, in limited cases where major equipment or technology investments are necessary, the school may:

- Utilize short-term operating leases for technology (e.g., computers, copiers, instructional devices)
- Enter into pay-as-you-go arrangements for furniture, fixtures, and equipment.
- Consider vendor financing only when it is cost-effective and does not create long-term financial burden

All such decisions will be evaluated based on total cost of ownership, cash flow impact, and alignment with the annual budget.

Leasing will be the primary financial structure for both facilities and select operational assets. The school will:

- Prioritize operating leases over capital leases to maintain flexibility and avoid debt accumulation
- Ensure lease agreements are structured with predictable, fixed payments aligned with per-pupil revenue streams
- Review all lease agreements annually as part of the budget approval process
- Seek favorable lease terms that include maintenance responsibilities clearly defined to avoid unexpected operational costs

The overall financing philosophy of the school is grounded in:

- Avoidance of unnecessary debt obligations
- Maintenance of financial flexibility during early growth years
- Alignment of fixed costs with stable and predictable revenue sources
- Preservation of long-term sustainability over rapid expansion

This conservative approach reduces exposure to financial risk and ensures that instructional priorities remain central to budget decisions.

All leasing and any potential financing arrangements will be:

- Reviewed and approved by the Board Finance Committee
- Evaluated for long-term affordability and alignment with enrollment projections
- Included in annual budget reviews and audit oversight processes
- Subject to competitive evaluation when applicable

The school's proposed financing structure relies primarily on a lease-based facility model and minimal asset financing, reflecting a deliberate strategy to avoid long-term debt obligations. This approach ensures financial stability, operational flexibility, and responsible stewardship of public funds while supporting the school's mission and projected growth.

...and will support the school's mission and projected growth.

Q255. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

N/A

13.3. Financial Compliance

Q256. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

Virtus Academy will solicit the expertise of BRC Bernard Robinson & Company

Q257. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

This is unknown currently.

Q258. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Bernard Robinson & Company (BRC)

- 1501 Highwoods Blvd.
Suite 300 (27410)
Post Office Box 19608
Greensboro, NC 27419-9608
- Ph 336.294.4494
- Fax 336.294.4495

13.4. Certify

Q259. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q260.Explanation (optional):

14. Other Forms

Q261. [Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.](#)

Upload Required File Type: **pdf, image** Max File Size: **30** Total Files Count: **1**

15. Third-party Application Preparation

Q262. Was this application prepared with the assistance of a third-party person or group?

Yes

No

16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by April 24, 2026, at 5:00 pm EDT for Fast Track and Accelerated applications, and April 24, 2026, at 5:00 pm EDT for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q265.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2026, at 5:00 pm EDT. By signing below you acknowledge and understand.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

Signature

Logo



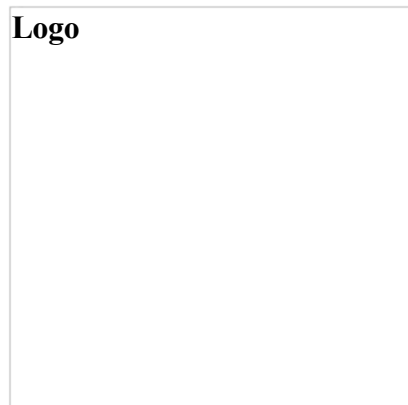
17. Signature page

Q266. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 5

Q267. Board chair, please digitally sign your application here.

Signature



Submitted: 5/26/2026

Status: Completed



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

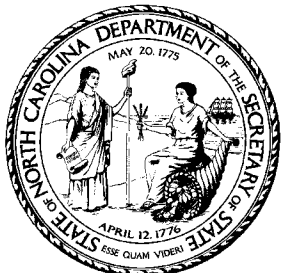
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

VIRTUS ACADEMY

the original of which was filed in this office on the 20th day of July, 2021.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 20th day of July, 2021.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Virtus Academy.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Adrian F. Starks.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1414 Cliffwood Drive

City: Greensboro State: NC Zip Code: 27406 County: Guilford

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Adrian F. Starks</u>	<u>1414 Cliffwood Drive Greensboro NC, 27406 United States</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (336) 339-7722 x _____

Number and Street: 1414 Cliffwood Drive _____

City: Greensboro State: NC Zip Code: 27406 County: Guilford _____

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11. Principal Office Email Address: Privacy Redaction _____

12. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. (Optional): Please provide a business e-mail address: Privacy Redaction _____.

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 19th day of July, 2021.

Incorporator Business Entity Name

Adrian F. Starks

Signature of Incorporator

Adrian F. Starks Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

Date of this notice: 06-15-2021

002731.344557.258209.23754 1 MB 0.450 530



Employer Identification Number:
87-1142800

Form: SS-4

Number of this notice: CP 575 E


VIRTUS ACADEMY
1414 CLIFFWOOD DR
GREENSBORO NC 27406

For assistance you may call us at
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-1142800. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

002731

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is VIRT. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.





102731

Keep this part for your records.

CP 575 (Rev. 1-2016)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

0509906991

Your Telephone Number () - Best Time to Call

DATE OF THIS NOTICE: 06-15-2021
EMPLOYER IDENTIFICATION NUMBER: 87-1142800
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
PHILADELPHIA PA 19255-0023

VIRTUS ACADEMY
1414 CLIFFWOOD DR
GREENSBORO NC 27406



Board Member Name

Board Title

Dr. Charles Monroe
Dr. Jocelyn Anderson
Mrs. Maria Hicks-Few
Dr. Sean M. Johnson
Mrs. Portia Wade
Mrs. Shandi B. Starks
Mrs. Crystal Zellous
Mr. Adrian Starks
Angela Williams

Chair
Treasurer
Member
Member
Vice Chair
Member
Secretary
Member
Member

County of Residence

Current Occupation

Guilford	Retired Asst. Superintendent
Guilford	Educator
Guilford	Chief Equity & Inclusion Officer
Guilford	Associate Professor
Alamance	Professor
Guilford	CPA / Director / Business Owner
Guilford	Social Worker - Youth Program Coord.
Guilford	Clergy
Guilford	Director

Past or Present Professional Licenses Held

Administrative License (Principals and Superintendents)

NC K-12 Teachers License - EC, Math, Science, History and English

MBA - Human Resources

College Engineering - Nanotechnology

Teaching & Curriculum Specialist

Certified Public Accountant

Any disciplinary action taken against any of these professional licenses?

None

None

None

None

None

None

None

None

None

Address

5902 Fleming Terrace Rd Greensboro NC

2213 Carlyse Way High Point NC 27265

5 Chestnt Bluffs Ct. Greensboro NC 27407

2031 Saddlegate Court Greensboro, NC 27407

Burlington, North Carolina 27215

3673 Oak Chase Drive High Poin NC 27265

Greensboro, NC 27405

Greensboro, NC 27406

3990 Briargate Drive Lawndale Road Greensboro NC 27408

Phone

(336) 862-3938
336-687-6074
336-558-5191
717-439-6383
(336) 589-5865
336-382-6238
(336) 847-1368
336-339-7722
336-558-1156

email

rancem50@gmail.com
jada2275@me.com
mhicksfew@bellsouth.net
smjohnson5812@gmail.com
wade.portia@gmail.com
starkss@wfu.edu
zellouswfd@gmail.com
starks424@gmail.com
awilliams@wvcc.org

NON-PROFIT BYLAWS OF VIRTUS ACADEMY

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of North Carolina and the Articles of Incorporation of Virtus Academy . In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of North Carolina, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 – NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Virtus Academy , and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 – PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation/Organization is formed is set forth in the attached Articles of Incorporation

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for/to educational purposes. .

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of North Carolina and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code"), such as certain political and legislative activities.

ARTICLE 3 – OFFICES

The principal office of the Corporation/Organization shall be located at 1414 Cliffwood Drive , Greensboro , North Carolina 27206.

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time, provided that any permanent change of address for the principal office is properly reported as required by law.

ARTICLE 4 – DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 – BOARD OF DIRECTORS

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of North Carolina. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to 11 members, but no fewer than one (1) Board members. The number of Board members may be increased beyond 11 members by the affirmative vote of unanimous vote of the then-serving Board of Directors. A Board member need not be a resident of the State of North Carolina.

In addition to the regular membership of the Board, representative of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee, if created, shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by simple majority of those Board members at a Board meeting at which a quorum is present. If no Governance Committee is created, then this duty shall fall upon another committee created for that purpose or upon the Board of Directors.

Term of Board

All appointments to the Board shall be for a term of one (1) year. No person shall serve more than 2 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to 1 additional year(s). No person shall serve more than 7 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 1 years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 2 consecutive meetings of the Board of Directors, or a total of 4 meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 – Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of North Carolina is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in

charge of its affairs.

Any vacancy on the Board may be filled by simple majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative of a two-thirds majority of then-serving Board members.

Meetings

The Board's regular meetings shall be held at such time and place as determined by the Board. All meetings of the Board shall be conducted in compliance with the North Carolina Open Meetings Law (Chapter 143 Article 33C), including all applicable notice, access, public participation, recordkeeping, and closed session requirements.

Regular meetings of the Board shall be open to the public except as otherwise permitted by law for closed sessions. Notice of regular meetings shall be provided in accordance with North Carolina law and shall include the time, date, and location of the meeting.

The Chair of the Board or any quorum of Board members may call a special meeting of the Board with at least seven (7) days' written notice provided to each member of the Board. Notice may be served upon each Board member via hand delivery, regular mail, email, or facsimile transmission. Public notice of special meetings shall also be provided in accordance with the requirements of the North Carolina Open Meetings Law. The person or persons authorized to call a special meeting of the Board may establish the place at which the meeting is to be conducted, provided that such location is reasonable and accessible for the conduct of Board business and public attendance as required by law.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within seven business days after the close of each Board meeting. Minutes shall be kept of all Board meetings and shall be maintained as public records in accordance with applicable North Carolina law.

Action by Written Consent

Any action required by law to be taken at a meeting of the Board, or any action that may be taken at a meeting of the Board, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all Board members. The number of directors in office must constitute a quorum for an action taken by written consent. Such consent shall be placed in the minute book of the Corporation/Organization and shall have the same force and effect as a vote of the Board taken at an actual meeting. The Board members' written consent may be executed in multiple counterparts or copies, each of which shall be deemed an original for all purposes. In addition, facsimile signatures and electronic signatures or other electronic "consent click" acknowledgments shall be effective as original signatures.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of Six persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

deem a Board member who has missed 2 consecutive meetings without such a reevaluation with the Chair to have resigned from the Board.

ARTICLE 6 – OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization as defined in these Bylaws or designated by Board resolution. The same person may hold any number of offices, with the exception that the same person may only sign instruments in one capacity when the signature of two officers are required. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed Bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair of the Board, and in doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the Chair of the Board.

President (Executive Director)

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice President to perform all the duties of the President, and in doing so shall have all authority and powers of, and shall be subject to all of the restrictions on, the President.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall

attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

ARTICLE 7 – COMMITTEES

Committees of Directors

The Board of Directors may, from time to time, and by resolution adopted by a majority of the directors then in office provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these Bylaws. Each such committee shall consist of at least two (2) members, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article

7 - Committees of these Bylaws concerning meetings and actions of the directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committees, the Board may appoint an Executive Committee composed of a minimum of two (2) members, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

Audit Committee

The Board, at its sole discretion, may create an Audit Committee, which may review any other committee's operations, and may be comprised of one or more persons including persons other than directors of the Corporation/Organization. The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary. The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation/Organization are in order, and after review shall determine whether to accept the audit. It shall also be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States, or any standards established and published by the Attorney General of North Carolina. The membership of the Audit Committee, if created, shall not include the following persons:

- a) The Chair of the Board of the Board;
- b) The Treasurer of the Corporation/Organization;
- c) Any employee of the Corporation/Organization; or
- d) Any person with a material financial interest in any entity doing business with the Corporation/Organization.

Finance Committee

The Finance Committee, if created, shall be responsible for making sure the Company/Organization's financial reports are accurate. It shall also oversee the budget and perform other duties like establishing reserve funds, lines of credit and investments. In the event that the Board should appoint a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

Communications and Public Relations Committee

If created, a Communications Committee shall handle all matters that relate to communicating with donors, stakeholders and others. This Committee shall also oversee all newsletters, official communications, social media platforms, online presence and contacts with the media.

Fundraising Committee

The Board, at its sole discretion, may also create a Fundraising Committee which shall ensure and contribute well-planned fundraising initiatives for the Company/Organization. In addition this Committee shall identify potential sources of funds, take an active role in enhancing the Board's awareness of fundraising opportunities, explore opportunities for enhanced public relations and fundraising, and provide an annual review of the performance of the Organization's fundraising plan.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the North Carolina Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than One% (percent) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

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 who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the

Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization 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.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all 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 Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization 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.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));
- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the President, Treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

ARTICLE 10 – RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The Corporation/Organization shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation/Organization shall make these financial statements available to the North Carolina Attorney General and members of the public for inspection no later than 60 days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within 60 days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

ARTICLE 11 – FISCAL YEAR

The fiscal year for this Corporation/Organization shall end on June 30.

ARTICLE 12 – AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by unanimous vote of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 – CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect

the validity of that instrument.

ARTICLE 14 – CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, Portia Wade , certify that I am the current elected and acting Secretary of the benefit Corporation/Organization, and the above bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on July 23, 2021, and that they have not been amended or modified since the above.

EXECUTED on this day of _____, in the County of Guilford in the State of North Carolina.

(Duly Elected Secretary)

NONPROFIT GOVERNANCE BY STATE

<i>STATE</i>	<i>DIRECTORS</i>	<i>OFFICERS</i>	<i>MEMBERS</i>
ALABAMA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, one or more vice-presidents, a secretary, a treasurer; others as deemed necessary * Term: default is 1 year, 3 years is maximum * Other: two or more offices may be held by the same person except the offices of president and secretary. 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
ALASKA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Quorum: majority * Term: 1 year * Committee: minimum 2 directors on executive committee 	<ul style="list-style-type: none"> * Required: A president, one or more vice-presidents, a secretary, and a treasurer; others as deemed necessary * Other: two or more offices may be held by the same person except the offices of president and secretary. 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
ARIZONA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Quorum: majority * Term: 1 year * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
ARKANSAS	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 6 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a vice-presidents, a secretary, and a treasurer; others as appointed by the the board * Term: 3 year maximum * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
CALIFORNIA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: none; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors * Other: No director may vote by proxy 	<ul style="list-style-type: none"> * Required: A corporation shall have a chair of the board, who may be given the title chair of the board, chairperson of the board, chairman of the board, or chairwoman of the board, or a president or both, a secretary, a treasurer or a chief financial officer or both, and any other officers with any titles and duties as shall be deemed necessary * Other: two or more offices may be held by the same person except that the president may not also serve as secretary or treasurer; all officers are to be elected by the board 	<ul style="list-style-type: none"> * Members: optional * Regular Meeting: required in years where directors are to be elected * Quorum: 1/3rd votes
COLORADO	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary * Qualifications: an individual 18 years or older * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/4th votes
CONNECTICUT	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: until the next annual meeting * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required only if members are entitled to vote for directors * Quorum: majority of entitled votes
DISTRICT OF COLUMBIA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: Minimum 2 officers - one responsible for the management of corporation (e.g. "President") and another responsible for financial affairs (e.g. "Treasurer"); others as deemed necessary * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: majority of entitled votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
DELAWARE	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: until successor is elected and qualified * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to prepare minutes and authenticate records * Term: until successor is elected and qualified * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: required * Annual Meeting: required if members are entitled to vote for directors (unless elected by written consent in lieu of a meeting) * Quorum: 1/3rd votes
FLORIDA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; 18 years or older (one director may be 15 years or older if permitted by board); no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to prepare minutes and authenticate records * Term: 1 year * Other: two or more offices may be held by the same person; officers are elected by the board 	<ul style="list-style-type: none"> * Members: optional, defined in articles of incorporation * Regular Meeting: as defined in articles of incorporation * Quorum: as defined in articles of incorporation
GEORGIA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; 18 years or older; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
HAWAII	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
IDAHO	<ul style="list-style-type: none"> * Number: minimum 3; minimum 1 for religious corporation * Qualifications: natural person; no residency requirement; must be a member if a cooperative corporation * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person except the offices of president and secretary (except in a religious corporation) 	<ul style="list-style-type: none"> * Members: optional; required for a cooperative corporation * Annual Meeting: required * Quorum: 1/10th votes
ILLINOIS	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: until the next election * Quorum: majority * Committee: minimum 2 directors and directors must be the majority of membership, except for committees involved in electing directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation; at least 1 officer to certify corporate records (e.g. "Secretary") * Other: two or more offices may be held by the same person if the bylaws clearly state so 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
INDIANA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
IOWA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
KANSAS	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: until successor is elected and qualified * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required if members are entitled to vote for directors (unless elected by written consent in lieu of meeting) * Quorum: Except for election of the governing body, a majority of those present constitutes a quorum so long as proper notice is provided
KENTUCKY	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: 1 year, and until successor is elected and qualified * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
LOUISIANA	<ul style="list-style-type: none"> * Number: minimum 3; if there are less than 3 members the minimum number of directors is equal to the minimum number of members * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person but this person may only sign instruments in one capacity when signatures of two officers are required; officers needs not be directors; treasurer may be a corporation 	<ul style="list-style-type: none"> * Members: nonstock nonprofit corporations are assumed to have membership; if no members other than the board then the directors are the members * Annual Meeting: required * Quorum: majority
MAINE	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors on executive committee, no minimum on other committees 	<ul style="list-style-type: none"> * Required: A president, a secretary or clerk, a treasurer; others as deemed necessary * Term: 1 year * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
MARYLAND	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: none; no residency requirement; no membership requirement * Term: next annual meeting until successor is elected and qualified * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Term: 1 year and until successor is elected and qualified * Other: two or more offices may be held by the same person except the offices of president and vice-president; this person may sign instruments in only one capacity when the signature of two officers is required 	<ul style="list-style-type: none"> * Members: if no members, then the directors are the members * Annual Meeting: required * Quorum: majority of entitled votes
MASSACHUSETTS	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a clerk, a treasurer; others as deemed necessary and appointed by the board * Other: the president must be a director; the clerk must be a Massachusetts resident unless a resident agent was appointed 	<ul style="list-style-type: none"> * Members: if there are no members then the directors are the members * Quorum: majority of entitled votes
MICHIGAN	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: A corporation organized for purposes described in section 501(c)(3) of the IRS code may include 1 or more directors on its board who are 16 or 17 years of age as long as that number does not exceed 1/2 the total number of directors required for a quorum for the transaction of business. No residency requirement. No membership requirement. * Term: next annual meeting and until successor is elected and qualified * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person; this person may sign instruments in only one capacity when the signature of two officers is required 	<ul style="list-style-type: none"> * Members: optional; a corporation organized upon a nonstock basis shall be organized upon either a membership basis (has members) or a directorship basis (may or may not have members). * Annual Meeting: required with the exception of written consent * Quorum: majority of entitled votes

NONPROFIT GOVERNANCE BY STATE

<i>STATE</i>	<i>DIRECTORS</i>	<i>OFFICERS</i>	<i>MEMBERS</i>
MINNESOTA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; majority must be adults; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: one or more natural persons, need not be directors 	<ul style="list-style-type: none"> * Required: one or more natural persons exercising the offices of president and treasurer, however designated * Other: two or more offices may be held by the same person; this person may sign instruments in only one capacity when the signatures of two officers are required 	<ul style="list-style-type: none"> * Members: optional; default is no members * Annual Meeting: required * Quorum: 1/10th votes
MISSISSIPPI	<ul style="list-style-type: none"> * Number: no minimum; set by articles of incorporation or bylaws * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
MISSOURI	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 6 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A chairman or president or both, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
MONTANA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
NEBRASKA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
NEVADA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: individuals 18 years or older; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 1 director; non-director members are allowed 	<ul style="list-style-type: none"> * Required: A president or chair of the board, a secretary, a treasurer; others as deemed necessary * Qualifications: natural person * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required unless election of directors is specified otherwise in bylaws * Quorum: 1/10th votes
NEW HAMPSHIRE	<ul style="list-style-type: none"> * Number: minimum 5 voting members * Qualifications: at least 5 voting members who are not of the same immediate family or related by blood or marriage (some exceptions apply); no residency requirement; no membership requirement * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional; default is no members * Annual Meeting: required * Quorum: majority of entitled votes; no voting rights except as stated in articles of incorporation or bylaws
NEW JERSEY	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: 18 years or older; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 1 member 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary * Other: two or more offices may be held by the same person; this person may sign instruments in only one capacity when the signatures of two officers are required 	<ul style="list-style-type: none"> * Members: optional * Regular Meeting: required annually or biennially * Quorum: majority of entitled votes
NEW MEXICO	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: until successor is elected and qualified * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person if the bylaws specifically allow it 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
NEW YORK	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: 18 years of age (some exceptions apply); no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 3 directors 	<ul style="list-style-type: none"> * Required: A president, one or more vice-presidents, a secretary, a treasurer; others as deemed necessary and appointed by the board * Term: 1 year * Other: two or more offices may be held by the same person except for president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: majority of entitled votes
NORTH CAROLINA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 members 	<ul style="list-style-type: none"> * Required: As defined in bylaws or by board resolution * Other: two or more offices may be held by the same person; this person may sign in only one capacity when the signatures of two officers are required 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
NORTH DAKOTA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 10 year maximum for fixed members * Quorum: majority * Committee: minimum 1 person need not be a member or director; except litigation committee which must contain at least 1 independent director or other independent person 	<ul style="list-style-type: none"> * Required: A president, and a secretary; others as deemed necessary and appointed by the board * Qualifications: 18 years of age or older 	<ul style="list-style-type: none"> * Members: optional; default is no members * Annual Meeting: required * Quorum: 1/10th votes
OHIO	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: until successor is elected * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary and appointed by the board (need not be a director) * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: if no members then the directors are members * Annual Meeting: required; default date is first Monday four months after the close of fiscal year * Quorum: presence of voting members

NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
OKLAHOMA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: natural person; no residency requirement; no membership requirement * Term: until successor is elected and qualified * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: if no members then directors are members * Annual Meeting: required * Quorum: 1/3rd members
OREGON	<ul style="list-style-type: none"> * Number: minimum 1 individual for mutual benefit or religious corporation; minimum 3 individuals for public benefit corporation * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, and a secretary; others as deemed necessary * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: presence of votes
PENNSYLVANIA	<ul style="list-style-type: none"> * Number: minimum 1; default 3 * Qualifications: natural person 18 years or older (some exceptions); no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 1 director 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary * Qualifications: president and secretary must be 18 years or older; treasurer may be a corporation or a natural person * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: if no members then directors are members * Annual Meeting: required * Quorum: majority of entitled votes
RHODE ISLAND	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: default is 1 year, 3 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary * Term: 1 year * Other: two or more offices may be held by the same person except the offices of president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

NONPROFIT GOVERNANCE BY STATE

<i>STATE</i>	<i>DIRECTORS</i>	<i>OFFICERS</i>	<i>MEMBERS</i>
SOUTH CAROLINA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
SOUTH DAKOTA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, one or more vice-presidents, a secretary, a treasurer; others as deemed necessary * Other: two or more offices may be held by the same person if allowed in the bylaws, except for president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
TENNESSEE	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 1 natural person who need not be a director 	<ul style="list-style-type: none"> * Required: A president, and a secretary; others as deemed necessary * Other: two or more offices may be held by the same person except for president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
TEXAS	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: until successor is elected, appointed or designated and qualified * Quorum: majority * Committee: management committee must have 2 persons and the majority must be directors (some exceptions apply) 	<ul style="list-style-type: none"> * Required: A president, and a secretary; others as deemed necessary * Other: two or more offices may be held by the same person except for president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

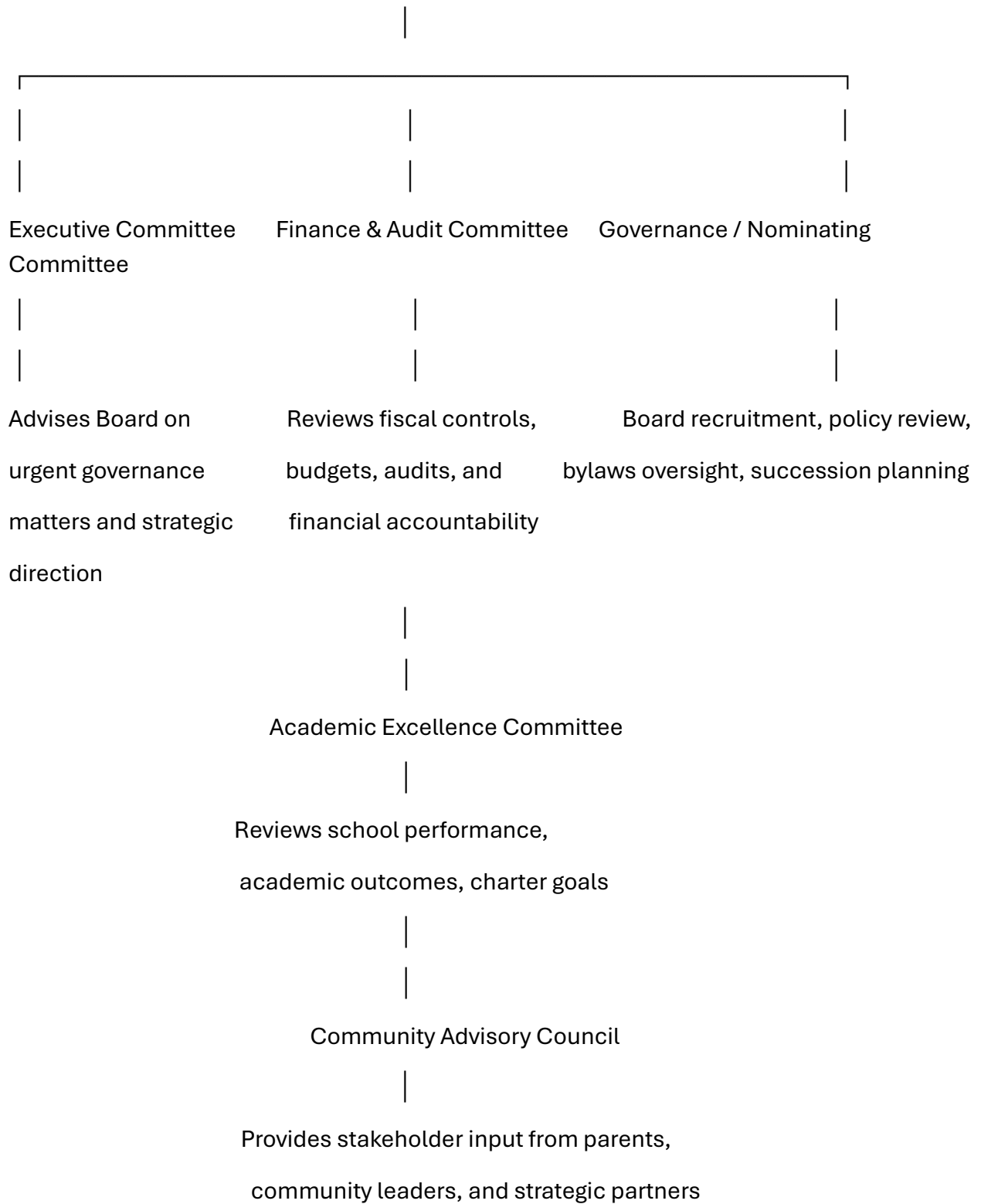
NONPROFIT GOVERNANCE BY STATE

STATE	DIRECTORS	OFFICERS	MEMBERS
UTAH	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person 18 years or older; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Qualifications: natural person 18 years or older; need not be a director * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: presence of voting members
VERMONT	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 6 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer; others as deemed necessary * Other: two or more offices may be held by the same person except president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
VIRGINIA	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: none; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
WASHINGTON	<ul style="list-style-type: none"> * Number: minimum 1 * Qualifications: none; no residency requirement; no membership requirement * Term: until successor selected and qualified * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, one or more vice-presidents, a secretary, a treasurer; others as deemed necessary * Other: two or more offices may be held by the same person except for president and secretary 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
WEST VIRGINIA	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: none; no residency requirement; no membership requirement * Term: until successor selected and qualified * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: As defined in articles of incorporation or by board resolution; at least 1 officer to prepare minutes and authenticate records * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: presence of voting members

NONPROFIT GOVERNANCE BY STATE

<i>STATE</i>	<i>DIRECTORS</i>	<i>OFFICERS</i>	<i>MEMBERS</i>
WISCONSIN	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: 1 year * Quorum: majority * Committee: minimum 3 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer unless otherwise defined in articles of incorporation or bylaws * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes
WYOMING	<ul style="list-style-type: none"> * Number: minimum 3 * Qualifications: natural person; no residency requirement; no membership requirement * Term: default is 1 year, 5 year maximum * Quorum: majority * Committee: minimum 2 directors 	<ul style="list-style-type: none"> * Required: A president, a secretary, a treasurer unless specified otherwise in the articles of incorporation or bylaws * Other: two or more offices may be held by the same person 	<ul style="list-style-type: none"> * Members: optional * Annual Meeting: required * Quorum: 1/10th votes

BOARD OF DIRECTORS



|
|

Executive Director
(Reports to Board Directly)

**Academic
School Year**

Grade Levels

**Total Projected
Student Enrollment**

Year 1	K-3	300
Year 2	K-4	350
Year 3	K-5	375
Year 4	K-6	400
Year 5	K-7	425



Enrollment Demographics Table

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native		0%
Asian	25	8%
Black or African American	150	50%
Hispanic	50	17%
Native HI or Pacific Islander		0%
Two or More Races	25	8%
White	50	17%
Total number of students:	300	
EDS Subgroups		
Economically Disadvantaged Students	210	70%
Students with Disabilities	30	10%
English Language Learners	15	5%
Students Experiencing Homelessness	15	5%
Total number of EDS subgroup students:	270	90%

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

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

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

**Virtus Academy
Town Hall Meeting Report
February 7, 2026 | 11:00 AM
World Victory Church**

Overview

Virtus Academy hosted a community Town Hall Meeting on February 7, 2026, at World Victory Church to engage families and stakeholders regarding the proposed development and launch of a new K–8 STEAM-focused charter school in Guilford County. The meeting served as an initial platform to introduce the vision of Virtus Academy, build community awareness, and begin cultivating meaningful partnerships with prospective families and supporters.

Attendees included parents, community members, educators, and local stakeholders from across Guilford County, with a notable presence from the southeastern sector—the primary target community for the proposed school. There were 79 attendees.

Purpose of the Town Hall

The Town Hall was designed to achieve the following objectives:

- **Community Engagement:** Inform families and stakeholders about expanded educational opportunities through the proposed charter school.

- **Information Sharing:** Present the school’s mission, vision, instructional model, and STEAM-focused curriculum.
- **Input Collection:** Provide an open forum to gather feedback, concerns, and recommendations from the community.
- **Trust Building:** Foster transparency by addressing questions and establishing credibility with prospective families and partners.

Meeting Summary

The Board of Virtus Academy convened at the scheduled time and presented key components of the proposed school, including:

- The school’s mission to provide rigorous, equitable, and future-focused education.
- A comprehensive overview of the STEAM instructional model and its relevance to workforce readiness.
- Plans for serving students in grades K–8 with a strong emphasis on foundational skills, innovation, and character development.
- The intent to align with the North Carolina Standard Course of Study while extending learning through project-based and experiential approaches.

Board members also outlined the anticipated timeline for launch, enrollment processes, and opportunities for ongoing community involvement.

Community Feedback

Feedback from attendees was overwhelmingly positive and encouraging, reflecting strong interest in the establishment of a STEAM-focused charter option in the community. Participants expressed appreciation for:

- The emphasis on innovation, technology, and hands-on learning.
- The commitment to serving an underserved area of Guilford County.
- The focus on preparing students for future careers and real-world application.

In addition to positive support, attendees raised thoughtful and constructive questions, including:

- Enrollment processes and student selection criteria.
- Transportation options and accessibility for families across the county.
- Staffing plans, including teacher qualifications and recruitment.
- Facilities and long-term campus development plans.
- Student support services, including academic interventions and enrichment opportunities.
- Opportunities for parent involvement and ongoing communication.

These questions provided valuable insight and will inform continued planning and refinement of the school’s implementation strategy.

Next Steps

In response to the strong engagement and interest generated during this Town Hall, Virtus Academy plans to:

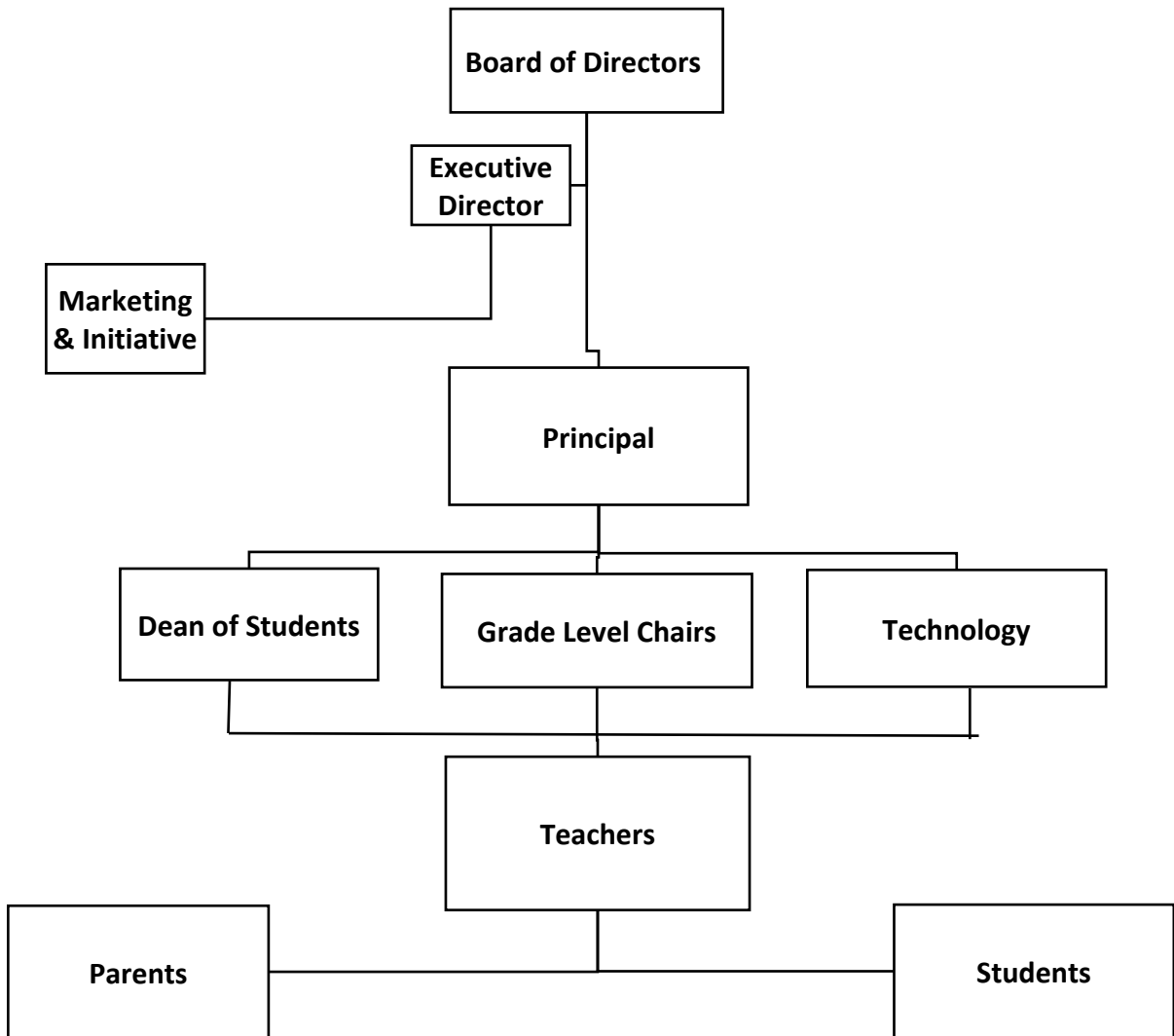
- Host a follow-up Town Hall Meeting in June 2026 to provide updates, share additional details, and further assess community interest.
- Continue outreach efforts to families and stakeholders, particularly within the targeted southeastern Guilford County region.
- Refine program design and operational plans based on community input and identified needs.
- Begin developing a formal interest and enrollment pipeline to support a successful school launch.

Conclusion

The February Town Hall Meeting affirmed both the need for and the community's interest in a high-quality, STEAM-focused charter school in Guilford County. The Board of Virtus Academy leaves this engagement not only encouraged, but also more deeply committed to the vision of creating an institution that expands opportunity, fosters innovation, and equips students for future success.

The enthusiasm, questions, and participation from attendees have strengthened the foundation of this initiative and will continue to guide its development moving forward.

Virtus Academy Charter School Organizational Chart





Certificate of Compliance/Occupancy

City of Greensboro

Building Inspection Office

This Certificate issued pursuant to the requirements of North Carolina Statutes 160A-423 certifying that at the time of issuance, this structure was in compliance with various ordinances of the City and State regulating building construction or use for the following:

MISCELLANEOUS

BUILDING ADDRESS: 1414 CLIFFWOOD DR BLDG. PERMIT NO.: 201807301

LOCALITY: GREENSBORO USE CLASSIFICATION: EDUCATIONAL

OWNER OF BUILDING: WORLD VICTORY INTERNATIONAL TYPE CONSTRUCTION: TYPE V-B

OWNER'S ADDRESS: 1414 CLIFFWOOD DR FIRE DISTRICT: NO

Michael Lewis BY: Todd Dickson
BUILDING OFFICIAL

DATE: 04/16/2018

Q202. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

In accordance with North Carolina General Statute G.S. 115C-218.85, the school's yearly academic calendar must provide a minimum of **185 instructional days** or **1,025 instructional hours** covering at least nine calendar months. Charter schools are exempt from the state-legislated start and end date requirements that apply to traditional public schools, allowing for greater flexibility in design.

Appendix D: Yearly Academic Calendar (Proposed Year 1)

This proposed calendar for the first year of operation meets the state requirement by providing **1,025 instructional hours** over **185 days**, exceeding the minimum hour threshold to allow for professional development and inclement weather flexibility.

Month	Instructional Days	Key Dates & Holidays
August	10	Aug 10-21: Summer Institute (Staff PD); Aug 24: First Day for Students
September	21	Sept 7: Labor Day (Holiday)
October	21	Oct 16: Teacher Workday (No school for students)
November	17	Nov 11: Veterans Day (Holiday); Nov 25-27: Thanksgiving Break
December	15	Dec 21 - Jan 1: Winter Break
January	19	Jan 18: MLK Jr. Day (Holiday); Jan 22: End of Semester 1
February	19	Feb 15: Presidents' Day (Teacher Workday/Staff PD)

March	22	Mar 12: Weighted Lottery Day; Mar 26: Spring Professional Development
April	16	Apr 12-16: Spring Break
May	20	May 21: Last Day for Students ; May 31: Memorial Day (Holiday)
June	0	June 1-4: Post-Service Staff Workdays

Calendar Summary and Compliance

- **Total Instructional Days:** 185 Days
- **Daily Instructional Hours:** 6.0 hours (8:00 AM – 3:15 PM, excluding lunch)
- **Total Instructional Hours:** 1,080 Hours (Exceeds the 1,025-hour minimum)
- **Teacher Contract Days:** 215 Days (Includes 180 instructional days, 11 holidays, 10 vacation days, and 14 workdays)

Calendar Management Policies

- **Inclement Weather:** The calendar includes three built-in makeup days. If additional time is needed, the school may utilize up to **five remote instruction days** (30 hours) as permitted by state law for charter schools with an approved remote learning plan.
- **Staff Professional Development:** To support the school's mission, one day per month is designated as an "Early Release" for staff professional learning communities (PLCs), which is accounted for in the total instructional hour calculation.

STEAM 90-Minute Block Master Schedule (Grades 6–8)

Time

Duration

Activity / Period

STEAM Integration Focus

7:45 AM – 8:00 AM

15 min

Arrival & Breakfast

Soft entry

8:00 AM – 8:30 AM

30 min

Design Advisory & SEL

Team building, project tracking, and digital citizenship

8:35 AM – 10:05 AM

90 min

Block 1 (A or B)

Core Academic Focus

10:10 AM – 11:40 AM

90 min

Block 2 (A or B)

Core Academic Focus

11:40 AM – 12:10 PM

30 min

Lunch

Grade-level community time

12:15 PM – 1:45 PM

90 min

Block 3 (A or B)

STEAM Interdisciplinary Innovation Block

1:50 PM – 3:15 PM

85 min

Block 4 (A or B)

The "A" & "M" Elective/Invention Rotations

3:15 PM

—

Student Dismissal

—

Weekly STEAM Course Rotation Matrix

Time / Day

Monday (A Day)

Tuesday (B Day)

Wednesday (A Day)

Thursday (B Day)

Friday (Alternating)

8:35 – 10:05

Block 1A:

Mathematics

Block 1B:

English Language Arts

Block 1A:

Mathematics

Block 1B:

English Language Arts

Rotates weekly

10:10 – 11:40

Block 2A:

Science (Lab-Based)

Block 2B:

Social Studies / Global Humanities

Block 2A:

Science (Lab-Based)

Block 2B:

Social Studies / Global Humanities

Rotates weekly

11:40 – 12:10

Lunch

Lunch

Lunch

Lunch

Lunch

12:15 – 1:45

Block 3A:

Engineering & Design (Robotics/Coding)

Block 3B:

Digital Humanities (STEAM Writing/Media)

Block 3A:

Engineering & Design (Robotics/Coding)

Block 3B:

Digital Humanities (STEAM Writing/Media)

Rotates weekly

1:50 – 3:15

Block 4A:

The Arts

(Digital Art, Music Production, 3D Design)

Block 4B:

Fitness & Wellness (Kinesthetic/PE)

Block 4A:

The Arts

(Digital Art, Music Production, 3D Design)

Block 4B:

Fitness & Wellness (Kinesthetic/PE)

Rotates weekly

Anatomy of a 90-Minute STEAM Block (Project-Based Learning Model)

A traditional lecture fails in a 90-minute block. STEAM lessons rely on the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) or Design Thinking phases:

00–10 mins (Engage / "The Spark"): Low-floor, high-ceiling launch activity. A design prompt, daily coding challenge, or phenomenon video.

10–25 mins (Explain / Direct Mini-Lesson): Explicit instruction of the day's technical skill, mathematical concept, or scientific principle.

25–75 mins (Explore & Elaborate / Studio/Lab Time): The core 50 minutes. Students work in pairs or design teams in the Makerspace or Science Lab. The teacher facilitates, coaches, and pulls small groups for math/literacy intervention.

75–85 mins (Evaluate / Iteration & Critique): Rapid prototyping testing, peer-to-peer code reviews, or design critiques.

85–90 mins (Clean-up & Close): Resetting lab spaces, digital file saving, and submitting exit tickets.

Charter Appendix E Narrative Justifications for STEAM

Time for the Engineering Design Process: Real engineering requires testing, failing, and iterating. A 90-minute block ensures students can conceptualize, build, and test a prototype in a single class period without cleanup, cutting the work short.

True Interdisciplinary Cohorts: Block 3 pairs Science/Math concepts directly with Engineering and Digital Humanities, ensuring students apply mathematical modeling directly to their coding projects.

Equity in Design Access: By building Engineering and Digital Arts directly into the core A/B schedule, 100% of enrolled students receive high-tier technical exposure, rather than making it an optional after-school club.

Q203. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade
8:00 - 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30 - 10:00	ELA Block	ELA Block	Specials / PLC	ELA Block
10:00 - 11:30	Specials / PLC	ELA Block	ELA Block	Math Block
11:30 - 12:30	Lunch / Recess	Specials / PLC	Math Block	Lunch / Recess
12:30 - 1:30	Math Block	Lunch / Recess	Lunch / Recess	Specials / PLC
1:30 - 2:30	Science/SS	Math Block	Science/SS	Science/SS
2:30 - 3:15	Intervention	Intervention	Intervention	Intervention

Q203. Attach Appendix E: Daily and Weekly Schedule

Provide a sample daily and weekly schedule for each grade band (K-5, 6 - 8, and 9-12) the school ultimately plans to serve.

Grade 4–5 Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–	Morning	Morning	Morning	Morning	Morning
8:30	Meeting / SEL	Meeting / SEL	Meeting / SEL	Meeting / SEL	Meeting / SEL
8:30–	ELA Block	ELA Block	Specials / PLC	ELA Block	ELA Block
10:00					
10:00–	Math Block	Math Block	ELA Block	Math Block	Math Block
11:00					
11:00–	Science / Social Studies	Science / Social Studies	Math Block	Science / Social Studies	Science / Social Studies
11:45					
11:45–	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess	Lunch / Recess
12:30					
12:30–	Specials	Specials	Specials	Specials	Specials
1:15					
1:15–	Intervention / Small Groups	Intervention / Small Groups	Intervention / Small Groups	Intervention / Small Groups	Enrichment / Clubs
2:00					
2:00–	Writing / STEM Labs	Writing / STEM Labs	Writing / STEM Labs	Writing / STEM Labs	Leadership / Character Education
2:45					
2:45–	Closing Circle / Independent Reading	Closing Circle / Independent Reading	Closing Circle / Independent Reading	Closing Circle / Independent Reading	School Community Assembly
3:15					

Grade 6–8 Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00– 8:25	Advisory / SEL	Advisory / SEL	Advisory / SEL	Advisory / SEL	Advisory / SEL
8:30– 9:40	ELA	ELA	ELA	ELA	ELA
9:45– 10:55	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:00– 11:50	Science	Science	Science	Science	Science
11:50– 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:35– 1:25	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:30– 2:15	Electives / Specials	Electives / Specials	Electives / Specials	Electives / Specials	Electives / Specials
2:20– 3:05	Intervention / Enrichment	Intervention / Enrichment	PLC / Clubs	Intervention / Enrichment	Leadership / House Meetings

ELA Curriculum Outline (Grades 6–8)

The core curriculum combines Project-Based Learning (PBL) with interdisciplinary instruction (IQWST Science, HMH Math, and Amplify ELA) and arts integration to ensure students meet the North Carolina Standard Course of Study (NCSCOS).

Core Subject Focus: English Language Arts & Digital Literacy Integration

Grade Level

Core Amplify ELA Theme

NCSCOS Literacy Focus

Integrated STEAM & Multi-Media Component

6th Grade

Mysteries & Scientific Perspectives

Textual evidence, central ideas, and plot structure analysis.

Writing technical research logs and producing podcasts explaining local environmental issues.

7th Grade

The Art of Persuasion & Propaganda

Argumentation, tracing arguments, and assessing source credibility.

Designing digital marketing campaigns and infographics analyzing historical or modern propaganda.

8th Grade

Dystopian Literature & Ethics

Theme development, point of view, and comparative analysis.

Drafting speculative science fiction stories and coding text-based digital adventure games.

ELA Curriculum Mechanics

Reading Foundation: Students analyze complex informational texts, technical manuals, and classic literature to build high-level comprehension.

Writing Framework: Emphasis spans narrative storytelling, evidence-based argumentative essays, and precise technical writing.

Speaking & Listening: Regular Socratic seminars, peer tech reviews, and project presentations build professional communication skills.

Q201. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

English Language Arts (ELA) K–5 Scope and Sequence

Grade	Skills Strand (How to Read)	Knowledge Strand (What to Know)
Kindergarten	Phonological awareness, 1-to-1 letter-sound correspondence, and basic blending.	Nursery Rhymes, Five Senses, Plants, Farms, and Native American Cultures.
1st Grade	Advanced phonics (vowel teams), spelling patterns, and fluent reading of decodable texts.	Fables, Astronomy, History of the Earth, Animals and Habitats, and Fairy Tales.
2nd Grade	Complex spelling alternatives, suffix rules, and increasing reading stamina.	Ancient Greek Civilizations, Cycles in Nature, The War of 1812, and Immigration.
3rd Grade	Integrated: Focus shifts to close reading, literal and inferential comprehension.	Classic Tales, Animal Classification, The Ancient Roman Civilization, and Light and Sound.
4th Grade	Integrated: Complex grammar, morphology (roots/prefixes), and multi-paragraph writing.	Empires in the Middle Ages, Geology, American Revolution, and Treasure Island.

5th Grade	Integrated: Research skills, literary analysis, and genre-specific writing (e.g., personal narratives).	Early American Civilizations, The Renaissance, Reformation, and Beyond Juneteenth.
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Instructional Implementation at Virtus Academy

Daily Block: Students receive 90 minutes of daily ELA instruction.

Science of Reading: The curriculum is grounded in Science of Reading principles, ensuring that word recognition (decoding) and language comprehension are developed in tandem.

Authentic Literacy: Beyond the CKLA units, teachers incorporate Authentic Literacy and Project-Based Learning (PBL) to connect reading and writing tasks to real-world design challenges.

Data-Driven Mastery: Teachers utilize MAP test scores at least twice a year to adjust Personalized Learning Plans (PLPs) and provide targeted after-school tutoring for students needing extra support in specific literacy strands.

Sample PBL Design Challenge: "The Zoo Architect Project"

- Target Grade: 3rd Grade
- Driving Question: *"How can we, as animal conservationists, design a habitat that meets the specific survival needs of a local species while educating our community about environmental stewardship?"*

Standards Integration Alignment

Component	ELA Focus (CKLA / SC Standards)	Science Focus (SC Standards)
Research & Inquiry	Informational Text Analysis: Using text features (indices, captions) to research animal life cycles and traits.	Life Science: Analyzing how internal and external structures support survival, growth, and reproduction.
Writing & Drafting	Explanatory Writing: Writing a "Species Profile" that explains the relationship between an animal and its environment.	Developing Models: Constructing a physical or digital model of a habitat that provides food, water, and shelter.

Final Product	Collaborative Discussion: Presenting a "Pitch" to a mock board of zoo directors using clear, academic vocabulary.	Environmental Impact: Predicting how changes in an environment (like pollution) would affect their chosen species.
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Project Implementation at Virtus Academy

- The Problem: Students discover that a local species is losing its natural habitat.
- The Action: In their STEAM Lab, students use the 5E Model. They *Engage* with the problem, *Explore* animal traits, and *Explain* their findings by writing detailed reports in their ELA block.
- The Public Product: Students build a 3D "Bio-Dome" or habitat model. During the Exhibition of Learning, they must explain the "Science" behind their design choices to parents and peers.
- Leadership (The Virtus Way): This project emphasizes the leadership tenet by tasking students with "Stewardship"—the idea that they are responsible for protecting their local ecosystem.

ELA Curriculum Outline (Grades 6–8)

The core curriculum combines Project-Based Learning (PBL) with interdisciplinary instruction (IQWST Science, HMH Math, and Amplify ELA) and arts integration to ensure students meet the North Carolina Standard Course of Study (NCSCOS).

Core Subject Focus: English Language Arts & Digital Literacy Integration

Grade Level

Core Amplify ELA Theme

NCSCOS Literacy Focus

Integrated STEAM & Multi-Media Component

6th Grade

Mysteries & Scientific Perspectives

Textual evidence, central ideas, and plot structure analysis.

Writing technical research logs and producing podcasts explaining local environmental issues.

7th Grade

The Art of Persuasion & Propaganda

Argumentation, tracing arguments, and assessing source credibility.

Designing digital marketing campaigns and infographics analyzing historical or modern propaganda.

8th Grade

Dystopian Literature & Ethics

Theme development, point of view, and comparative analysis.

Drafting speculative science fiction stories and coding text-based digital adventure games.

ELA Curriculum Mechanics

Reading Foundation: Students analyze complex informational texts, technical manuals, and classic literature to build high-level comprehension.

Writing Framework: Emphasis spans narrative storytelling, evidence-based argumentative essays, and precise technical writing.

Speaking & Listening: Regular Socratic seminars, peer tech reviews, and project presentations build professional communication skills.

Grade 6 Scope & Sequence: Foundations of Narrative & Perspective

Quarter 1: Narrative Craft and Personal Identity

Amplify ELA Unit Focus: Dahl & Narrative / Mysteries & Character Motives.

NCSCOS ELA Alignment: RL.6.1 (Citing evidence), RL.6.3 (Plot progression), W.6.3 (Narrative writing).

STEAM Integration Core:

Science (IQWST): Sensory processing and neurological reactions to memory.

Math (HMH): Percentage calculations and timeline scaling metrics.

Technology/Engineering: Interactive algorithmic text logic trees.

PBL Core Project: "The Algorithmic Memoir" — Students write a personal narrative and code a "Choose Your Own Adventure" digital game using Scratch or Twine, mapping plot progressions to logical coding branches.

Arts Integration: Students compose and mix an original digital ambient soundtrack that shifts dynamically based on the narrative's emotional highs and lows.

Quarter 2: Textual Mysteries and Investigative Reading

Amplify ELA Unit Focus: The Lightning Thief / Classic Mythology.

NCSCOS ELA Alignment: RL.6.7 (Comparing text to visual/auditory mediums), RI.6.1 (Informational textual evidence).

STEAM Integration Core:

Science (IQWST): Earth science, plate tectonics, and meteorological phenomena.

Math (HMH): Geometric scale ratios, geometric proportions, and structural symmetry.

Technology/Engineering: Architectural structural engineering and 3D modeling.

PBL Core Project: "The Pantheon Engineering Challenge" — Students research a mythological event (e.g., Poseidon's earthquakes), write a comparative essay on ancient myths vs. modern geology, and build a 3D-scaled, earthquake-resistant temple prototype.

Arts Integration: Aesthetic architectural design, drawing blueprints, and casting textured, painted facades onto the structural prototypes.

Quarter 3: Evaluating Perspectives and Arguments

Amplify ELA Unit Focus: Courage and Cross-Examination / Working with Evidence.

NCSCOS ELA Alignment: RI.6.8 (Evaluating claims), W.6.1 (Argumentative writing), SL.6.4 (Presentation of findings).

STEAM Integration Core:

Science (IQWST): Environmental ecosystems, human impact, and local ecology.

Math (HMH): Statistical averages, data tables, and coordinate grid graphing.

Technology/Engineering: Digital data visualization and graphic interfaces.

PBL Core Project: "The Smart-Grid Debate Portfolio" — Students write an evidentiary brief on North Carolina resource management, creating data graphs of regional energy consumption to back their argumentative stance.

Arts Integration: Designing persuasive infographic media campaigns utilizing color theory, stark typography, and vector graphics.

Quarter 4: Research, Sourcing, and Human Impact

Amplify ELA Unit Focus: Sustaining the Oceans / World Without Fish.

NCSCOS ELA Alignment: RI.6.9 (Integrating information from multiple texts), W.6.7 (Research projects), W.6.8 (Sourcing reliability).

STEAM Integration Core:

Science (IQWST): Marine biology, water chemistry, and ecosystem conservation.

Math (HMH): Graphing over time, rate calculations, and trend analysis.

Technology/Engineering: Media production pipelines, video editing software, and sound recording gear.

PBL Core Project: "The Marine Conservation PSA" — Students conduct structured research on ocean health, write an informative script, and film a technical green-screen public service announcement featuring accurate data animations.

Arts Integration: Storyboard sketching, dynamic cinematography framing, on-camera lighting design, and audio post-production.

Grade 7 Scope & Sequence: Mechanics of Power & Change

Quarter 1: Historical Voices and Creative Expression

Amplify ELA Unit Focus: Red Scarf Girl / Narrative Worlds.

NCSCOS ELA Alignment: RL.7.6 (Contrasting points of view), RI.7.3 (Analyzing interactions between individuals/events).

STEAM Integration Core:

Science (IQWST): Materials science, printing chemicals, and mass production constraints.

Math (HMH): Population density mapping, scaling adjustments, and demographics.

Technology/Engineering: Digital layout mechanics, typesetting, and printing press engineering.

PBL Core Project: "The Underground Press Network" — Students analyze propaganda and historical bias, write opposing point-of-view newspaper articles, and use desktop publishing software to build a historically accurate digital publication layout.

Arts Integration: Hand-carved linocut block prints and analog stamp patterns to create custom mastheads reflecting the tone of the era.

Quarter 2: Poetry, Poetics, and Deeper Analysis

Amplify ELA Unit Focus: Poetry & Poe / Elements of Suspense.

NCSCOS ELA Alignment: RL.7.4 (Figurative meanings), RL.7.5 (Structural impacts like rhyme, meter, or stanza structure).

STEAM Integration Core:

Science (IQWST): The physics of soundwaves, frequency, amplitude, and human biological fear responses.

Math (HMH): Mathematical symmetry, fractions, and rhythmic meters.

Technology/Engineering: Audio engineering, Foley sound production, and DAW (Digital Audio Workstation) manipulation.

PBL Core Project: "The Acoustic Suspense Engine" — Students write an original suspense poem or short script, analyze its metric structure mathematically, and engineer an immersive audio experience using student-built Foley instruments to capture sound waves.

Arts Integration: Spatial sound mixing, vocal voice-acting performances, and creative acoustic experimentation.

Quarter 3: Informational Analysis and Resource Equity

Amplify ELA Unit Focus: A Long Walk to Water / Brain Science.

NCSCOS ELA Alignment: RI.7.8 (Tracing and evaluating arguments), W.7.2 (Informational and explanatory writing).

STEAM Integration Core:

Science (IQWST): Hydrological cycles, water purification mechanics, and physical filtration.

Math (HMH): Fluid volume metrics, flow rates, and distance formulas.

Technology/Engineering: Mechanical engineering, fluid dynamics, and technical drafting.

PBL Core Project: "The Clean Water Prototype Blueprint" — Students write a comprehensive technical user manual detailing the water crisis in developing areas, then engineer and test a physical multi-stage water filtration device.

Arts Integration: Precision technical drafting, orthographic projection design, and structural modeling graphics.

Quarter 4: Public Dissemination and Advocacy

Amplify ELA Unit Focus: The Gold Rush / Cross-Genre Research.

NCSCOS ELA Alignment: RI.7.9 (Comparing text versions), W.7.6 (Digital publishing), SL.7.5 (Multimedia presentation components).

STEAM Integration Core:

Science (IQWST): Geology, mineral identification, and chemical extraction impacts.

Math (HMH): Budget forecasting, financial optimization models, and asset metrics.

Technology/Engineering: Front-end web development, UI/UX interface design, and HTML/CSS structure.

PBL Core Project: "The Boomtown UI Archive" — Students write historical profile research essays regarding the ecological destruction caused by human migrations, compiling their findings into a student-programmed web database.

Arts Integration: Creating an identity logo branding kit, selecting accessible UI typography, and building user experience site wireframes.

Grade 8 Scope & Sequence: Independence & Rhetorical Power

Quarter 1: Classic Foundations and Structural Mirrors

Amplify ELA Unit Focus: Perspective & Narrative / The Tell-Tale Heart.

NCSCOS ELA Alignment: RL.8.3 (Dialogue propelling actions), W.8.3 (Advanced narrative writing techniques).

STEAM Integration Core:

Science (IQWST): Light refraction, optical patterns, and sensory perception accuracy.

Math (HMH): Multi-variable logic matrices, probability tracking, and geometric mapping.

Technology/Engineering: CAD lighting design software and lighting rig configurations.

PBL Core Project: "The Unreliable Projection" — Students adapt a classic psychological short story into a script, using 3D rendering software to plan a miniature stage set where illumination changes reveal character delusions.

Arts Integration: Set design model construction, theatrical lighting color gels, atmospheric shadows, and dramatic mood architecture.

Quarter 2: Rhetoric, Liberty, and Public Speaking

Amplify ELA Unit Focus: Liberty & Rhetoric / Frederick Douglass.

NCSCOS ELA Alignment: RI.8.6 (Authorial purpose/rhetorical devices), W.8.1 (Argumentation with sound reasoning).

STEAM Integration Core:

Science (IQWST): Vocal acoustics, resonance, and sound transmission pathways.

Math (HMH): Data demographic metrics, trending algorithms, and social network analysis.

Technology/Engineering: Telecommunications, microphone engineering, and audio mastering software.

PBL Core Project: "The Podcaster's Manifesto" — Students pen a persuasive rhetorical speech on modern civil rights and utilize high-fidelity cardioid microphone technology to produce and master an episodic audio essay broadcast.

Arts Integration: Vocal cadence coaching, narrative timing, identity branding, and audio icon design.

Quarter 3: Dramatic Text and Emotional Delivery

Amplify ELA Unit Focus: Shakespeare's A Midsummer Night's Dream.

NCSCOS ELA Alignment: RL.8.4 (Allusions and analogies), RL.8.2 (Theme development), SL.8.6 (Adapting speech to context).

STEAM Integration Core:

Science (IQWST): Botanical chemistry, plant anatomy, and pigment extraction techniques.

Math (HMH): Coordinate graphing for spatial configurations and angular staging arcs.

Technology/Engineering: Textile engineering, structural pattern drafting, and costume assembly.

PBL Core Project: "The Biomaterial Stage Showcase" — Students analyze characters from the text, formulate natural botanical dyes in the science lab based on period-accurate flora, and use the textiles to construct wearable character accessories for a performance.

Arts Integration: Period fashion illustration, sewing, garment patterning, actor blocking, and physical characterization.

Quarter 4: Critical Literacy and Contemporary Research

Amplify ELA Unit Focus: WWII and Clear Sourcing / The Holocaust.

NCSCOS ELA Alignment: RI.8.7 (Evaluating multi-format information), W.8.7 (Advanced research projects), W.8.8 (MLA formatting and citations).

STEAM Integration Core:

Science (IQWST): Materials engineering, cryptography physics, and early computational networks.

Math (HMH): Complex data matrix interpretation, statistical anomalies, and demographic curves.

Technology/Engineering: Database curation, user metadata sorting, and archival preservation tools.

PBL Core Project: "The Cryptographic Interactive Archive" — Students complete a rigorous historical research project, then design an interactive digital exhibition kiosk with searchable source documents, tracking data, and structural primary source records.

Arts Integration: Modernist museum exhibit floor plan layout, typography hierarchy frameworks, and historical photo-restoration styling.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

Click or tap here to enter text.

Board Member's Information

Board Members

Full name:	Adrian F. Starks		
Home Address:	3073 Oak Chase Drive HP NC		
Business Name & Address:	World Victory		
Telephone No.:	336 574 0202		
E-mail address:	starks424@gmail.com		

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No: Yes:

Educational History

NC A+T State Univ

Click or tap here to enter text.

NC A+T State University - Bachelors
Wake Forest University - Masters

Employment History

Click or tap here to enter text.

Guilford County Schools - Dudley HS
JP Financial - Financial Advisor
World Victory - Pastor
Sabuda International - CEO

How were you recruited to join this Board of Directors?

Click or tap here to enter text.

By committee

Why do you wish to serve on the board of the proposed charter school?

Click or tap here to enter text.

To fulfill the vision of Virtus

What is your understanding of the appropriate role of a public charter school board member?

Click or tap here to enter text. To ensure operational and fiduciary well being according to state regulations

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If

Click or tap here to enter text. I have served on numerous boards in non profit and educational sectors for over 13 yrs.

you have not had previous experience of this nature, explain why you can be an effective board member.

Describe the specific knowledge and experience that you would bring to the board.

Click or tap here to enter text. operations, business and educational experience will prove meaningful in this endeavor

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

What is your understanding of the school's proposed educational program?

What do you believe to be the characteristics of a successful school?

How will you know that the school is succeeding (or not) in its mission?

Click or tap here to enter text. The mission is to gear a community of young learners with character and courage to face a complex future
Click or tap here to enter text. Virtus will be a STEAM school seeking a well rounded, educated person ready to contribute positively
Click or tap here to enter text. Commitment to educate with compassion for the whole person
Click or tap here to enter text. Not only by the academic record but also by character development as well

Governance

Describe the role that the board will play in the school's operation.

How will you know if the school is successful at the end of the first year of operation?

How will you know at the end of five years if the school is successful?

What specific steps will the charter school board need to take to ensure that the school is successful?

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Click or tap here to enter text. The board will oversee and guide
Click or tap here to enter text. Via the academic record, forging of community and parental engagement
Click or tap here to enter text. As the student's demonstrate growth in numerics, academics, and social/emotional well-being
Click or tap here to enter text. Lead the way in promoting our curriculum commitment, fiscal strength, and teacher moral and accountability
Click or tap here to enter text. Me/I will address the matter, in an investigative process to verify if accuracy then take steps as corrective measure.

Certification

I, Adrian F. Sparks, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature	<u>Adrian F. Sparks</u>	Date	<u>May 19, 2024</u>
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Adrian F. Starks

3673 Oak Chase Drive
High Point, NC 27265
(336) 339-7722

OBJECTIVE

To serve both congregation and community effectively, compassionately and with an ever-present awareness of human dignity. To apply my knowledge and problem-solving skills to pursue and achieve vision. To contribute my full capacity of strengths, expertise, and leadership to the demonstration of love and the advancement of a cause that is greater than myself.

EDUCATION

North Carolina A&T
Greensboro, NC
Bachelor of Arts

Wake Forest University
School of Divinity
Winston, Salem, NC
Masters of Divinity

WORK EXPERIENCE

2021 - Present

Jabula International
CFO
Harare, Zimbabwe
Chief Operations Officer

Oversees global corporate operations of an 800-church organization spanning four continents.
Oversaw the selection, full implementation, and management of a unified CRM
Drafted policies and procedures manual for member church use
Oversee the Global Licensing and Credentials Division
Manage the Executive Board Team
Provide budgeting, forecasting, and cost analysis and revenue planning for Jabula International Conference
Oversee the churches of Jabula International North Carolina & South Carolina Regions
Facilitate global infrastructure development and revisions
Help resolve financial related issues that directly and indirectly impact the global infrastructure of a religious organizational diocese

July 2001 – Present

World Victory International Christian Center
Greensboro, NC
Sr. Pastor

Weekly preaching and teaching duties
Perform all sacerdotal duties pursuant with pastoral service
Provide executive level oversight of Lay Leadership (Elders, Deacons and Ministers) and congregation at-large
Develop faith-based curriculum
Produce weekly radio broadcast
Manage for successful achievement of objectives organization objectives and annual projections
Oversee a staff of 20 individuals
Lead and manage Real Estate acquisitions
Oversee from concept development to completion of 42 acres community development
Responsible for negotiations of new leases and property management
Oversight of Real Estate and commercial disposals
Oversee all capital campaigns

Launched new Charter School
Launched full-service Daycare/Learning Center
January 1996 - November 2002

Jefferson Pilot Financial

Greensboro, NC

Financial Advisor • Licensure: Series 6; Series 63; Series 7

Provided retirement risk management financial services
Analyzed financial reports and documents
Ensures accuracy of documents prior to submission to actuaries
Trend Analysis preparation
Reviewed and submitted monthly revenue reports
Grew business portfolio for the Southeast Region by 40%
Performed Annual Reviews with each client
Reviewed individual & corporate tax returns
Prepared taxable income projections for corporations and individuals
Managed the performance and progress of subordinate Associates
Researched tax issues for potential reduction in tax liability

Dudley High School (Guilford County Schools)

Greensboro, NC

Teacher

Designed and delivered standards-aligned instruction based on the North Carolina Standard Course of Study for English Language Arts
Developed engaging lesson plans that integrate reading, writing, speaking, and critical thinking skills
Differentiated instruction to meet diverse student needs, including ESL, EC, and advanced learners
Assessed student performance using formative and summative evaluations; adjusted instruction based on data
Fostered a safe, inclusive, and structured classroom environment that promotes student engagement and achievement
Incorporated technology and digital tools to enhance instruction and student learning outcomes
Guided students in literary analysis, composition, research writing, and grammar proficiency
Prepared students for state assessments (EOCs), college readiness, and post-secondary success
Monitored and documented student progress; maintained accurate records and grading systems
Communicated regularly with parents/guardians regarding academic progress and behavioral development
Collaborated with colleagues, instructional coaches, and administrators to improve instructional practices and student outcomes
Participated in professional development, PLCs (Professional Learning Communities), and school improvement initiatives
Managed classroom behavior using restorative practices and district policies
Supported school culture as a Asst. Football Coach and through involvement in extracurricular activities, committees, or student organizations
Modeled professionalism, leadership, and a commitment to continuous improvement

COMMUNITY SERVICE/ACTIVITIES

Community Service / Activities

Congressional Leadership Council (Washington, DC)
Interfaith Clergy Pilgrimage to Israel
Guilford County Schools Mentor
Habitat For Humanity Interfaith Build Co-Chair
Community Foundation of Greater Greensboro / Grants Committee Chair

Current & Past Board Service

City Help of the Triad (Board Chairman)
YMCA of Greater Greensboro - Board
Next Generation Academy
Triad Pastors Partnership (Vice Chairman)
Build Something Mentorship Program, Inc.
Community Foundation of Greater Greensboro
United Way - Thriving At Three Initiative
City of Greensboro Community Relations Comm.
Mosaic Partnership - Member (City-wide Multicultural Initiative)
City of Greensboro "Other Voices" Community Leadership
Ten Thousand Villages Board Member

Honors and Awards

Jabula International Jurisdictional Bishop Appointment
North Carolina A&T State University Commencement Exercises Presenter
Ordained Minister - 1998
North Carolina A&T State University Football Team (Quarterback) MEAC Championships

References Available Upon Request

Adrian F. Starks

3673 Oak Chase Drive
High Point, NC 27265
(336) 339-7722

OBJECTIVE

To serve both congregation and community effectively, compassionately and with an ever-present awareness of human dignity. To apply my knowledge and problem-solving skills to pursue and achieve vision. To contribute my full capacity of strengths, expertise, and leadership to the demonstration of love and the advancement of a cause that is greater than myself.

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Greensboro, NC
Bachelor of Arts

Wake Forest University
School of Divinity
Winston, Salem, NC
Masters of Divinity

WORK EXPERIENCE

2021 - Present

Jabula International
CFO
Harare, Zimbabwe
Chief Operations Officer

Oversees global corporate operations of an 800-church organization spanning four continents.
Oversaw the selection, full implementation, and management of a unified CRM
Drafted policies and procedures manual for member church use
Oversee the Global Licensing and Credentials Division
Manage the Executive Board Team
Provide budgeting, forecasting, and cost analysis and revenue planning for Jabula International Conference
Oversee the churches of Jabula International North Carolina & South Carolina Regions
Facilitate global infrastructure development and revisions
Help resolve financial related issues that directly and indirectly impact the global infrastructure of a religious organizational diocese

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Greensboro, NC

Financial Advisor • Licensure: Series 6; Series 63; Series 7

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Ensures accuracy of documents prior to submission to actuaries
Trend Analysis preparation
Reviewed and submitted monthly revenue reports
Grew business portfolio for the Southeast Region by 40%
Performed Annual Reviews with each client
Reviewed individual & corporate tax returns
Prepared taxable income projections for corporations and individuals
Managed the performance and progress of subordinate Associates
Researched tax issues for potential reduction in tax liability

Dudley High School (Guilford County Schools)

Greensboro, NC

Teacher

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Assessed student performance using formative and summative evaluations; adjusted instruction based on data
Fostered a safe, inclusive, and structured classroom environment that promotes student engagement and achievement
Incorporated technology and digital tools to enhance instruction and student learning outcomes
Guided students in literary analysis, composition, research writing, and grammar proficiency
Prepared students for state assessments (EOCs), college readiness, and post-secondary success
Monitored and documented student progress; maintained accurate records and grading systems
Communicated regularly with parents/guardians regarding academic progress and behavioral development
Collaborated with colleagues, instructional coaches, and administrators to improve instructional practices and student outcomes
Participated in professional development, PLCs (Professional Learning Communities), and school improvement initiatives
Managed classroom behavior using restorative practices and district policies
Supported school culture as a Asst. Football Coach and through involvement in extracurricular activities, committees, or student organizations
Modeled professionalism, leadership, and a commitment to continuous improvement

COMMUNITY SERVICE/ACTIVITIES

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Community Foundation of Greater Greensboro
United Way - Thriving At Three Initiative
City of Greensboro Community Relations Comm.
Mosaic Partnership - Member (City-wide Multicultural Initiative)
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North Carolina A&T State University Football Team (Quarterback) MEAC Championships

References Available Upon Request

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school, on whose Board of Directors you intend to serve:

Virtus Academy

2. Full name: Shandi Barkdale Starks

Home Address: 3673 Oak Chase Drive High Point, NC 27265

Business Name and Address:

Telephone No.: 336-382-6238

E-mail address: starks vp@gmail.com

3. Brief educational and employment history. Accounting/Finance, Operations, Executive Recruitment, Administrative, Sales Leadership
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? By personal interview. I believe in the vision and that all children deserve fair, equitable + quality education.
6. What is your understanding of the appropriate role of a public charter school board member?

To govern the affairs both educational and fiscal of a charter school.

- Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I was educational in the public school system. My professional skill set is needed in most boards*
- Describe the specific knowledge and experience that you would bring to the board. *I have an extensive background in accounting, finance and business operations.*

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs? *We are a diverse by design charter school that provides an innovative learning opportunity in the STEAM curriculum*
- What is your understanding of the school's proposed educational program? *The program will align with the state of NC's core curriculum standards*
- What do you believe to be the characteristics of a successful school? *Courage, excellence, strength and character*
- How will you know that the school is succeeding (or not) in its mission? *Based upon assessment data.*

Governance

- Describe the role that the board will play in the school's operation. *The Board will have ultimate oversight*
- How will you know if the school is successful at the end of the first year of operation? *When we hit 75% of stated benchmarks.*
- How will you know at the end of five years of the school's operation is successful? *When we have demonstrated steady growth.*
- What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Ensure proper board training. Ensure quality hiring of faculty and ensure related service specialists are of high caliber.*
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I would bring my concerns before the board to address the observations*

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Shandi Barksdale Stark certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Shandi B. Stark
7/29/21

Signature
Date

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Virtus Academy
2. Full name: Maria Hicks-Few

Home Address: 5 Chestnut Bluffs Ct, Greensboro NC 27407

Business Name and Address: See Above

Telephone No.: 336-558-5191

E-mail address: mhicksfew@bellsouth.net

3. Brief educational and employment history.

Professional background includes extensive experience in the fields of Education, State and Local Government, Non Profit, and Private Sector. Demonstrated success in strategic planning, collaborative partnerships, development and execution of business plans, resource allocation, budget and payroll management, and talent development. Highly proficient in public speaking, public administration, and human resources management; contributing to the achievement of organizational strategic vision in various organizations

I am Currently the Chief Equity and Inclusion Officer for the City of Greensboro

- MBA-Master of Business Administration with a concentration in Human Resources
- Management University of Phoenix
- MPA-Master of Science in Public Affairs- University of North Carolina at Greensboro, NC
- BA- Bachelor of Arts in Political Science-North Carolina A & T State University, Greensboro, NC

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was asked to serve on the Board of Directors by Bishop Adrian Starks. I am very interested in serving on this Board because of my passion for Equity and Inclusion in the City of Greensboro. I was excited that this school will be a Diverse-by-Design Charter School. We need a Charter School here in Greensboro and surrounding area that both are committed to student diversity as part of the mission or design of the school and achieve a certain level of diversity within their actual enrollment.

6. What is your understanding of the appropriate role of a public charter school board member? My understanding of the role is that the Virtus Academy Board will be responsible for all aspects of the school's operations, including resolution of disputes or concerns brought forth by parents. We will ensure that the school complies with the charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am the Chief Equity and Inclusion Officer for the City of Greensboro (8 years). I currently serve (for the past 6 years) of the University of Greensboro (UNCG) Board of Visitors. I am also an adjunct Professor of Political Science at North Carolina A&T State University (The past 22 years). I am very familiar with academia and what it takes to operate a school.

In addition, I have served on the following Non-Profit Boards:

- Current President of Triangle Industry Liaison Group (TILG)
- Current Board Member of Greensboro Children's Museum
- Member of the Founders Club (Wyndham Championship)
- Past President for Human Resource Management Association of Greensboro-HRMAG-Current Webmaster
- Past Finance Chair Guilford County Juvenile Crime Prevention Council (JCPC)
- Human Resources Committee Chair and Board Member Women's Resource Center Greensboro
- Former Member of United Way of Greater Greensboro Board of Directors
- Greensboro Jaycees Past President
- North Carolina Jaycees Past President
- Community Foundation of Greater Greensboro-Future Fund Steering Committee

8. Describe the specific knowledge and experience that you would bring to the board.
I would bring knowledge from my years of academia as well as over 30 years of Human Resources experience. Specific traits are: human resources management, strategic planning, collaborative community partnerships, development and execution of business plans, resource allocation, and fundraising.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Virtus Academy will provide an innovative learning opportunity that challenges students through a STEAM based curriculum. We will promote growth, have clear expectations, develop authentic relationship, be motivational and be inclusive in learning.
2. What is your understanding of the school's proposed educational program?
It will be STEAM based learning. The curriculum will be engaged in discovery, exploration, and problem-solving through rigorous Project Based Learning activities
3. What do you believe to be the characteristics of a successful school?
I believe this schools success will be leading to developing strong students to contend for the over 9.2 million jobs in science, technology, engineering, the Arts and Mathematics.
One that will produce great community servants
One that is strong on diversity, equity and inclusion.
4. How will you know that the school is succeeding (or not) in its mission?
I believe we can gage mission success through monitoring the characteristics that I mentioned above. In addition, by measuring school growth statistics.

Governance

1. Describe the role that the board will play in the school's operation.
2. My understanding of the role is that the Virtus Academy Board will be responsible for all aspects of the school's operations, including resolution of disputes or concerns brought forth by parents. We will ensure that the school complies with the charter.
We will also oversee any fundraising strategies for the school as well as strategic plan development. The board is responsible for identifying and executing the needs of the school.
3. How will you know if the school is successful at the end of the first year of operation?
We will know if Virtus Academy is successful after year one by evaluation of what our students need to know and what they are able to do.
We also will know by an increase in our enrollment. In this day and time word of mouth of success measures and statistics drive enrollment.

4. How will you know at the end of five years of the schools is successful?

At the end of five years success will be measured again by increase in our enrollment as well as retention of students. Also, ensuring that students feel our instruction is aligned to the curriculum. We must ensure that it is substantive and creative; and a way to measure student performance.

5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Frequent teacher feedback

Ensure data-driven instruction

Offer intensified tutoring

Offer community partnerships for student learning and development

6. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As a Human Resources professional this is very easy for me. We need to ensure that our school culture is rooted in ethical behavior. We must ensure that each Board Member signs an annual conflict of interest form and hold them accountable. If there is any suspicion of unethical behavior or not acting in the best interest of Virtus Academy the Board Member's conduct will be subject to an investigation and they may ultimately be removed.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Maria Hicks-Few, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Maria Hicks

7-29-21

Signature

Date

Charter School Board Member Information Form

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Virtus Academy
2. Full name: Dr. Charles E. Monroe, Sr.

Home Address: 5902 Fleming Terrace Road, Greensboro, NC 27410

Business Name and Address:

Telephone No.: 336-862-3938

E-mail address: rancem50@gmail.com

3. Brief educational and employment history.

For a period of thirty-seven (37) years, I was a teacher, assistant principal, principal, assistant superintendent, and superintendent in various school districts, i.e., Greensboro City Schools, Guilford County School System, Reidsville City Schools, and Alamance-Burlington School System. My mission, as an educator, was to provide unwavering academic and social development for students to ameliorate their citizenship in a changing world.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Bishop Adrian Starks recruited my assistance, as a Board member. As an educator and church member, my desire is to provide unflinching assistance to develop the minds of our youth. The ultimate joy is to witness the growth of a young one and be in the presence of his or her maturity.

6. What is your understanding of the appropriate role of a public charter school board member?
My understanding consists of being a team player and supporting the overall mission and vision of the institution.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As a former teacher, principal, and superintendent, I have had the pleasure to be in the presence of board members and meetings, as well as present information to aid in the development of various schools and staff members.
8. Describe the specific knowledge and experience that you would bring to the board.
When considering the operation of a school, my experience as an educational leader will afford me the opportunity to provide guidance and timely rationale for other board members, the principal, and the inhabitants of the school, namely the students. As an administrator, I have had the pleasure of working closely with board members at the public school level.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding is to promote, establish, develop, and provide the necessary instruction and resources for all students to become successful academically, socially, and individually in an array of propitious areas.
2. What is your understanding of the school's proposed educational program?
The STEAM concept will allow students to explore common core areas as well as the arts. In doing so, this will focus on the development of the whole child. As students learn and communicate with the teachers, they will seize the opportunity to learn from each other.
3. What do you believe to be the characteristics of a successful school?
A successful school is inviting, pleasant, aesthetically appealing, student centered, community oriented, and user friendly. Teachers will spearhead the camaraderie of student relationships and prepare themselves professionally to remain abreast of the changing trends in the field of education.
4. How will you know that the school is succeeding (or not) in its mission?

Conversations regarding the pros and cons of the school and monitoring the academic progress of students will formulate an atmosphere of success. As the principal and teachers collaborate periodically, their decisions and actions will foster a successful outcome.

Governance

1. Describe the role that the board will play in the school's operation.
Scheduled meetings and updates from the administrative team and teachers will dictate the necessary avenues board members will undertake. Board meetings and one-on-one conversations with school personnel will assist in the overall perception of the school's success. Moreover, periodic visits will become an integral part of monitoring the school's progress.
2. How will you know if the school is successful at the end of the first year of operation?
Assessments, as provided by teachers, will determine the positive or negative progress of the school's first year. Prior to the end of the first year, designated evaluation intervals will be chronicled to assess the necessary results.
3. How will you know at the end of five years of the schools is successful?
Test scores will be evaluated to ascertain the overall progress generated by the school. Each year will be evaluated to modify the direction that needs to be considered and followed. Teacher evaluations will be utilized to determine if teacher movement between grade levels must be implemented.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
They are: exercise involvement, collaborate with others, be an avid listener, engage the concept of being a team player, provide noteworthy suggestions, and support all constituents.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
A meeting of the board members should occur to address the quagmires. The issues should be presented in a limpid manner accompanied with the pertinent unethical issues. Additionally, the board member in question should be allowed to address the alleged issues. When discussed and confirmed, a decision should be rendered to determine the next course of action. A letter should be scribed to pinpoint the decision of the board.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Charles E. Monroe, Sr., certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Signature Charles E. Monroe, Sr.
Date: *July 29, 2021*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Virtus Academy

2. Full name: Sean Marcus Johnson

Home Address: 2031 Saddlegate Court, Greensboro, NC, 27407

Business Name and Address: World Victory International Christian Center
1414 Cliffwood Drive, Greensboro, NC, 27406

Telephone No.: 717-439-6383 (Cell) 336-574-0202 (Office)

E-mail address: sjohnson@wvicc.org

3. Brief educational and employment history.

Highest Degree obtain: Doctor of Philosophy in Electrical Engineering, North Carolina A&T State University, July 2021

Adjunct Instructor August 2015-May 2017 Electronics Technology North Carolina A&T State University

Executive Pastor August 2018-Present World Victory International Christian Center

Youth Pastor January 2010-August 2018 World Victory International Christian Center

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was approached by Bishop Adrian Starks about this opportunity. I am interested in serving in this role because of the opportunity for various passions of my, namely youth, education and engineering, to work together in assisting in the development of culture in which Virtus Academy desires to cultivate in its students, faculty, administration and community.

6. What is your understanding of the appropriate role of a public charter school board member? From my understanding, the public charter school board member functions as a part of the high-level leadership of the school. We would work together to establish the strategic plan for the school's operation and direction, help ensure sound financial practices, and ensure the hiring of fully qualified persons to carry out the vision and strategic plan.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on another board previously. However, I believe I would be an effective board member due to my experience in education and working with youth. I have taught in secondary and post-secondary settings for a total of ten years and have served as a youth pastor for a total of eight years. My experience in these areas would be valuable

8. Describe the specific knowledge and experience that you would bring to the board. Specifically, my educational background and training is in electrical engineering. This expertise would be valuable in helping develop the "E" part of the STEAM curriculum.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Virtus Academy mission and guiding beliefs are centered around employing a STEAM based curriculum to foster a learning environment that promotes growth, inclusion, excellence, courage, character and strength.

2. What is your understanding of the school's proposed educational program?

The curriculum will be infused with STEAM (science, technology, engineering, arts, mathematics) based competencies.

3. What do you believe to be the characteristics of a successful school?

High expectations within a environment of respect between administration, faculty, parents and students, and a high belief that students can become their best selves when taught by people who believe and invest in their potential. The expectations are achieved through strategic planning and assessments of periodic measurables of student progress throughout the academic year.

4. How will you know that the school is succeeding (or not) in its mission?

First, the school is succeeding if our students are succeeding, as ascertained by academic reports. Second, we are succeeding if our faculty are empowered to do their jobs with dignity and respect.

Governance

1. Describe the role that the board will play in the school's operation.
High level leadership and strategic planning development
2. How will you know if the school is successful at the end of the first year of operation?
Strong academic marks in students, strong retention of students and faculty, budget successfully met
3. How will you know at the end of five years of the schools is successful?
Students maintaining strong academic performance, faculty remain thoroughly engaged and advancing the vision, enrollment increasing annually with the addition of new grade levels, the financial plan for the five years of operation has been met each year
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Developing the strategic plan, hiring qualified individuals for administration and faculty, strategic marketing within the community about the launching of the new school, review of progress throughout the year, prepare adjustments/interventions to the strategic plan to meet goals set within the strategic plan when needed
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Ensure that the proper method for dealing with ethics are followed according to established guidelines and protocols, discuss grievances at the appropriate setting, prepare appropriate documentation to present to the board to address any unethical behaviors

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Sean M. Johnson certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Signature
Date

See Joe
7/29/2021

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Virtus Academy

2. Full name: Crystal R. Zellous

Home Address: 510 Edney Ridge Road, Greensboro, NC 27408

Business Name and Address: NC African Services Coalition 122 N Elm St Suite 1010
Greensboro, NC 27401

Telephone No.: 336.847.1368

E-mail address: zellouswfd@gmail.com

3. Brief educational and employment history. *I have 24 years of workforce development experience working with youth and adults. I have held positions such as case manager, program manager and coordinator. In addition, I have volunteered to serve on non-profit organization boards that provide services to youth 8 to 18 years of age. My degree in psychology has assisted me in pursuing employment in the human service field that has allowed me to work with a diverse population, hold leadership positions on local boards, and community initiatives.*

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? *The organizing body extended an invitation for me to consider being a part of the Board of Directors. My 24 years of working within the*

community with various organizations/agencies allows me to connect resources that will assist the charter school, students, parents, and staff connect that will address needs as well as bring resources to enhance the mission of the school.

6. What is your understanding of the appropriate role of a public charter school board member? *The charter school board will be the overseer who possesses the ultimate authority and governing body of the school. Actively support the school to achieve measurable outcomes and fulfill its stated mission.*
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have been a member of several non-profit boards holding leadership positions and actively serving to advance the mission of the organization.*
8. Describe the specific knowledge and experience that you would bring to the board. *I possess strong strategic planning skills that have been used to coordinate successful youth service programs, conferences, and assist initiatives in achieving their desired goals . In addition I have worked with a diverse population which have developed my abilities to listen, communicate, and lead individuals from various backgrounds.*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? *My understanding of the school's mission is that it will provide a safe, nurturing environment that will foster the development of a growth mindset that allows all charter school members to enhance their ability to be active in the learning process and be resilient problem solvers. By setting clear expectations the school will build confidence in students, parents, and staff as well as develop respectful relationships with the students, families, and the community.*
2. What is your understanding of the school's proposed educational program? *The educational program will allow students to develop a foundation of skills that will develop and enhance their critical and higher-order thinking skills, attain academic proficiency, equip students to become effective problem solvers, communicators and researchers/designers that will have a positive impact on their local and global community.*
3. What do you believe to be the characteristics of a successful school? *Successful schools have leadership that sets clear expectations for all, establishes clear lines of communications, motivates and encourages, and strives to address problems and concerns of students, faculty and parents. Also one that celebrates victories while also acknowledging weakness. Creates an environment that promotes and values those it serves.*
4. How will you know that the school is succeeding (or not) in its mission? *The performance of the students is one indicator of the success of a school. The ability to*

maintain consistent staff is another barometer. Increase attendance because happy parents share with others parents and will actively recruit by sharing the success of their student.

Governance

1. Describe the role that the board will play in the school's operation. *The board will work in collaboration with the faculty, parents, and administration that fuels overall motivation, excellence, and inclusion to meet the vision and mission of the school.*
2. How will you know if the school is successful at the end of the first year of operation? *The board should establish goals and benchmarks for the first year to achieve. Surveying students and parents will also help to determine the success of school. Last input from staff how they met goals, address identified weakness in students and school. Have school survey in which board reviews results and uses it to develop to review and revise strategic plans,*
3. How will you know at the end of five years if the school is successful? *The board will develop goals and review the strategic plan to see if set objectives were met yearly and at the end of a five-year period. Parents and faculty surveys and growth in school attendance.*
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *Organized regular meetings to track attainment of set objectives, visit school, hold parent focus groups, and establish benchmarks and time tables to achieve them.*
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? *I would ask for them to be investigated by an independent party, review finding and address the issues if any are found based on the established rules and regulations.*

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Crystal R. Zellous, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Cynthia R. Sellers
Signature

7/29/2021
Date



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	Virtus Academy
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Board Member’s Information

Board Members	Full name: Sean Marcus Johnson
	Home Address: 4105 Hardaway High Point. NC, 27265
	Business Name & Address: World Victory International Christian Center 1414 Cliffwood Drive, Greensboro, NC 27406
	Telephone No.: 336-554-6027 (Mobile) 336-574-0202 (Work)
	E-mail address: sjohnson@wvicc.org (Work) smjohnson5812@gmail.com (Personal)

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

Ph.D. in Electrical Engineering, North Carolina A&T State University
July 2021
M.S. in Electrical Engineering, North Carolina A&T State University
December 2009
B.S. in Electrical Engineering, North Carolina A&T State University
May 2006

Employment History

Assistant Professor High Point University August 2021-Present
Executive Pastor World Victory International Christian Center August
2018-Present
Research Assistant North Carolina A&T State University, August 2017-
July 2021
Adjunct Instructor North Carolina A&T State University, August 2015-
May 2017
Adjunct Instructor ITT Technical Institute, March 2010-August 2015
Youth Pastor World Victory International Christian Center, January
2010-August 2018

How were you recruited to join this Board of Directors?

I was approached by Bishop Adrian Starks about this opportunity.

Why do you wish to serve on the board of the proposed charter school?

I am interested in serving in this role because of the opportunity for various passions of my, namely youth, education and engineering, to work together in assisting in the development of culture in which Virtus Academy desires to cultivate in its students, faculty, administration and community.

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>From my understanding, the public charter school board member functions as a part of the high-level leadership of the school. We would work together to establish the strategic plan for the school's operation and direction, help ensure sound financial practices, and ensure the hiring of fully qualified persons to carry out the vision and strategic plan.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have not served on another board previously. However, I believe I would be an effective board member due to my experience in education and working with youth. I have 12 years' experience in higher education, 9 years' experience as a youth pastor and youth ministry director, and I have taught k12 as a high school math teacher and summer enrichment teacher.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>Specifically, my educational background and training is in electrical engineering. This expertise would be valuable in helping develop the "E" part of the STEAM curriculum.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>Virtus Academy mission and guiding beliefs are centered around employing a STEAM based curriculum to foster a learning environment that promotes growth, inclusion, excellence, courage, character and strength.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The curriculum will be infused with STEAM (science, technology, engineering, arts, mathematics) based competencies.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>High expectations within a environment of respect between administration, faculty, parents and students, and a high belief that students can become their best selves when taught by people who believe and invest in their potential. The expectations are achieved through strategic planning and assessments of periodic measurables of student progress throughout the academic year.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>First, the school is succeeding if our students are succeeding, as ascertained by academic reports. Second, we are succeeding if our faculty are empowered to do their jobs with dignity and respect.</p>

Governance

Describe the role that the board will play in the school's operation.	High level leadership and strategic planning development
How will you know if the school is successful at the end of the first year of operation?	Strong academic marks in students, strong retention of students and faculty, budget successfully met.
How will you know at the end of five years if the school is successful?	Students maintaining strong academic performance, faculty remain thoroughly engaged and advancing the vision, enrollment increasing annually with the addition of new grade levels, the financial plan for the five years of operation has been met each year.
What specific steps will the charter school board need to take to ensure that the school is successful?	Developing the strategic plan, hiring qualified individuals for administration and faculty, strategic marketing within the community about the launching of the new school, review of progress throughout the year, prepare adjustments/interventions to the strategic plan to meet goals set within the strategic plan when needed.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Ensure that the proper method for dealing with ethics are followed according to established guidelines and protocols, discuss grievances at the appropriate setting, prepare appropriate documentation to present to the board to address any unethical behaviors.

Certification

I, Sean Marcus Johnson, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date 4/21/2026

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Sean M. Johnson
Executive Pastor
Ph.D. Candidate in Electrical Engineering
Sjohnson@wvcc.org or Smjohnson5812@gmail.com
2031 Saddlegate Court
Greensboro, NC 27407
Phone: 717-439-6383

EDUCATION

July 2021	North Carolina A&T State University Doctor of Philosophy in Electrical Engineering <i>Concentration in Electronic Materials and Devices</i> Dissertation: "Design and Characterization of Patterned GaAsSb(N) Nanowires for Photodetectors"	Greensboro, NC GPA: 3.93
December 2009	North Carolina A&T State University Master of Science in Electrical Engineering <i>Concentration in Power Electronics</i> Thesis: "Mathematical Analysis of Ringing Data for Temperature Extraction"	Greensboro, NC GPA: 3.50
May 2006	North Carolina A&T State University Bachelor of Science in Electrical Engineering	Greensboro, NC GPA: 3.34

CERTIFICATIONS

June 2006	Fundamentals of Engineering Exam (FE)/Engineer in Training (E.I.T)
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MINISTRY EXPERIENCE

August 2018- Present	World Victory International Christian Center Executive Pastor
January 2010- August 2018	World Victory International Christian Center Youth Pastor
January 2008- December 2009	World Victory International Christian Center College and Young Adult Minister

TEACHING EXPERIENCE

August 2021-	High Point University Assistant Professor of Electrical Engineering
August 2015- August 2017	North Carolina A&T State University Lecturer in Computer Systems Technology
March 2010- August 2015	ITT Technical Institute Electronics Instructor

**August 2008-
June 2009** **Alamance-Burlington School System**
Math Instructor

**August 2008-
June 2009** **Guilford Technical Community College**
Math Instructor

INDUSTRY EXPERIENCE

Summer 2006 **General Electric Transportation Systems**
Electrical Engineer Intern

Summer 2004 **General Motors Corporation**
Electrical Engineer Intern

SKILLS

- | | | |
|-----------|-----------------------|--|
| o Matlab | o Assembly Language | o Elionix ELS-7500 EX E-Beam Lithography System |
| o C/C++ | o Multisim | o 4200-SCS (Semiconductor Characterization System) |
| o Origin | o HFSS | o Cleanroom, Solvent and Acid Bench Training |
| o Cadence | o Pervasive Computing | o Embedded Systems development |

PROFESSIONAL INTERESTS

RESEARCH:

Methodology: nanowire growth modeling, numerical modeling and analysis, top down bottom up nanofabrication methods, selective area epitaxy, and electrical and optical characterization techniques

Applications: nanomanufacturing, optoelectronics, semiconductor characterizations, and nanowire electronic devices

TEACHING:

- o Electronics
- o Circuit Analysis
- o Power Electronics
- o Semiconductor Theory
- o Embedded Systems
- o Internet of Things (IoT)
- o Electrical Characterization Methods

COURSES TAUGHT

- | | | |
|------------------|------------------------|--------------------------------|
| o Circuits I | o Digital Electronics | o Virtualization |
| o Circuits II | o Microprocessors | o Computer Structure and Logic |
| o Electronics I | o C Programming | o Electric Machines |
| o Electronics II | o Advanced Electronics | o Senior Design Project |

PEER REVIEWED JOURNAL PUBLICATIONS

Johnson, S., Pokharel, R., Lowe, M., Kuchoor, H., Nalamati, S., and Iyer, S. (2021). Study of Patterned GaAsSbN Nanowires using Sigmoidal Model, *Scientific Reports*

Devkota, S., Parakh, M., **Johnson, S.**, Ramaswamy, P., Lowe, M., Penn, A., Reynolds, L., and Iyer, S. (2020). A Study of N-Doping in Self-Catalyzed GaAsb Nanowires Using Gate Dopant Source and Ensemble Nanowire Near-Infrared Photodetector, *Nanotechnology*.

Parakh, M., **Johnson, S.**, Pokharel, R., Ramaswamy, P., Nalamati, S., Li, J., and Iyer, S. (2019). Space Charge Limited Conduction Mechanism in GaAsb Nanowires and the Effect of in Situ Annealing in Ultra-High Vacuum, *Nanotechnology*, 31(2), 025205.

PEER REVIEWED CONFERENCE PUBLICATIONS

Johnson, S. (2007). The Importance of Undergraduate Research to Understanding Power Electronics from the Student Perspective, *Power Electronics Education Workshop*

INVITED PRESENTATIONS

Johnson, S., Pokharel, R., Lowe, M., Kuchoor, H., Nalamati, S., and Iyer, S., “Boltzmann Sigmoidal Modeling Analysis of Patterned GaAsSbN Nanowires”, *Materials Research Symposium (MRS)*, (2020), Boston MA.

Johnson, S. and Iyer, S., “Pitch-Dependent Photoluminescence Analysis of Patterned GaAsSbN Nanowires”, *COE Graduate Research Poster Presentation Competition*, (2020), Greensboro, NC.

Johnson, S., Pokharel, R., Lowe, M., Li, J., and Iyer, S., “Vertical Yield and Pitch Dependency in Patterned GaAsSbN Nanowires”, *Carolina Science Symposium (CSS)*, (2019), Raleigh NC.

Johnson, S. and Iyer, S., “Patterned GaAsSbN Nanowires for Optoelectronic Device Fabrication”, *COE Graduate Research Poster Presentation Competition*, (2019), Greensboro, NC.

Johnson, S., Parakh, M., Sharma, M., Li, J., and Iyer, S., “Analysis of Temperature Dependent Current-Voltage and Noise Measurements in Heterostructure GaAsSb Nanowires”, *Carolina Science Symposium*, (2018), Raleigh, NC.

AWARDS AND HONORS

Keysight Technologies CORE Bench Lab Award	2015
First Place Engineering Oral Presentation- HBCU-UP National Research Conference	2006
First Place Engineering Oral Presentation- NC-LSAMP Research Conference	2006

PROFESSIONAL DEVELOPMENT

Graduate Scholars Symposium	2020
Active and Engaged Lecturing Workshop	2020
Preparing Minority Faculty Symposium	2019
Graduate Scholars Symposium	2019
Science Communications Fundamentals Workshop	2018
GaN Power Amplifier Seminar	2018
Functional Nanomaterials and Transducers for MW Microsystems-on-a-Chip Seminar	2017
Pega Academy System Architect Workshop	2016

SERVICE

ACADEMIA

- Accreditation Committee Computer Systems Technology Department NC A&T SU 2016-2017
- Curriculum Committee Computer Systems Technology Department NC A&T SU 2015-2017
- Search Committee Computer Systems Technology Department NC A&T SU 2015-2017

PROFESSIONAL

- UPWARD BOUND Robotics Coach 2007

COMMUNITY

- WVICC Community Outreach Volunteer 2007-Present
- Math Tutor for Guilford County Schools 2007, 2011-2012

PROFESSIONAL AFFILIATIONS

The Institute of Electrical and Electronics Engineers (IEEE)

Charter School Board Member Information Form

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Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Virtus Academy

2. Full name: Sean Marcus Johnson

Home Address: 2031 Saddlegate Court, Greensboro, NC, 27407

Business Name and Address: World Victory International Christian Center

1414 Cliffwood Drive, Greensboro, NC, 27406

Telephone No.: 717-439-6383 (Cell) 336-574-0202 (Office)

E-mail address: sjohnson@wvicc.org

3. Brief educational and employment history.

Highest Degree obtain: Doctor of Philosophy in Electrical Engineering, North Carolina A&T State University, July 2021

Adjunct Instructor August 2015-May 2017 Electronics Technology North Carolina A&T State University

Executive Pastor August 2018-Present World Victory International Christian Center

Youth Pastor January 2010-August 2018 World Victory International Christian Center

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was approached by Bishop Adrian Starks about this opportunity. I am interested in serving in this role because of the opportunity for various passions of my, namely youth, education and engineering, to work together in assisting in the development of culture in which Virtus Academy desires to cultivate in its students, faculty, administration and community.
6. What is your understanding of the appropriate role of a public charter school board member?
From my understanding, the public charter school board member functions as a part of the high-level leadership of the school. We would work together to establish the strategic plan for the school's operation and direction, help ensure sound financial practices, and ensure the hiring of fully qualified persons to carry out the vision and strategic plan.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on another board previously. However, I believe I would be an effective board member due to my experience in education and working with youth. I have taught in secondary and post-secondary settings for a total of ten years and have served as a youth pastor for a total of eight years. My experience in these areas would be valuable
8. Describe the specific knowledge and experience that you would bring to the board.
Specifically, my educational background and training is in electrical engineering. This expertise would be valuable in helping develop the "E" part of the STEAM curriculum.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Virtus Academy mission and guiding beliefs are centered around employing a STEAM based curriculum to foster a learning environment that promotes growth, inclusion, excellence, courage, character and strength.
2. What is your understanding of the school's proposed educational program?
The curriculum will be infused with STEAM (science, technology, engineering, arts, mathematics) based competencies.
3. What do you believe to be the characteristics of a successful school?
High expectations within a environment of respect between administration, faculty, parents and students, and a high belief that students can become their best selves when taught by people who believe and invest in their potential. The expectations are achieved through strategic planning and assessments of periodic measurables of student progress throughout the academic year.
4. How will you know that the school is succeeding (or not) in its mission?

First, the school is succeeding if our students are succeeding, as ascertained by academic reports. Second, we are succeeding if our faculty are empowered to do their jobs with dignity and respect.

Governance

1. Describe the role that the board will play in the school's operation.
High level leadership and strategic planning development
2. How will you know if the school is successful at the end of the first year of operation?
Strong academic marks in students, strong retention of students and faculty, budget successfully met
3. How will you know at the end of five years of the schools is successful?
Students maintaining strong academic performance, faculty remain thoroughly engaged and advancing the vision, enrollment increasing annually with the addition of new grade levels, the financial plan for the five years of operation has been met each year
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Developing the strategic plan, hiring qualified individuals for administration and faculty, strategic marketing within the community about the launching of the new school, review of progress throughout the year, prepare adjustments/interventions to the strategic plan to meet goals set within the strategic plan when needed
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Ensure that the proper method for dealing with ethics are followed according to established guidelines and protocols, discuss grievances at the appropriate setting, prepare appropriate documentation to present to the board to address any unethical behaviors

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Sean M. Johnson certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy Charter School is true and correct in every respect.

Signature
Date

Lee Joe
7/29/2021

Vita
for
Dr. Charles Edward Monroe, Sr.
5902 Fleming Terrace Road
Greensboro, North Carolina
rancem50@gmail.com
(336) 265-3450 (Residence)
(336) 862-3938 (Cellular)

Personal

Edwina Williams Monroe – Wife
Jarrod, Keisha, Charles, Jr. – Children

Education

University of North Carolina at Greensboro – Educational Leadership
and Cultural Foundations – Ed. D. – 2003- *The Metaphorical Analysis
of the Principalsip in the New Millennium* (Dissertation)

University of North Carolina at Greensboro – Educational
Administration – Greensboro, N. C. – Ed. S. – 1989

University of North Carolina at Greensboro – Educational Supervision
Greensboro, North Carolina – M. Ed. - 1982

University of North Carolina at Greensboro – Greensboro, N. C. –
Educational Administration – M. Ed. – 1980

Johnson C. Smith University – Charlotte, N. C. – Intermediate
Education – Concentration in English, Language Arts and Mathematics – B. A.
1978

Work Experience

- Central Office – Assistant Superintendent of School Administration and Student Services – 2014 to Present
- Central Office – Acting Superintendent – July of 2013
- Central Office – Assistant Superintendent of School Administration and

Auxiliary Services – 2006 - 2013

- Central Office – Assistant Superintendent of Administration and Human Resources – 2006 - 2010
- Central Office – Assistant Superintendent of Administration – 2006 - 2010
- Hugh M. Cummings High School – Principal – 2005 – 2006
- Broadview Middle School –Assistant Principal – 2002-2005
- Ben L. Smith High School – Principal – 1998-2000
- Vandalia Elementary School – Principal -1986-1998
- Weaver Education Center – Assistant Principal – 1984 –1986
- Williamsburg Elementary School – Teacher – 1981-1984
- Archer Elementary School – Teacher – 1980 –1981

Military

- Army – 1970-1971
- Vietnam Veteran – 1970 - 1971
- Army – Ranger School – Distinguished Graduate - 1970 - 1971
- Soldier of the Month - 1971
- Purple Heart Recipient - 1971
- Jungle School – Panama Canal Zone - 1970
- Recondo School - 1970
- Advanced Infantry Training - 1970
- Basic Training - 1970
- Army Medals of Commendation – 1970 - 1971

Church Affiliation

- World Vision International Christian Center
- Director of Christian Education - WVICC
- Deacon - WVICC

Honors

- James B. Duke Scholarship Recipient - 1978
- Babcock Scholarship Recipient - 1978
- Who's Who Among American Colleges and Universities – 1978
- Alpha Kappa National Honor Society – President – 1977
- Alpha Chi National Honor Society – Vice President – 1977, 1978
- Pi Delta Tau Education Honor Society - 1978
- Mathematics Principal of the Year – Guilford County Schools - 1998
- Science Principal of the Year – Guilford County Schools - 1991
- Teacher of the Year – Reidsville City Schools - 1984
- Outstanding Young Educator of the Year – Reidsville City Schools - 1984
- Principals' Executive Program - 1992
- Parent of the Year – Terri Town - 1996
- Summa Cum Laude Graduate – Rank in Class - #1 - Johnson C. Smith University - 1978
- Honors Programs Student – 1975-1978 – Johnson C. Smith University
- Chancellor's Graduate Committee - 2003
- President's List – 4.0 – Years at Johnson C. Smith University – 1975-1978

- The National Scholars Honor Society - 2008
- Early Graduate - (3) years

Publication(s)

- *Medical Lore* – Paper presented in the Honors Program at Johnson C. Smith University - 1978
- *The Metaphorical Analysis of the Principalship in the New Millennium* – Dissertation – University of North Carolina at Greensboro - 2003

Fraternity

- Alpha Phi Alpha Fraternity, Incorporated

School Facts

Exemplary achievement status has been achieved at the schools where I have served as principal –Vandalia Elementary School and Ben L. Smith High School. Both schools were low performing, according to state standards. Finally, Hugh M. Cummings' achievement status ameliorated, during my brief tenure at the school, prior to traveling to the central office to become one of the superintendents.

Conferences/Workshops

Chronicled on a separate list serve.

References

Available upon request

Jocelyn Anderson

2213 Carlisle Way

High Point, NC 27265

Cell Phone: (336) 687-6074

Email: Jocelyn.anderson0222@gmail.com

Summary of Qualifications: I am passionate about education and making a difference in my students lives. I have strong interpersonal written and verbal communication skills. And I have a keen ability to foster positive working relationships with both internal and external stakeholders, parents, students, administrators, and staff. I possess strong time management skills and excellent work ethics. I am self-directed, detailed oriented, driven, a problem-solver, and a team player. I am seeking a position as a Special Education Math Resource Teacher in either Middle school or High School. I am also certified to teach all core subjects in grades K-12. My experiences also allow me to be flexible in all job settings, including positions outside of an educational organization.

EDUCATION

<i>Doctoral of Education- Ed.D, Curriculum & Instruction</i> Capella University	<i>April 2020- December 2024</i>
<i>Master of Education- Specialized Education</i> Capella University	<i>August 2018-March 2020</i>
<i>Master of Education</i> Strayer University	<i>July 2018</i>
<i>Bachelor of Arts, Special Education</i> Greensboro College	<i>January 2015- May 2017</i>
<i>Associates of Arts, Middle School Education</i> Greensboro Technical Community College	<i>May 2014</i>

Certifications

Praxis I All core subjects

Praxis II Special Education Mild to Moderate

Pearson Multi-subject

PROFESSIONAL EXPERIENCE

Village Life Cares	June 2023- Present
<ul style="list-style-type: none">• Created and developed Psycho-Social Rehabilitation (PSR) program for adults• Created and developed curriculum for adult participants• Proposed and presented to state board for licensure, received licensure	
Operation Xcel	January 2025- present
<ul style="list-style-type: none">• Tutoring• Van Driver	

The Point College Prep and Leadership Academy (CPLA)
High School Math Teacher

August 2020- Present
August 2020- August 2021

- NC Math I
- NC Math II
- NC Math III
- NC Math IV

EC Teacher

August 2021- Present

- Provide Educational Support to Students
- Collect Student Data
- Conduct Individualized Education Program (IEP) Meetings
- Create and Develop IEP's

Butterfly Effects

December 2020-
December 2021

Registered Behavior Technician RBT-20-144006

- Work with children diagnosed with Autism Spectrum Disorder
- Create functional skill task analysis
- Assist with virtual learning
- Implement Behavior Plans
- Record behaviors (topography, stereotypy)

Use reinforcements (positive, negative) to improve maladaptive behaviors

Alternative Behavior Strategies (ABS)

July 2020- December 2020

Registered Behavior Technician RBT-20-144006

- Work with children diagnosed with Autism Spectrum Disorder
- Create functional skill task analysis
- Assist with virtual learning
- Implement Behavior Plans
- Record behaviors (topography, stereotypy)
- Use reinforcements (positive, negative) to improve maladaptive behaviors

Reidsville Middle School

2019- 2020

Rockingham County Schools

- Grades 6th, 7th, & 8th Cross-categorical Self-Contained
- Created lesson plans for math, science, ELA, and social studies
- Delivered differentiated instruction for each core subject
- Developed IEP's, scheduled and conducted IEP meetings
- Created transition IEP's for 8th graders
- Created Virtual Lessons and supplemental curriculum packets during COVID-19 school closures

Ben L. Smith High School

2018- 2019

Guilford County Schools

- English I, III, & IV- Resource- Created lesson plans, delivered instruction, collaborated with English Department teachers during PLC's
- Math I, College Essentials for Math, AFM - Inclusion – collaborated with class teacher with lesson plans, worked with EC students for instruction and pulled students out for test accommodations
- Administered State and District testing
- Created IEP's and scheduled and conducted meetings
- Progress monitoring and assessments (Brigance Basic Skills Test, KTEA II)
- Created Transition and exit IEP's for graduating 12th graders

Substitute Teacher

2015 - 2018

Guilford County Schools

- The substitute positions have often led to long term positions, in which I have had the opportunity to work with amazing students and staff members. I am proficient in developing lesson plans that promoted a high student learning outcome by using assistive technology in the classroom such as school issued tablets, SMARTboard, projectors, and other hands on material.
- Knowing that there are so many diverse learners, I always seek out innovative and creative strategies that can be implemented in the classroom resulting in a positive learning environment that engages students while learning Math.

Math Resource 7th and 8th grade, Student Teacher

Spring 2017

Jackson Middle School; Guilford County Schools Greensboro, NC

- Developed and implemented lesson plans for students with diverse learning capabilities. Taught and co-taught with cooperating teacher. Developed a classroom management plan. Created Individual Behavior Plans and monitored classroom behaviors.
- Attended IEP meetings, parent-teacher conferences, and grade level and school wide professional development meetings. Developed implicit instruction techniques for students.

Math Resource and Inclusion 7th and 8th grade, Student Teacher

Fall 2016

Jamestown Middle School, Guilford County Schools Jamestown, NC

- During my Teacher Education program, I was able to work with students on a one-on-one basis and in small group setting as well as work with large group of professional while designing and implementing Individual Education Plans (IEP).
- Developed and implemented lesson plans for students with diverse learning capabilities. Worked with regular education teachers to develop strategies for students to keep up with grade level expectations in math.
- Participated in meetings and parent-teacher conferences, and grade level professional development meetings.

PROFESSIONAL DEVELOPMENT

Member of the Student Chapter of Council for Exceptional Children

2015- present

Jocelyn Anderson

2213 Carlisle Way
High Point, NC 27265
Cell Phone: (336) 687-6074
Email: Jocelyn.anderson0222@gmail.com

REFERENCES

1. Dr. Natasha Veale
Special Education Department
Greensboro College
Proctor Hall
Greensboro, NC 27401
(336) 272-7102
2. Pastor Sandra Little
1243 Burkston Court
High Point, NC 27260
(336) 434-6681
3. Julia Revels
Cascade Die Company. Supervisor
(336) 689-1740

Shandi B. Starks
High Point, NC
336.382.6238
starksvp@gmail.com

Networking professional with over 20 years of experience in facilitating business centered relationships that are beneficial to the organization and individual. Dedicated professional with strong interpersonal skills and developed operational, analytical, strategic planning and decision making skills. Passionate about helping individuals realize and maximize their purpose and destiny.

EXPERIENCE:

World Victory International Christian Center - Greensboro, North Carolina

Director of Administration

June 2009 - Present

Serve in various ministry capacities alongside of my husband, Bishop Adrian Starks. Oversee administrative functions of the ministry. Serve as leader and encourager to members within the church and outside community.

Arbonne International - High Point, North Carolina

Executive Regional Vice-President, Independent Consultant

June 2006 - Present

- Independent Distributor for global skincare and health & wellness products.
- Lead a team of 1,000+ independent distributors across the US and United Kingdom.
- Trained dozens of new business owners globally to generate 5 and 6-figure incomes and hundreds to generate 4-figure incomes.
- Annual Sales in excess of \$1.8M achieved within 18 months of starting business.
- Received company's distinguished ACE award (top 35 performer within the organization) within first 18 month in business.
- Selected by CEO to serve on African American Multi-cultural task force whose mission is to develop and execute strategies to penetrate the African American market.

Parker + Lynch/Ajilon Professional Staffing– Greensboro, North Carolina

Executive Recruiter

April 1997 – October 2006; December 2011 - April 2014

- Provide human capital solutions specializing in the areas of Contingency Placement, Staffing, Diversity Consulting, and Career Management.
- Champion for diversity and inclusion – devoting time to educate professionals on interviewing techniques, presentation and etiquette.
- Source and interview candidates for current and future employment opportunities.
- Establish new business and maintain relationships with existing clients and candidates.
- Handle client/candidate negotiations of offers and fees.

Sara Lee Hosier – Winston Salem, North Carolina

Senior Operations Accountant

March 96 – April 97

- Accountable for maintaining reasonable and reliable cost expenses. Analyzed raw materials purchase price variance for manufacturing locations. Ensured the timely preparation and analysis of cost processes and reporting, including the integrity of product cost data at the component level as well as model and product line levels.
- Prepared year -end Last-In/First-Out inventory report, checking for accuracy and conformity to corporate accounting practices which gave upper management the data which allowed them to react if needed.
- Produced more meaningful profit/loss statements for a joint venture partner by creating customized reports Costing concepts.
- Assisted in the improvement of internal controls related to costs in order to maintain data integrity and consistency across manufacturing plants.

Verizon Wireless (formerly GTE Service Corporation) - Atlanta, Georgia

Staff Auditor

July 95 – March 96

- Performed financial and operational audits for various businesses within the GTE Corporation.
- Evaluated the internal control environment for audited locations and provided management with recommendations and follow-up.
- Performed special projects as needed.

KPMG, LLP – Atlanta, Georgia

Senior Auditor

September 93 – July 95

- Performed audit and assurance services for clients in various industries including manufacturing, non-profit, health care, and financial services.
- Interacted with client management and personnel, planned audit engagements, established and monitored budgets, and supervised assistant staff.
- Researched, resolved, and documented complex accounting issues in accordance with generally accepted accounting principles.
- Special projects included due diligence assignments, operational consulting, and certification of the Georgia Lottery. Also, I played a significant role in on-campus recruiting efforts.

EDUCATION:

Bachelor of Science in Accounting, Summa Cum Laude

North Carolina Agricultural and Technical State University, Greensboro, North Carolina

North Carolina CPA license (inactive status)



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

Virtus Academy

Board Member's Information

Board Members	Full name: Dr. Charles Edward Monroe, Sr.
	Home Address: 5902 Fleming Terrace Road, Greensboro, North Carolina 27410
	Business Name & Address Not Applicable
	Telephone No.: 336-862-3938
	E-mail address: rancem50@gmail.com

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p>No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/></p>
<p>Educational History</p>	<p>My educational history is as follows:</p> <ul style="list-style-type: none"> • University of North Carolina-Greensboro-Educational Leadership and Cultural Foundations-Ed. D.-2003 • University of North Carolina-Greensboro-Educational Administration-Ed. S.-1989 • University of North Carolina-Greensboro-Educational Administration-M. Ed.-1980 • Johnson C. Smith University-Language Arts-Intermediate Education-B. A.-1978
<p>Employment History</p>	<p>My educational history is as follows:</p> <ul style="list-style-type: none"> • North Carolina A and T State University-Adjunct Professor-Educational Leadership Department-2024 • Alamance-Burlington School System-Central Office-Retired-2018 • Alamance-Burlington School System-Central Office-Assistant Superintendent of School Administration and Student Services-2014-2018 • Alamance-Burlington School System-Acting Superintendent-2013-2014 • Alamance-Burlington School System-Assistant Superintendent of School Administration and Auxiliary Services-2006-2013 • Alamance-Burlington School System-Assistant Superintendent of Administration and Human Resources-2006-2013 • Alamance-Burlington School System-Assistant Superintendent of Administration-2006-2010 • Alamance-Burlington School System-Principal-Hugh M. Cummings High School-2005-2006 • Alamance-Burlington School System-Assistant Principal-

	<p>Broadview Middle School-2002-2005</p> <ul style="list-style-type: none"> • University of North Carolina-Greensboro-Graduate Intern-School of Education-2000-2002 • Guilford County School System-Principal-Ben L. Smith High School-1998-2000 Note: I was unable to list other areas.
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School Mission and Program

How were you recruited to join this Board of Directors?	Bishop Adrian Starks was instrumental in requesting my participation.
Why do you wish to serve on the board of the proposed charter school?	As an educator, my unwavering desire is to educate and cultivate the cerebral tendencies of our youth. Encouragement was provided for me, as a youth in my community.
What is your understanding of the appropriate role of a public charter school board member?	My role is to provide first-rate assistance for the school, which includes the administrators, faculty, parents, students, and the community.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have	As a former teacher and administrator, my thirty-eight (38) years have ushered in a plethora of experience when considering school.

Governance

Describe the specific knowledge and experience that you would bring to the board.	As indicated previously, my longevity in the field of education has included all levels of educating students, i.e., positions at the elementary, middle, and high school areas.

What is your understanding of the school's mission and guiding beliefs?	The school's mission and guiding beliefs center on the
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	<p>development of students in preparation for the future in a plethora of noteworthy disciplines, such as the workforce, collegiate aspirations, and the military.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The educational program will encompass the initial entrance, which is kindergarten. Following this propitious grade, additional grade levels will be a part of each student's program of study.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>One designated characteristic is to witness each student matriculate from one level of study to another to become pulchritudinous citizens in our colossal world.</p>
<p>How will you know that the school is succeeding (or not) in its mission? mission?</p>	<p>When students exhibit the necessary knowledge base of the provided curriculum and showcase their comprehension and success in a myriad of testing environments, the conclusion will lend itself to the teachers and parents working as a unified cohort to educate each student.</p>
<p>Describe the role that the board will play in the school's operation.</p>	<p>Board members will visit, plan, critique, and provide salient data.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The promotion of students from one grade to the next and the results from approved tests will determine the success of the first year. Teacher input will be crucial, as well as the leadership of the principal. Professional development activities for teachers will aid in the success of the school.</p>
<p>How will you know at the end of five years if the school is successful?</p>	<p>The success rate of student promotions when compared to state standards will determine the successful implementation of the curriculum. Moreover, a comparison to additional charter schools will provide a blueprint of the success of the school.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Regular visitations and scheduled conversations with the school leadership will assist with the overall uplifting of the school. Furthermore, volunteering to ascertain the organizational practices of</p>

	the school will be quite beneficial for all concerned constituents.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	An investigation of the allegations will take place to determine the credibility of the concerns. The Chairman of the Board should initiate the investigation, prior to conversing with the board member(s) in question. Once evidence of the unethical practice has been verified, a meeting should be scheduled with the remaining board members to share the retrieved information. If the Board determines some form of action should occur, the type of reprimand should be outlined and presented to the board member(s) in question. A discussion should be held, and the punishment administered.

Certification

I, Charles Edward Monroe, Sr., certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtus Academy_Charter School is true and correct in every respect.

Board Member's Signature

signature

Date

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Appendix E:

Charter School Board Member Information Form

To be completed individually by each proposed charter school board member. All forms must be signed by hand. Where narrative responses are required, brief responses are sufficient.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

The purpose of this questionnaire is: 1. To give application reviewers a clearer introduction to the applicant team behind each school proposal prior to an interview if offered; and 2. To encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background:

1. Name of charter school on whose Board of Directors you intend to serve:

Virtus Christian Academy Charter School – Greensboro, North Carolina

2. Full name: Professor Portia Michelle Wade

Home address: 3218 Hiddenwood Lane, Burlington, North Carolina 27215

Telephone number: 336-589-5865

Business name and address: Dr. Jo Watts Williams School of Education at Elon University
100 Campus Drive – Elon, North Carolina 27244

E-mail address: Business: pwade3@elon.edu / **Personal:** wade.portia@gmail.com

3. Brief educational and employment history: Education: Doctoral Candidate- Advanced Educational Leadership & Higher Education: Regent University- Virginia Beach, VA. – Dissertation research is ongoing / Post-master's Graduate Studies – **Educational Leadership:** Program Concentration – **Adult Education:** Regent University – Virginia Beach, VA: **Ed. S. – August 2020 / M.Ed. – Elementary Education:** Elon College (University), Elon College, NC – **May 1988 / B.A. – Elementary Education & Minor: Sociology** – The George Washington University – **May 1977**

4. Employment History: Assistant Teaching Professor of Education: Dr. Jo Watts Williams School of Education - Elon University- Elon, N.C.: August 2016 – present/ Early Childhood Adjunct Instructor: Elon University – Spring 2025; Fall 2025; and Spring 2026 / Early Childhood Adjunct Instructor – Alamance Community College – Graham, N.C. – December 1984-1988; August 1995 – July 2016 / Educational Consultant: RCS Head Start Programs – Asheboro, N.C. – Summer 2006 / Spring 2010/ Spring 2026 / Educational Consultant: United Way – Success by Six Program – Burlington, N.C. – Fall 2004 – Fall 2006 / North Carolina Certified Pre-Kindergarten Teacher: R. Homer Andrews Elementary School – Burlington, N.C. – Burlington City School System / Alabama Certified Elementary School Teacher: Brookwood Elementary School Brookwood, Alabama – Tuscaloosa City School System – December 1981 – June 1983/

Acting Director & Director: Foggy Bottom Child Development Center (formerly Galilee Child Development Center), Washington, D.C. – July 1979 – June 1981 / Head Teacher: Galilee Child Development Center – Washington, D.C. – October 1977 – July 1979 / Assistant Clerk: U.S. House of Representatives: Education & Labor Committee – Washington, D.C. – Summer 1972 – 1973 & Summer 1975- 1976

5. Have you **previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

X Yes No

6. **How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?** I was invited to consider joining the Board of Directors by the Senior Pastor of World Victory International Christian Center. As a veteran educator, I believe our local community agencies, including our churches, should be involved in equipping the next generation with 21st-century life skills to empower students to become change agents and effective future leaders in their homes, families, and worldwide communities.

7. **What is your understanding of the appropriate role of a public charter school board member?**

A school board member should be equipped to provide consistent governance of the public charter school by evaluating and monitoring compliance in the following key areas:

1. To help monitor and facilitate the academic program and student enrollment growth.
2. To ensure that the school’s operational policies are compliant with the terms of the school’s charter agreement.
3. To oversee compliance regarding all state “statutory and regulatory” guidelines.
4. To monitor and assess financial solvency.
5. To be involved as needed in the professional staff hiring process, such that competent professional educators are hired to carry out effective instruction and the daily operations of the school program.

8. Describe any **previous experience you have had that is relevant to serving on the charter school’s board** (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Previous and current board member service includes the following: Board Member: Excel College – Black Mountain, NC (2018- 2024) / Board Member: Next Generation Academy Charter School – Greensboro (2017 -2020) / Board Member – Alamance Partnership for Children – Alamance County (1999-2002)

Advisory Board Memberships: Excel College – Black Mountain, NC (2024- present) / Elon University Early Childhood Advisory Board (2014-2023) / Alamance Community College Early Childhood Advisory Board – Graham, N.C. (2009- present) / RCS Head Start Child Development Advisory Board (2006-2010).

9.

Describe the **specific knowledge and experience that you would bring to the board.**

I have worked and served in various fields of education for over 40 years. Services in this profession include the following areas: Training early childhood professionals/ Coordinating and presenting Parent-Education training sessions / Curriculum planning for early childhood and elementary school programs/ Early Childhood & Elementary School program implementation and evaluation / Supervision of lab and practicum students in NC childcare programs / Proficient in adult education classroom instruction/ Supervision of student teacher candidates in preparation for the N.C. teacher licensure requirements and full-time classroom teaching and professional career development.

10. School Mission and Program

What is your understanding of the school's mission and guiding beliefs?

The Virtus Christian Academy's mission is "to raise quality individuals who are educated, courageous, compassionate, and committed students who possess a strong biblical Christian worldview."

11. What is your understanding of the school's proposed educational program?

To provide an age, grade level, and developmentally appropriate educational plan that aligns with the Virtus Academy Christian-based academic standards.

12. What do you believe to be the characteristics of a successful charter school?

- Ethical Board of Directors leadership and governance
- Policies that align with and help to uphold the school vision and mission
- Strong and effective school administrative leadership
- A highly trained and committed teaching staff
- Relationship – driven community partnerships
- Ongoing opportunities to build effective home-school partnerships and relationships
- Research-based instruction that aligns with the vision and mission of the educational institution while also equipping students to flourish in their learning spaces and community environments.

13. How will you know that the school is succeeding (or not) in its mission?

Determining factors may include the results of student recruitment efforts, growth or declines in enrollment numbers, teaching faculty sustainability and longevity, measurements of “student academic outcomes”, reviews of yearly student performance data, the need for facility school growth, and grade-level expansion determinants.

14. Governance: (Items 1-5)

1. Describe the role that the board will play in the school’s operation.

To oversee the school’s academic programs and help to facilitate program success.

To oversee consistent compliance with the school’s charter operations

To help ensure financial stability and solvency.

To help establish and maintain a credible and highly trained teaching staff that will comply with, represent, uphold, and help to instill in students the values, mission, and vision of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Evidence of success can be determined by the following: student, staff, and family morale; school vision and mission ownership and ongoing buy-in; family and community recruitment efforts; growth spurts in student enrollment; and the need for grade-level and facility space expansions.

3. How will you know if the school is successful at the end of five years of operation?

Possible success indicators may include retention of the school charter without policy violations, ongoing growth in school enrollment, longevity maintained in established community partnerships and outreach activities, committed teaching faculty, impactful teaching practices with positive academic outcomes, and assessment results.

4. What specific steps do you think the school charter board will need to take to ensure that the school is successful?

Hold regularly scheduled meetings in compliance with the Charter School Board of Directors guidelines

Carry out onboarding processes for new board members in accordance with charter school policies.

Plan opportunities to meet and work with the school administrators and professional teaching staff

Work alongside the school staff and administrators to build and sustain productive home-school relations and partnerships

Be visible within the community spaces the school connects with, and attend school-sponsored events

Be accountable to the school employees by creating supportive networks with accountability provisions that will help to build a sense of trust, care, and confidence in the staff's ability to successfully carry out the program goals and uphold the institutional vision and mission.

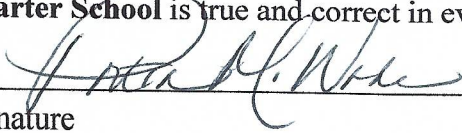
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Such matters need to be handled in a timely and confidential manner under the guidance and direction of possibly the Board Chair, along with the Board attorney. Should this be a matter that comes forward during a regularly scheduled Board Meeting, a motion to go into a closed session with reference to the law related to the confidentiality of the offense needs to be made and affirmed. This action should be recorded in the Board meeting minutes for proper documentation.

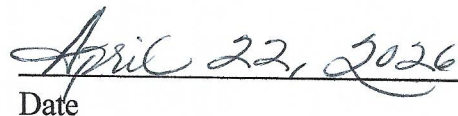
Please include your one-page resume with your information form. (See attached)

Certification

I, **Portia Michelle Wade**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Virtus Christian Academy Charter School** is true and correct in every respect.



Signature



Date

Portia M. Wade
Burlington, North Carolina 27215
Mobile: (336) 589-5865
Email: wade.portia@gmail.com
pwade3@elon.edu

PROFESSIONAL ENDEAVOR

Teaching and Educational Services

CAREER PROFILE

Presenting an Early Childhood / Elementary Program Educator with 40+ years of expertise in staff development training, curriculum planning, classroom instruction, program implementation, and teacher candidate licensure preparation, planning, instruction, and student assessment evaluation.

PROFESSIONAL QUALIFICATIONS SUMMARY

- Circle of Childhood Curriculum Trainer for Early Childhood Professionals
- Teacher Consultant - Preschool Initiative Network
- Early Childhood & Elementary Education College / University Instructor
- Staff Development Trainer for Community Childcare Programs
- Coordinator of Parent Involvement Workshops and Seminars
- Proficient in curriculum planning, program implementation, and evaluation
- Supervision of lab/practicum students and adult education classroom instruction
- Supervision of student teacher candidates in preparation for N. C. licensure
- Board member experience with charter schools, educational service agencies, and adult education programs

EDUCATION

Doctoral Candidate – Advanced Educational Leadership & Higher Education
Regent University – Virginia Beach, VA- Dissertation research is ongoing

Post - master's Graduate Studies – Educational Leadership
Program Concentration: Adult Education
Regent University – Virginia Beach, VA
Ed. S. – August 2020

M.Ed. - Elementary Education
Elon College (University) - Elon College, N.C.
May 1988

B.A. - Elementary Education
Minor - Sociology
George Washington University - Washington, D.C.
May 1977

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

Click or tap here to enter text.

Michael Charter School

Board Member's Information

Board Members

Full name:

Angela B. Williams

Home Address:

3990 Briar gate Drive

Business Name & Address:

Victory Learning Center

Telephone No.:

336-574-0202

E-mail address:

AWilliams@WVCC.org

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

Click or tap here to enter text.

Early Childhood Education certified
1 year of secretarial science
Administration 1st 2 certified
High school graduate

Employment History

Click or tap here to enter text.

19 years with Vance County School system as a
together Assistant -- 2 years substitute teaching.
Home Daycare owner in Vance County & Guilford County
Learning Center teacher and Director at present
time

How were you recruited to join this Board of Directors?

Click or tap here to enter text.

Bishop Adrien Starks

Why do you wish to serve on the board of the proposed charter school?

Click or tap here to enter text.

To help shape education in
our community, to be an advocate for better ideas
for learning.

What is your understanding of the appropriate role of a public charter school board member?

Click or tap here to enter text.

To play the role of
governing an oversight.

Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If

Click or tap here to enter text.

I have not served on any
Charter School Board but I have been involved with

you have not had previous experience of this nature, explain why you can be an effective board member.	children and owned my own home daycare for almost 40 years. My skills and commitment to the students we serve will make me an effective board member.
Describe the specific knowledge and experience that you would bring to the board.	Click or tap here to enter text. -- Help in understanding how curriculum should be done and what's one's best fit what we are trying to accomplish

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Click or tap here to enter text. - To serve all ages and guide children the best start possible. This will also be helpful to the parents and community
What is your understanding of the school's proposed educational program?	Click or tap here to enter text. To serve all children starting at the kindergarten age.
What do you believe to be the characteristics of a successful school?	Strong and clear leadership - High quality and high expectations.
How will you know that the school is succeeding (or not) in its mission?	Click or tap here to enter text. - when goals set for the school has met their expectation.

Governance

Describe the role that the board will play in the school's operation.	Click or tap here to enter text. - Governance
How will you know if the school is successful at the end of the first year of operation?	Click or tap here to enter text. I all or most of the things tied to the mission has been met, and is the school's on track
How will you know at the end of five years if the school is successful?	Click or tap here to enter text. If long time goals have been met and this will be done with data being kept
What specific steps will the charter school board need to take to ensure that the school is successful?	Click or tap here to enter text. By setting up all conditions for making it successful, and holding leadership accountable.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Click or tap here to enter text. Be clear on what is happening - know the boards code of ethics - Document behaviors - Address it to the appropriate level.

Certification

I, Joseph Williams, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Norfolk Charter School is true and correct in every respect.

Board Member's Signature

Signature

Joseph Williams

Date

4-21-26

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

ANGELA WILLIAMS

Greensboro, North Carolina | (336) 558-1156 | Odkcelder@gmail.com

Dedicated Early-Childhood Educator with over 35 years of experience in classroom instruction, childcare operations, and daycare leadership. Proven track record in cultivating safe, nurturing environments while managing high-level curriculum and staff. Expert at building enduring relationships with families and community organizations.

Child Development • Daycare Operations • Staff Leadership • Parent Communication • Curriculum Planning • Safety & Compliance • Billing & Enrollment

PROFESSIONAL EXPERIENCE

Director | Victory Learning Center, Greensboro, NC 2021 – Present

- Oversee all daily operations, providing strategic staff supervision and curriculum development.
- Maintain rigorous compliance with state regulations and safety standards.
- Strengthened organizational reputation through active parent and community relationship management.
- Achieved promotion to Director within one year of joining the organization.

Teacher | Victory Learning Center, Greensboro, NC 2020 – 2021

- Delivered age-appropriate early childhood instruction and developmental activities.
- Fostered positive, trust-based relationships with children and their families.

Owner & Operator, Home Daycare | Greensboro, NC 2001 – 2020

- Successfully operated a private daycare for nearly two decades, maintaining consistent enrollment through community referrals.
- Managed all business facets, including curriculum design, meal planning, billing, and safety procedures.

Lead Teacher | Academy of Spoiled Kids 2000 – 2001

- Directed classroom instruction and spearheaded early childhood programming initiatives.
- Monitored and documented student developmental progress and daily activities.

Lead Teacher | Sunshine House 1999 – 2000

- Led early childhood learning environments and coordinated with staff on curriculum assessments.

EARLIER CAREER HISTORY

Owner, Home Daycare | Henderson, NC 1995 – 1999

Home Teacher 1993 – 1995

Substitute Teacher | Multiple Settings 1992 – 1994

Assistant Teacher | Elm Rollins Elementary 1991 – 1992

Educational History:

Doctoral of Education- Ed.D, Curriculum & Instruction April 2020- December 2024
Capella University

Master of Education- Specialized Education August 2018-March 2020
Capella University

Master of Education July 2018
Strayer University

Bachelor of Arts, Special Education January 2015- May 2017
Greensboro College

Associates of Arts, Middle School Education May 2014
Greensboro Technical Community College

Employment History:

Village Cares PSR June 2023- Present

Operation Xcel January 2025- January 2026

The Point CPLA August 2021- Present

ABS/ Butterfly Effects August 2020- August 2022

Rockingham County Schools

August 2019- June 2020

Guilford County Schools

August 2018- June 2019

GCS

August 2014- August 2018

1. How Recruited:

I was approached by Bishop Starks, who recognized my commitment to youth development through my work with the Exceptional Children's department at The Point CPLA. After learning about the school's mission, I felt my background in community service and education aligned with the board's needs.

2. Why do you want to serve on board:

I am passionate about providing equitable education opportunities for all children. Having worked with organizations like CPLA, I've seen firsthand how a supportive environment can change a student's trajectory. I want to use my experience to help build a school that prioritizes both academic excellence and community well-being.

I am an education professional with over a decade of experience in North Carolina schools, ranging from my early work in Guilford and Rockingham County Schools to my current role at The Point CPLA as an EC and high school math teacher. My career has been dedicated to Specialized Education, supported by two Master's degrees and a completed Doctorate in Curriculum & Instruction. I am seeking this board position because I want to bridge the gap between high-level policy and classroom reality. My unique mix of K-12 teaching experience and doctoral-level research allows me to provide the evidence-based oversight necessary to ensure this charter school meets its mission of academic excellence for all students, including those with exceptional needs. I want to apply my academic and clinical expertise to help build a strong foundation for this school

3. What is your understanding of role of public charter school board member?

I believe the board's role is to provide high-level oversight and advocacy, not to micromanage daily operations. My history in diverse educational settings—from public districts like GCS to specialized centers like The Point—has taught me that a school thrives when the board sets a clear vision and budget while empowering the school director to lead. I see my role as a 'critical friend' who uses my academic background to ask the right questions about our curriculum and financial alignment to ensure student success

Governance: Setting the vision, mission, and strategic goals.

Fiscal Oversight: Ensuring the school is financially stable and using public funds responsibly.

Accountability: Holding the school leadership accountable for student performance and operational success.

4. As a doctoral graduate in Curriculum & Instruction, I am trained to look beyond surface-level test scores to evaluate the effectiveness of instructional strategies. On the board, I would advocate for S.M.A.R.T. goals that measure not just proficiency, but student growth and inclusive practices. My background in Special Education across multiple agencies like ABS/Butterfly Effects and Village Cares gives me a specific lens to ensure our school is legally compliant and truly serving every learner in our community.

5. Describe the specific knowledge and expertise that you bring to the board.

Academic Strength: Ed.D. candidate (Capella) specializing in Curriculum & Instruction.

Domain Expertise: Dual Master's in Education and Special Education.

NC Roots: Deep experience in NC public schools (Guilford/Rockingham) and local community organizations.

Board Value: Expert in inclusive practices, instructional design, and NC educational standards.

I bring over a decade of hands-on experience in K-12 environments (Guilford and Rockingham County Schools) and private educational services. My doctoral research has prepared me to analyze school-wide data and evaluate the effectiveness of instructional programs.

I offer expert-level knowledge in Special Education (BA/M.Ed.), curriculum design (Ed.D.), and behavioral support. My work at Village Cares and Operation Xcel has also given me insight into community-based educational programming.

6. Mission/Guiding beliefs:

My understanding is that the school focuses on STEAM, prioritizing student-centered learning and equitable access for all learners. My understanding is also that the school's mission is to inspire a lifelong passion for learning by integrating the arts into a rigorous STEM foundation. We believe that by fostering curiosity and critical thinking, we empower students—including those with diverse learning needs—to become innovators who can solve real-world problems through both logic and imagination.

7. Proposed educational program:

The program utilizes Project-Based Learning to bridge the achievement gap, specifically focusing on data-driven instruction to meet individual student benchmarks. Subjects are not taught in silos; instead, students engage in hands-on projects where they might use engineering principles and mathematical data to design a solution, while applying the arts for communication, design, and aesthetic vision.

8. Characteristics of a successful school:

A successful school features a safe and inclusive culture, high teacher retention, strong parent engagement, and consistent academic growth for students of all ability levels. A successful STEAM school is a hub of creativity where failure is treated as a necessary step in the iteration process. It features strong teacher collaboration across disciplines, high

levels of student engagement in authentic challenges, and an inclusive culture that ensures every student has an 'equitable seat at the table

9. How will you know the school is succeeding?

Success is measured by meeting or exceeding state proficiency standards, high attendance rates, positive climate surveys from staff and families, and the school's ability to remain fiscally solvent. Success is also visible through both quantitative and qualitative data: state-mandated proficiency growth, high attendance, and student portfolios that demonstrate iterative thinking and creative problem-solving. If students are not showing an ability to apply knowledge across different subjects, we must re-evaluate our interdisciplinary integration.

10. Board's role in operations:

The board sets the policy, approves the budget, and hires the Head of School. We empower the administration to handle daily operations while we monitor progress toward long-term goals. The board also provides 'stewardship and visible leadership,' ensuring the school remains faithful to its STEAM-focused charter. We focus on long-term health, such as securing partnerships with local industry and arts organizations, rather than managing the day-to-day classroom activities.

11. Success at Year 1:

By the end of year 1, success looks like a fully established integrated curriculum, positive school climate surveys from parents and staff, and a balanced budget that prioritizes specialized STEAM resources and professional development. Also, full enrollment, a balanced budget, and the establishment of a positive school culture where foundational routines are clearly working for students and staff.

12. Success at Year 5:

Full charter renewal, evidence of multi-year academic growth (closing the achievement gap), a waiting list for enrollment, a strong financial reserve, and students who are recognizably future-ready; meaning they possess the technical skills and the creative confidence to excel in high school and beyond

13. Steps to ensure success:

Regularly reviewing academic and financial audits, conducting annual evaluations of the school leader, ensuring all board decisions are data-informed and mission-aligned, support continuous professional development so teachers can master integrated methodologies, and maintain transparency with all stakeholders regarding the school's academic and financial progress.

14. Handling unethical behavior:

I would follow the board's established grievance policy or code of ethics. This typically involves reporting the concern to the Board Chair, or the full board in executive session, to initiate a formal, transparent investigation to protect the school's integrity

Maria Hicks-Few-MBA, MPA, SPHR, IPMA- SCP, SHRM-CP

5 Chestnut Bluffs Ct
Greensboro, NC 27407

Home: (336)807-1544
Cell: (336) 558-5191

E-Mail: mhicksfew@bellsouth.net

CAREER SUMMARY

Professional background includes extensive experience in the fields of Education, State and Local Government, Non Profit, and Private Sector. Demonstrated success in strategic planning, collaborative partnerships, development and execution of business plans, resource allocation, budget and payroll management, and talent development. Highly proficient in public speaking, public administration, and human resources management; contributing to the achievement of organizational strategic vision in various organizations.

PROFESSIONAL EXPERIENCE

City of Greensboro, Greensboro, NC

09/14-present

Deputy Director Human Rights Department/EEO Officer

- Provide leadership and strategic oversight for the City's Human Rights functions, including Fair Housing, Human Relations, Boards and Commissions, and Youth Programming initiatives.
- Manage the City's workforce analysis and oversee compliance with Affirmative Action, Equal Employment Opportunity (EEO), and other applicable federal, state, and local regulations.
- Administer and support Human Rights Boards and Commissions, ensuring alignment with city ordinances, policies, and community priorities.
- Lead and oversee Fair Housing programs, including education, outreach, complaint intake, investigation coordination, and compliance with HUD regulations.
- Develop and implement Youth Programming initiatives focused on civic engagement, leadership development, and equity-centered community impact.
- Partner with City leadership including Staff, Department Directors, Executive Team, Elected Officials, and Community Stakeholders to advance human rights and equity strategies.
- Analyze legislation and regulatory changes related to human rights, equity, and fair housing; provide recommendations to leadership on policy development and implementation.
- Lead EEO and Human Rights-related investigations involving discrimination, harassment, and civil rights concerns; ensure compliance with legal and procedural standards.
- Provide consultation to departments on recruitment, retention, and employee relations strategies that support equitable and inclusive workplace practices.
- Build and maintain collaborative relationships with community organizations, educational institutions, and local businesses to strengthen outreach and program effectiveness.
- Direct training initiatives on topics such as fair housing laws, civil rights, cultural competency, disability awareness, and anti-discrimination practices.
- Lead the City's Community Job Readiness Fairs and expand workforce development opportunities for underserved populations.
- Supervise Human Rights, EEO/AA staff, LGBTQ Task Force, GSO4Ward teams, and related program staff; oversee a team of over 50 employees and direct supervision of three staff members.
- Manage departmental budget, including development, justification, and monitoring of expenditures.

Resource Solutions of the Carolinas, LLC Greensboro, NC

01/08-07/14

Vice President Human Resources and Finance

HRforU, LLC, Greensboro, NC

Owner

- Advised clients regarding the successful design, communication, implementation and maintenance of all processes, programs and services for clients.
- Administered and manage medical, dental, life, disability and other insurance programs for clients
- Advised management on appropriate resolution of employee relations issues. Provided management of

human resources activities such as recruitment, performance management, and succession planning, benefits, training, and employee relations, safety for companies.

- Determined strategic and operational problems via consultation with clients.
- Assisted clients with preparing and transmitting required reports for company to the Department of Health and Human Services, Department of Housing and Urban Development, and Department of Energy.
- Assisted in the Development and Startup of four Small Businesses (Served as Finance and Human Resources Consultant).
- Supervised a staff of two Administrative Assistants and four Sr. Consultants.

Laboratory Corporation of America (LabCorp), Burlington NC

03/07-09/07

Divisional Human Resources Director-Atlantic and Mid-Atlantic Regions

- Functioned as a senior level business partner providing strategic input to ensure divisional and company goals were met or exceeded in the lab, customer service units, as well as corporate functions (such as Finance and IT) from an HR perspective.
- Responsible for overall outcome of Employee Relations Plan of Action.
- Responsible for the overall Human Resources function for the division including but not limited to; recruitment/staffing strategy, specialty recruiting for level technical positions, succession planning, employment, benefits, compensation, policy administration, employee recognition, safety, employee relations, etc.
- Served as Training Administrator for the Division.
- Managed the HRIS, recruitment, payroll, timekeeping, performance management and relocation service center for the Atlantic and Mid-Atlantic Divisions.
- Provided consultative guidance regarding Affirmative Action Plans, investigations, charges and other employment law related matters.
- Analyzed trends in turnover, hiring, promotions, separations, and complaints to determine support or action needed to adjust unfavorable trends and areas for improvement. Represented organization at personnel-related hearings and investigations.
- Developed and maintained budget for division.
- Supervised a staff of twelve.

Bristol Myers Squibb Company-(ConvaTec Division) Greensboro, NC/

12/00-03/07

Human Resources Sr. Manager and EEO/Labor Relations Site Director

- Responsible for recruiting, interviewing, testing, and selecting exempt and non-exempt employees to fill vacant positions. Received Green Belt in Six Sigma by implementing a more streamline recruitment/training process.
- Served as Lead team member for the plant closure/consolidation project for the Cessna Drive location and formation of the new Dominican Republic facility and UK facilities.
- Worked with the North Carolina Department of Labor Apprenticeship & Training Bureau to develop a competency based training program for hourly employees.
- Facilitated a task force aligned with J. Collins "Good to Great" book to identify the Manufacturing and Engineering organizations top three to five priorities for the next fiscal year and developed a partnership program with North Carolina A&T State University, UNC-Greensboro, and North Carolina State University to provide candidates for IT, Manufacturing, Bio-Medical/Nursing, Sales/Marketing and Engineering Departments.
- Advised management in appropriate resolution of employee relations issues. Provided guidelines and management oversight of human resources activities such as recruitment, performance management, succession planning, benefits, training, and employee relations, and resolved problems requiring senior plant or functional management.
- Conducted onsite employee training in areas such as interviewing, hiring, terminations, promotions, performance management, safety, sexual harassment, diversity awareness and union avoidance.
- Responsible for government compliance reporting including AAP administration, Vets-100 and EEO-1 for the site. Serve as EEO/AAP Manager for Greensboro by keeping records of personnel transactions such as hires, promotions, transfers, performance reviews, terminations, and employee statistics for government reporting.

- Assisted in implementing the new Kronos system and the (spell out SAP) (SAP) based internal time and attendance system interface for hourly employees.
- Administered performance review and salary administration program to ensure effectiveness, compliance, and equity.
- Responsible for the department budget; scheduling expenditures; analyzing variances.
- Managed the employee relocation process.
- Managed the onsite temporary agency contracts (Aerotek and Sunstates).
- Supervised a staff of five employees including Vice President's office staff.

General Dynamics Greensboro, NC

06/99-12/00

Human Resources Supervisor

- Responsible for recruiting interviewing, testing, selecting and initial training of exempt and non-exempt employees to fill vacant positions.
- Served as lead recruiter for Finance and IT Departments.
- Managed the relocation program for the company including management of expatriate assignment letters, compensation, expatriate allowances and tax equalization.
- Managed the Employment and Employee Relations Center of Excellence for the Division. Worked with both Union and Non-Union Employees.
- Led the implementation team for our onsite resume tracking system called Resumix.
- Assisted in leading spell out OFCCP (OFCCP) desk audit for the company.
- Facilitated quarterly meetings with Senior Management staff members to facilitate interaction and effective communication with employees.
- Assisted in investigation and resolution of employee grievances and coordinated complaint process.
- Advised management in appropriate resolution of employee relations issues. Provided guidelines and management oversight of human resources activities such as recruitment, performance management, benefits, training, and employee relations, and resolved problems requiring senior plant or functional management.
- Developed a college recruiting/internship program for our IT, Manufacturing, and Engineering Departments with North Carolina A&T State University Engineering and Manufacturing Systems Departments
- Responsible for training employees in areas such as interviewing, hiring, terminations, promotions, performance management, safety, sexual harassment, public speaking, and diversity awareness.
- Supervised a Staff of five

Livingstone College/Hood Seminary, Salisbury, NC

08/98-06/99

Human Resources and Administrative Services Director

- Created and implemented an assessment process to recruit faculty and staff for employment at the college and seminary.
- Managed the Payroll Department for the college using PeopleSoft payroll system.
- Served as Training Director for College and Seminary.
- Conducted organizational studies through focus groups (faculty and staff) to identify issues and recommend changes/strategies for implementation by department.
- Analyzed trends in turnover, hiring, promotions, separations, and complaints to determine support or action needed to adjust unfavorable trends and areas for improvement. Represented organization at personnel-related hearings and investigations.
- Served as Facility Manager.
- Identified needs, prioritized the implementation, led the design of business processes, and ensured the sustainability of administrative and operational support systems for the College.
- Resolved problems directly or in consultation with Chief Business Officer concerning staffing, utilization of facilities, equipment and funds
- Oversight of President's Office Budget.
- Served on the President's Sr. Leadership Team.
- Supervised a Staff of six (Including Payroll Manager and IT Manager).

City of Greensboro, NC/Greensboro Coliseum Complex

Personnel Technician/Coordinator

05/94-06/99

- Managed all human resources functions including recruitment, retention, affirmative action/compliance, employee relations, position/performance management, benefits, training, and payroll.
- Assisted with day to day operations of Human Resources and the Greensboro Coliseum Complex.
- Assisted with onboarding process, background checks and notifying building management of security and maintenance issues.
- Assisted with sourcing, advertisement, recruitment and reference checks for various entities.
- Assisted with overall office management.
- Assisted with human resource projects to include: research, data entry and keeping track of important deadlines.
- Developed Employee Manual and Supervisors Guide.
- Supervised two Roster Employees.

U.S. Equal Employment Opportunity Commission,

Intern

1992/1993

- Assisted investigators in analyzing cases, conducting onsite visits, and settlement conferences. Performed administrative duties such as greeting potential charging parties or attorneys, and answering the main incoming call line as needed. Assisted the investigators with incoming complaints which included walk-ins, telephone calls, and written inquiries for the Greensboro, NC office.

EDUCATION

EdD-Doctorate of Education candidate with a concentration in Organizational Development-Northcentral University

MBA-Master of Business Administration with a concentration in Human Resources Management-University of Phoenix

MPA-Master of Science in Public Affairs-University of North Carolina at Greensboro, NC

BA- Bachelor of Arts in Political Science-North Carolina A & T State University, Greensboro, NC

STRENGTHS

- Strong computer skills: MS Office - MS Word, PowerPoint, Access, Excel, Harvard Graphics, and proficient on the Internet. Human Resources Information Systems (HRIS) - Peoplesoft 7.5 and RESUMIX-Supervisor/Team Leader, Kronos, Infor, NEOGOV, and SAP.
- Certified Executive Coach/Motivational Speaker-November 2010
- Adjunct Instructor Political Science/Public Administration 08/01-Present
- Seminar Development; currently instruct: Mediating Conflict, Team Building, Diversity, Customer Service, Public Speaking, Negotiation for Small Business, and Succession Planning
- Six Sigma Certification-Green Belt
- Crucial Conversations Certified Facilitator
- DiSC Certified Facilitator

PROFESSIONAL/COMMUNITY AFFILIATIONS

- Current President of Triangle Industry Liaison Group
- Past President of Human Resource Management Association of Greensboro
- Member of the Founders Club (Wyndham Championship)
- Past President of Kids Voting Guilford County
- Past Request for Proposal Chair Guilford County Juvenile Crime Prevention Council (JCPC)
- Human Resources Committee Chair and Board Member Womens Resource Center Greensboro 2010-present
- Former Member of United Way of Greater Greensboro Board of Directors
- Past President of Greensboro Jaycees and North Carolina Jaycees
- Guilford Technical Community College Job Placement Advisory Board Member
- Past Chair of Greensboro Mayor's Committee for Person's with Disabilities

Crystal R. Zellous

Greensboro, NC 27405 • (336) 847.1368 • zellouswfd@gmail.com

Professional Summary

Dedicated, resourceful professional with 24 plus years' experience in human services, workforce development, and career counseling (youth, adult, and dislocated workers). Strategic planning expertise combines with dynamic leadership, resulting in the efficient operation of organizational programs. Exceptional in building positive, effective relationships with people from diverse cultures and at all professional levels.

Skills

- *Excellent Work Ethic and organizational skills*
 - *Strong interpersonal and communication(verbal/written) skills*
 - *Event Coordinator*
 - *Program and workshop coordinator and facilitator*
 - *Resourceful and creative*
 - *Strategic planner*
 - *Proficient in Microsoft Word, PowerPoint, Publisher*
 - *Strong Problem solving and critical thinking skill*
 - *Self Motivated, energetic, proactive, and team player*
 - *Excellent public speaking skills*
 - *Strong leadership skills*
-

Work History

Youth Program Coordinator November 2017 to present

North Carolina African Services Coalition, Greensboro, NC

Key Responsibilities:

- Communicate organizational policies and procedures with program staff, interns, peer mentors and volunteers.
- Oversee programmatic goals, standards, policies, and procedures. Implementing organizational process or policy changes as directed.
- Serve on community lead projects, partnership and governmental committees
- Record details of program attendance and benchmarks, complete semiannual and annual program detailed performance reports.
- Provide individual support or counseling in financial literacy, college access, admissions, and life skills.
- Provide program oversight to college navigator/case manager and employment specialists.
- Organize and coordinate outreach activities for agency and youth programs.
- Assists in developing, implementing, and tracking process benchmarks to ensure attainment of overall program performance
- Makes decisions to facilitate program accomplishments, and ensures that they are understood and supported by staff.
- Develops and maintains strong community collaborations and partnerships in support of the program objectives
- Assists with community outreach to recruit participants, volunteers and mentors in alignment with the overall agency and program needs.
- Supervise program volunteers and interns.
- Conduct group and individual orientation for participants and provide a positive introduction to the refugee scholars and youth & mentoring programs
- Provide Career guidance and counseling to program participants
- Coordinated and facilitated college access and life skill week workshop. Coordinate field trips and college tours.

Young Adult Program Manager M October 2015 to 2017

Rescare Workforce Solutions, High Point, NC

Reports to: Project Director

Supervises: Young Adult Community Outreach Specialist, Talent Development Consultants, Young Adult Facilitators, Young Adult Employment Consultants

Key Responsibilities:

- Responsible for overseeing the functional operations of the WIOA young adult program
- Develops and manages young adult outreach and engagement plans, assigns staff activities appropriately to achieve program enrollment goals
- Coordinates and manages daily operations to ensure achievement of contractual objectives
- Develops coordination and communication protocols for Talent Development Consultants and talent Community Outreach Specialist to ensure timely and accurate flow of documents and information resulting in 100% compliance with young adult file and data system documentation
- Ensures development, completion, and implementation of standard operating procedures for all direct young adult services functional areas
- Responsible for effective communication and administration of applicable policies and procedures
- Assists in developing, implementing, and tracking process benchmarks to ensure attainment of overall program performance
- Develops and applies methods to monitor, review, and improve work flow and process
- Implements corrective action plans for young adult services as needed
- Delegates work, monitors work progress, and manages performance of staff to achieve overall program objectives
- Assigns staff priorities and scheduling to meet planned objectives related to outreach, enrollment, assessment, individual service planning, young adult engagement, and attainment of employment and education outcomes
- Ensures staff training is conducted when appropriate, and implements cross-training for staff development and operational strength
- Makes decisions to facilitate program accomplishments, and ensures that they are understood and supported by staff
- Develops and maintains strong community collaborations and partnerships in support of the program objectives

Talent Development Consultant, 2014 to October 2015

- Assists with community outreach to recruit young adult participants in alignment with the project's outreach plans
- May conduct group and individual orientation for participants and provide a positive introduction to the job search and readiness program
- Collects documents related to young adult eligibility for program activities as needed
- Manages a caseload of customers, providing, coordinating, or referring WIOA Young adult to ensure access to all required and needed activities

Career Counselor, 2001 to 2014

Office of Workforce Development– Greensboro, NC

City of Greensboro

- **Provide Career guidance and counseling to a case load of 60-100 younger/older youth (16-21) and adults in Workforce Investment Act (WIA) system. Assess customers strengths and weakness; creating actions plans to aid customer in establishing and reaching defined program goals.**
- **Maintain case and online data management system. Ensures case record documentation is current, accurate, thorough and compliant with the law, regulations, and established policies and procedures; prepare reports related to program activities.**
- **Assist customers in working with other community and social service organizations by serving as an advocate for the customer; Maintain existing connections to community resources and develop new ones to ensure the success of customers and WIA program.**

Career Counselor, 2001 to 2014 continued

- Develop and coordinate work readiness components for summer youth employment program.
- Coordinate and facilitate monthly and annual workshop and youth career expo.
- Build and maintain collaborations with training vendors, private and public sector businesses, and agencies.
- Participate in community outreach and recruitment events as well as community boards and strategic planning groups.

North Carolina Youth Summit (WIA youth program supported. State wide one and one half day youth workforce development and leadership conference)

Planning Committee Co-Chairperson

2007 to 2015

Workshop Coordinator and Facilitator, 1999 to 2001

Office of Workforce Development– Greensboro, NC

City of Greensboro

Coordinated and facilitated 6 week workshop for women participating in the Welfare to Work program. Secured speakers and planned outings which related to topics covered. Workshops operated in consecutive bases. Each cycle contained minimum of 15 participants. Managed class attendance and tracked completion of each participant. Assisted participants with developing a transition plan which connected them to resources to help them achieve their goals. Certified "Survival Skills" for Women facilitator.

Volunteer/Community Engagement

Guilford County NCWorks Community Partnership Network	2017 to present
Chairperson	2020 to present
United Way of Greensboro	2020 to present
Education and Income Impact Council	
Greensboro Youth Employment and Mentoring	2017 to present
My Brother's Keeper and My Brother's and Sister's Keeper Initiative	
Crossroads Pathways to Success	2010 to Present
Board Member and programing consultant	
United Nations Association of the United States of America	2019 to Present
Member	
Brothers Organized To Serve Others (B.O.T.S.O)	2017 to 2019
Board Member	
Bluford STEM Academy Parent Teacher Association (PTA)	
President	2008 -2010
Vice President	2013 to 2016
Co-President	2005-2007
Greensboro Giants Football and Cheer Association	
Board Member/Secretary	
Team Coordinator/Team Mom	2010-2013

Education

Global Career Developer and Facilitator Training (GCDF)	2010
Bachelor of Arts: Psychology , North Carolina A&T State University – Greensboro, NC	1995



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

I. School Information

Name of charter school	Virtus Academy
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II. Selected Board Attorney

<p>❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/></p>	Name of Selected Board Attorney:
	Business/Law Firm Name:
	Business Address:
	Telephone No.:
	E-mail address:

III. Selected Board Auditor

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations. No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/>	Name of Selected Board Auditor:	
	Business/Firm Name:	
	Business Address:	
	Telephone No.	
	Email address:	

IV. Selected CMO/EMO

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations. No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input type="checkbox"/>	Name of Selected Management Organization:	
	Click or tap here to enter text.	
	Business Address: Click or tap here to enter text.	
	Telephone No.: Click or tap here to enter text.	
	Email address: Click or tap here to enter text.	

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

No: Yes: Not yet identified:

Name of Selected Financial Management Service Provider:

Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.

No: Yes: Not yet identified:

Name of Selected PS or IC Service Provider:

Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1. <i>Charles S. Monroe, Sr.</i>	2. <i>Sen Lee</i>
3. <i>Joseph A. Williams</i>	4. <i>Adrian F. Shanks</i>
5. <i>John H. White</i>	6. <i>Shandi Shanks</i>
7. <i>Maive Hester</i>	8. <i>Caryn R. Zellars</i>
9. <i>[Signature]</i>	10. <i>[Signature]</i>
11. <i>[Signature]</i>	12. <i>[Signature]</i>
13. <i>[Signature]</i>	14. <i>[Signature]</i>
15. <i>[Signature]</i>	16. <i>[Signature]</i>

VIII. Certification of Board Chair

I, Dr. Charles Monroe, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Virtus Academy Charter School is true and correct in every respect.

Signature: *Charles S. Monroe, Sr.* Date: April 22, 2026

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader	1	2
Assistant Principal	0	2
Dean(s)	0	0
Additional School Leadership	0	0
Core Classroom Teachers	0	15
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	1
Student Support Positions (e.g. social workers, psychologists, etc.)	0	0
Specialized School Staff	0	
Teaching Aides or Assistants	0	6
School Operations Support Staff	0	2

Year 2

Year 3

Year 4

Year 5

2	2	2	2	2
		1		
0	0	0	0	0
0	0	0	0	0
18	20	22	24	24
2	2	2	2	2
0	0	0	0	0
6	6	6	6	6
	2	2	2	2

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the table.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:

LEA #2:

LEA #3:

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	410			410			410
Kindergarten	60			60			60
Grade 1	60			60			60
Grade 2	60			60			60
Grade 3	60			60			60
Grade 4				60			60
Grade 5							60
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							

LEA Totals:	240	0	0	300	0	0	360
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For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as shown. In subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	410-Guilford		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,722.14	240	\$1,613,313.60
Local Funds	\$3,635.00	240	\$872,400.00
State EC Funds	\$5,409.45	0	\$0.00
Federal EC Funds	\$1,514.35	0	\$0.00
Total:			\$2,485,713.60

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
Total:			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,613,314	\$ 2,016,642	\$ 2,419,970	\$ 2,823,299
Local Per Pupil Funds	\$ 872,400	\$ 1,090,500	\$ 1,308,600	\$ 1,526,700
State EC Funds	\$ -	\$ -	\$ -	\$ -
Federal EC Funds	-	\$ -	\$ -	\$ -
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 2,485,714	\$ 3,107,142	\$ 3,728,570	\$ 4,349,999

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



in federal funding in

Year 5	
\$	3,226,627
\$	1,744,800
\$	-
\$	-
\$	4,971,427

Additional questions by
rating budget, please
these funds. If these

ix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 85,000	\$ 85,000	1	\$ 85,000	\$ 85,000	1	\$ 90,000	\$ 90,000	1	\$ 90,000	\$ 90,000	1	\$ 95,000	\$ 95,000
Assistant Administrator	1	\$ 75,000	\$ 75,000	1	\$ 75,000	\$ 75,000	1	\$ 80,000	\$ 80,000	1	\$ 80,000	\$ 80,000	1	\$ 85,000	\$ 85,000
Finance Officer	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	1	\$ 60,000	\$ 60,000	1	\$ 60,000	\$ 60,000	1	\$ 65,000	\$ 65,000
Clerical	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	2	\$ 45,000	\$ 90,000	2	\$ 45,000	\$ 90,000	2	\$ 50,000	\$ 100,000
Food Service Staff	2	\$ 30,000	\$ 60,000	2	\$ 30,000	\$ 60,000	2	\$ 32,000	\$ 64,000	2	\$ 32,000	\$ 64,000	2	\$ 35,000	\$ 70,000
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Technology Facilitator (Remote Charter Applicants)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Help Desk Technicians (Remote Charter Applicants)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Library Media Specialists (Remote Charter Applicants)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	6		\$ 315,000	6		\$ 315,000	7		\$ 384,000	7		\$ 384,000	7		\$ 415,000
Instructional Personnel															
Core Content Teacher(s)	8	\$ 50,000	\$ 400,000	10	\$ 50,000	\$ 500,000	12	\$ 53,000	\$ 636,000	14	\$ 56,000	\$ 784,000	16	\$ 59,000	\$ 944,000
Electives/Specialty Teacher(s)	2	\$ 48,000	\$ 96,000	3	\$ 48,000	\$ 144,000	3	\$ 50,000	\$ 150,000	3	\$ 53,000	\$ 159,000	4	\$ 56,000	\$ 224,000
Exceptional Children Teacher(s)	1	\$ 40,000	\$ 40,000	2	\$ 40,000	\$ 80,000	2	\$ 45,000	\$ 90,000	3	\$ 50,000	\$ 150,000	3	\$ 50,000	\$ 150,000
Instructional Support	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	2	\$ 43,500	\$ 87,000	2	\$ 46,000	\$ 92,000	2	\$ 46,000	\$ 92,000
Teacher Assistants	4	\$ 25,000	\$ 100,000	4	\$ 25,000	\$ 100,000	4	\$ 30,000	\$ 120,000	4	\$ 40,000	\$ 160,000	4	\$ 40,000	\$ 160,000
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Total Instructional Personnel:	16		\$ 676,000	20		\$ 864,000	23		\$ 1,083,000	26		\$ 1,345,000	29		\$ 1,570,000
Total Admin, Support and Instructional Personnel:	22		\$ 991,000	26		\$ 1,179,000	30		\$ 1,467,000	33		\$ 1,729,000.00	36		\$ 1,985,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	6	\$ 8,100	\$ 48,600	6	\$ 8,300	\$ 49,800	7	\$ 8,500	\$ 59,500	7	\$ 8,750	\$ 61,250	7	\$ 9,000	\$ 63,000
Retirement Plan--NC State	6	\$ 14,807	\$ 88,842	6	\$ 14,807	\$ 88,842	7	\$ 16,000	\$ 112,000	7	\$ 18,000	\$ 126,000	7	\$ 19,000	\$ 133,000
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance	6	\$ 60	\$ 360	6	\$ 60	\$ 360	7	\$ 90	\$ 630	7	\$ 90	\$ 630	7	\$ 90	\$ 630
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	6	\$ 1,000	\$ 6,000	6	\$ 1,000	\$ 6,000	7	\$ 1,305	\$ 9,135	7	\$ 1,305	\$ 9,135	7	\$ 1,450	\$ 10,150
Social Security	6	\$ 5,270	\$ 31,620	6	\$ 5,270	\$ 31,620	7	\$ 5,580	\$ 39,060	7	\$ 5,580	\$ 39,060	7	\$ 5,700	\$ 39,900
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Total Admin and Support Benefits:			\$ 175,422			\$ 176,622			\$ 220,325			\$ 236,075			\$ 246,680
Instructional Personnel Benefits															
Health Insurance	16	\$ 8,100	\$ 129,600	20	\$ 8,300	\$ 166,000	23	\$ 8,500	\$ 195,500	25	\$ 8,750	\$ 218,750	27	\$ 8,900	\$ 240,300
Retirement Plan--NC State	16	\$ 14,807	\$ 236,912	20	\$ 14,807	\$ 296,140	23	\$ 15,200	\$ 349,600	25	\$ 16,000	\$ 400,000	27	\$ 18,000	\$ 486,000
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security	16	\$ 3,000	\$ 48,000	20	\$ 3,300	\$ 66,000	23	\$ 3,500	\$ 80,500	25	\$ 3,900	\$ 97,500	27	\$ 4,200	\$ 113,400
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	16	\$ 1,000	\$ 16,000	20	\$ 1,100	\$ 22,000	23	\$ 1,200	\$ 27,600	25	\$ 1,400	\$ 35,000	27	\$ 1,600	\$ 43,200
Life Insurance	16	\$ 60	\$ 960	20	\$ 70	\$ 1,400	23	\$ 90	\$ 2,070	25	\$ 100	\$ 2,500	27	\$ 100	\$ 2,700
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Total Instructional Personnel Benefits:			\$ 431,472			\$ 551,540			\$ 655,270			\$ 753,750			\$ 885,600
Total Personnel Benefits:			\$ 606,894			\$ 728,162			\$ 875,595			\$ 989,825			\$ 1,132,280
Total Admin & Support Personnel (Salary & Benefits):	6		\$ 490,422	6		\$ 491,622	7		\$ 604,325	7		\$ 620,075.00	7		\$ 661,680
Total Instructional Personnel (Salary & Benefits):	16		\$ 1,107,472	20		\$ 1,415,540	23		\$ 1,738,270	26		\$ 2,098,750	29		\$ 2,455,600
TOTAL PERSONNEL:	22		\$ 1,597,894	26		\$ 1,907,162	30		\$ 2,342,595	33		\$ 2,718,825	36		\$ 3,117,280

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 5,000.00	\$ 7,500.00	\$ 9,000.00
Paper	\$ 2,000.00	\$ 3,000.00	\$ 4,500.00
Computers & Software	\$ 15,000.00	\$ 20,000.00	\$ 15,000.00
Communications & Telephone	\$ 10,000.00	\$ 10,000.00	\$ 12,000.00
Copier leases	\$ 3,500.00	\$ 3,500.00	\$ 4,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Student Accounting	\$ 7,500.00	\$ 9,000.00	\$ 12,000.00
Financial	\$ 5,000.00	\$ 5,000.00	\$ 8,000.00
Other			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 350,000.00	\$ 350,000.00	\$ 400,000.00
Maintenance		\$ 5,000.00	\$ 10,000.00
Custodial Supplies	\$ 15,000.00	\$ 17,000.00	\$ 20,000.00
Custodial Contract	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00
Insurance (pg19)	\$ 30,000.00	\$ 35,000.00	\$ 40,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Gas			
Water/Sewer			
Trash	\$ 9,000.00	\$ 12,000.00	\$ 15,000.00
Other			

*** Insert rows and edit text as needed. ***

Transportation

Buses

Gas

Oil/Tires & Maintenance

Other

*** Insert rows and edit text as needed. ***

Other

Marketing

Child nutrition

Travel

Other

*** Insert rows and edit text as needed. ***

\$	10,000.00	\$	15,000.00	\$	20,000.00
\$	150,000.00	\$	160,000.00	\$	175,000.00
				\$	5,000.00

Total Administrative & Support Operations:

\$	647,000.00	\$	687,000.00	\$	789,500.00
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OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Classroom/Student Devices	\$ 90,000.00	\$ 100,000.00	\$ 110,000.00
Software (LMS, SIS, etc.)	\$ 10,000.00	\$ 12,500.00	\$ 15,000.00
Wifi Access (Remote Charter Applicants)			
Other			
Instructional Contract			
Staff Development	\$ 5,000.00	\$ 7,500.00	\$ 10,000.00
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 75,000.00	\$ 80,000.00	\$ 90,000.00
Curriculum/Texts	\$ 25,000.00	\$ 30,000.00	\$ 45,000.00
Copy Paper	\$ 3,000.00	\$ 5,500.00	\$ 7,500.00
Testing Supplies	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 223,000.00	\$ 255,500.00	\$ 302,500.00
TOTAL OPERATIONS:	\$ 870,000.00	\$ 942,500.00	\$ 1,092,000.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 12,000.00	\$ 15,000.00
\$ 6,000.00	\$ 6,000.00
\$ 15,000.00	\$ 20,000.00
\$ 15,000.00	\$ 15,000.00
\$ 6,000.00	\$ 7,000.00
\$ 5,000.00	\$ 5,000.00
\$ 12,000.00	\$ 12,000.00
\$ 10,000.00	\$ 10,000.00
\$ 40,000.00	\$ 400,000.00
\$ 15,000.00	\$ 15,000.00
\$ 20,000.00	\$ 20,000.00
\$ 25,000.00	\$ 25,000.00
\$ 50,000.00	\$ 60,000.00
\$ 10,000.00	\$ 10,000.00
\$ 15,000.00	\$ 15,000.00

Year 4		Year 5	
\$	120,000.00	\$	100,000.00
\$	15,000.00	\$	15,000.00
\$	15,000.00	\$	20,000.00
\$	100,000.00	\$	125,000.00
\$	50,000.00	\$	50,000.00
\$	7,500.00	\$	7,500.00
\$	25,000.00	\$	25,000.00
\$	332,500.00	\$	342,500.00

\$	803,500.00	\$	1,212,500.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,597,894.00	\$ 1,907,162.00	\$ 2,342,595.00	\$ 2,718,825.00	\$ 3,117,280.00
Total Operations	M	\$ 870,000.00	\$ 942,500.00	\$ 1,092,000.00	\$ 803,500.00	\$ 1,212,500.00
Total Expenditures	N = J + M	\$ 2,467,894.00	\$ 2,849,662.00	\$ 3,434,595.00	\$ 3,522,325.00	\$ 4,329,780.00
Total Revenue	Z	\$ 2,485,713.60	\$ 3,107,142.00	\$ 3,728,570.40	\$ 4,349,998.80	\$ 4,971,427.20
Surplus / (Deficit)	= Z - N	\$ 17,819.60	\$ 257,480.00	\$ 293,975.40	\$ 827,673.80	\$ 641,647.20

INSURANCE PEOPLE

Below are the estimated annual premiums: **Virtus Academy**

Property Premium Estimate **\$6,250**

Building	\$3,500,000
Contents	\$1,500,000
Deductible	\$2,500
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,402**

Rating Basis:	Students	300
	Faculty	19

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$4,277**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$300
Hired & Non-owned Auto Liability		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,947
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$991,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$20,977
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

05/26/2026



Signature Page

The foregoing application is submitted on behalf of the Board of Directors of Virtus Academy. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Dr. Charles Monroe

Board Position: Board Chairman

Signature: Charles E. Monroe

Date: April 19, 2026

Sworn to and subscribed before me this 19th day of April, 2026.

Notary Public: Elsa P. Butte

Official Seal:

My commission expires: July 28th, 2030.

