Virginia Public Charter School Application
(Effective July 1, 2012)

Charter School Name: Green Run Collegiate
Date of Submission to Virginia Board of Education: 01/01/2013
Proposed Date of Submission to Local School Board: 03/04/2013
Name of Authorized Official: Jill Gaitens
Signature of Authorized Official: Jill Gaitens
Instructions

All applicants for a public charter school should read the Public Charter School Application Process before completing the application. The process is available on the Virginia Department of Education Web site at the following link: http://www.doe.virginia.gov/instruction/charter_schools/index.shtml.

Please complete the cover page and insert the name of the public charter school into the footer before completing the application. Each gray section in the document must contain a response.

Two hard copies of the completed application with the original signature of the authorized official on the cover page and on the certification page must be submitted to:

Melissa Luchau
Executive Assistant for Board Relations
Virginia Board of Education
P.O. Box 2120
Richmond, Virginia 23218-2120

In addition, a PDF and Word version of the completed application document should be sent to Melissa Luchau at Melissa.Luchau@doe.virginia.gov.

Note: The Virginia Freedom of Information Act (FOIA), §§ 2.2-3700 et seq. of the Code of Virginia, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.
Part A: Applicant Information

School Information

Charter School Name: Green Run Collegiate  
Local School Division: Virginia Beach City Public Schools  
Does the applicant presently have access to a facility suitable for a school? Yes ☑ No ☐  
If the answer is yes to the question above, insert address and information regarding ownership of the facility:  
School Location (City/Town and Zip Code): 1700 Dahlia Drive, Virginia Beach, Virginia 23453  
Ownership: Virginia Beach City Public Schools  
Proposed Date of Application Submission to Local School Board: 03/4/2013  
Proposed Opening Date: 09/03/2013  
Applications for public charter schools should be submitted to the Board of Education within a time frame that is adequate enough to ensure that the public charter school application will also be submitted to the local school board in accordance with the application policies of the local school board.

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* If the public charter school intends to add or change grade levels at some point during the school’s operation, please provide this information in the education program section of the narrative.

If the public charter school is going to have a specialized focus (e.g., Science, Technology, Engineering, Mathematics [STEM], at-risk students, special education, career and technical education, gifted education), please describe the focus:

Green Run Collegiate will have specialized focus on college and career readiness with an emphasis on knowledge development, civic development, social development, and personal development for students. The curriculum will include the International Baccalaureate Middle Years Program® (MYP) (9-10), the International Baccalaureate Diploma Program® (DP) (11-12), the International Baccalaureate Career Certificate Program® (IBCC) (11-12), and the Advancement Via Individual Determination® (AVID) Program for all students.

This model will address the needs of 21st century learners, preparing all students for college, careers, and global citizenship. The school will offer academic programs designed to address the unique needs of military affiliated youth and their peers in a smaller, more globally focused learning community to reduce the impact of high mobility. These strategies will also directly address the needs of students not working to their academic potential and students seeking a more academically challenging educational environment. Goals for the program will
include reducing transitional issues for military affiliated youth, decreasing sub-group gaps for African American youth, increasing Standards of Learning (SOL) and PSAT assessment scores for youth not working to their academic potential, and increasing the number of youth in the Virginia Beach community who achieve an advanced diploma, an IB Diploma, or college credit while attending secondary school.

The Governing Board of GRC will be guided by eight philosophical principals:

1) **Motivation is the key to learning.** Students are capable of much more than is typically asked of them academically and in terms of assuming personal responsibility. To be highly successful, GRC must have structures and systems specifically designed to enhance student motivation toward excellence.

2) **Parents are primarily responsible for the education and overall development of their children.** GRC will be a parent driven charter school, will collaborate with parents, and will facilitate substantive parental participation in the schools program.

3) **The GRC mission should extend beyond academics to include holistic youth development using an authentic project based approach.** Doing so will result in improved academic performance.

4) **We learn best by doing and by teaching others what we have learned.**

5) **Education should be exciting, adventurous, and fun.** Active learning through exploring projects that are individually interesting is an antidote for much of what ails youth in our society and can serve as a powerful vehicle and context for interdisciplinary teaching and learning.

6) **The role of teacher is much greater than disseminator of knowledge or facilitator of learning.** GRC teachers must accept the additional roles of mentor, coach, counselor, advisor, and role model.

7) **In addition to helping each student meet Virginia Standards of Learning (SOL), GRC must place special emphasis on developing students’ capacity to identify, analyze, and solve global real-life problems.**

8) **Service to others is a key ingredient** to developing and maintaining a healthy self-esteem. Service also provides exceptional opportunities for real-life problem solving and interdisciplinary learning. Within the context of the GRC academic program, students must be given opportunities to provide meaningful service to others.
Contact Information

Name of Individual/Organization Submitting Application:  Green Run Collegiate

Name of Contact Person for Application:  Jill Gaitens

Title/Affiliation with Individual/Organization Submitting Application:  Governing Board Member, Green Run Collegiate Academy Foundation

Office Telephone:  757-263-1264  Mobile Telephone:  480-772-6990
Fax Number:  757-263-1392  E-mail Address:  Jill.gaitens@vbschools.com

Prior Experience

1. Has the applicant had any prior experience operating a charter school or similar school?  
   Please check one of the following:  Yes ☒  No ☐

2. If the response to the question above is “yes,” please describe any prior experience with establishing and operating charter schools and/or similar schools. Please provide information such as the name of the school, the state where it is located, years of operation, and contact information. If the school is no longer operating, please provide the reason(s) for closure:

   Mrs. Gaitens has over 20 years experience as a teacher, charter school site director, grant manager, and school principal. She holds a Bachelors Degree in Human Resource Management with a concentration in Training and Development and has been a certified Language Arts and Social Studies teacher since 1992. In 2005, Mrs. Gaitens was selected as a Leadership for Educational Entrepreneurs (LEE) Fellow by Arizona State University. She earned a MA-ED in Administration and Supervision with a concentration in business and a principal’s certification through the LEE Program, the first program in the nation designed to prepare high quality charter leaders. Ms. Gaitens is currently a doctoral student at the College of William and Mary researching effective school choice strategies designed to support the needs of military affiliated youth.
Ms. Gaitens has been involved in the start up of numerous high quality charter schools and has served as a governing board member and grants manager for both small and large systems of charter schools. She has extensive experience in charter school fiscal management and is prepared for the governing board responsibilities required for this new Virginia charter school. In addition to her responsibilities as a GRC Governing Board member, Ms. Gaitens will develop grant proposals for GRC.

**Disclosure of a Charter School experience and the status of affiliated schools:**

**LEAD Charter Schools**

**Role/s:** Principal, Governing Board Member, Grant Development, and Special Projects Coordinator  
**Years of Operation:** 2002 to present (still operating)  
**Contact Information:** Ron Body, (480) 545-8011, 633 E Ray Road, Suite 132 Gilbert, AZ 85296

LEAD Charter Schools is one of the highest performing systems of charter schools in Arizona. The Arizona Republic Newspaper chose the secondary program for three years in a row as one of the top ten high schools in the state. LEAD is a parent driven school serving six communities in Arizona and was approved in 2011 to provide a statewide virtual academy program in a proposal designed by Ms. Gaitens. Ms. Gaitens has served as a principal for two LEAD charter school sites and until May 2012, managed all federal programs for the system of schools, including two federal charter program grants. LEAD includes: Gilbert Early College High School, Leading Edge Academy Gilbert, Leading Edge Academy Mesa, Leading Edge Academy Queen Creek, Leading Edge Academy San Tan, Leading Edge Academy San Tan, and LEAD Virtual Academy.

**Vistas Leadership Academy**

**Role/s:** Charter Signer, Principal, Governing Board Member  
**Years of Operation:** 2009-2012 (charter surrendered May 2012, school merged with LEAD)  
**Contact Information:** Ron Body, (480) 545-8011, 633 E Ray Road, Suite 132 Gilbert, AZ 85296
Ms. Gaitens founded Vistas Leadership Academy with a small group of parents and community members to meet the needs of middle school students in Mesa, Arizona. In the Spring of 2012, Vista merged with LEAD charter schools when Ms. Gaitens moved from Arizona to Virginia permanently. No teachers or students were displaced. The school site was renamed Leading Edge Academy at Heritage and grade levels were increased from 7-8 to K-8. The official charter for Vista was surrendered. LEAD is now the charter holder for the school site.

Excalibur Charter Schools
Role/s: Governing Board Member, Grant writer
Years of Operation: 2000 to Present (Operating)
Contact Information: Michael McCord (480) 671-4584, 1045 South San Marcos, Apache Junction, 85120


3. Please describe the relevant experience of the members of the proposed management committee, and if identified, the proposed school leadership:

GRC Governing Board

The Governing Board Members of Green Run Collegiate are Dr. George Parker, William Brunke, Glenn R. Davis, Hugh Greene, and Jill Gaitens. In different roles, they will share the responsibility of staffing and oversight of day-to-day operations as both Corporate and Governing Board Members.
Dr. George Parker has been the principal of Green Run High School since 2005. He will serve as the Head of School for Green Run Collegiate. He serves as a role model for all students in the community, and strongly believes Green Run Collegiate will offer a unique opportunity to close achievement gaps and meet the needs of the local military community. Dr. Parker’s career in education began in 1993 after serving for years in the United States Navy. He was commissioned as a Surface Warfare Officer in 1989 and served aboard the U.S. Thomas S. Gates (CG-51) during Operation Desert Shield and Desert Storm, the first of two wars with Iraq. Dr. Parker began his teaching career in August, 1993 as a mathematics teacher at Bayside High School in Virginia Beach. In 1999, he was promoted to the position of Assistant Principal at First Colonial High School in Virginia Beach. He was promoted to his current position in 2005. He received his undergraduate and masters degrees from Norfolk State University and his Ph.D. in 2010 from Virginia Tech. Dr. Parker recently resumed his teaching career as an adjunct professor for both Cambridge College and Averett University in addition to serving as a board member for Green Run Collegiate.

William "Bill" Brunke was appointed by the Virginia Beach School Board on June 3, 2008 to fill the vacant seat representing District 7 – Princess Anne and re-elected 2008 and 2010. In February 2010 he was elected to serve as the School Board’s Vice Chairman. Brunke is a certified public accountant (CPA) who has owned a public accounting firm in Virginia Beach since 1992. Brunke has a long history of community involvement. He has served on numerous boards and committees including the Virginia Beach Community Services Board and the Hampton Roads Chamber of Commerce. Currently he is a board member for the Virginia Beach Public Schools Education Foundation, serving on the finance and grant review committees. Additionally, Brunke was named the school division's 2007-2008 Central Office Volunteer of the Year. He holds a bachelor's degree in accounting from Dominican College of Blauvelt in
Orangeburg, New York. Among his accomplishments Brunke lists his work as a CPA, his experience as a youth softball coach, and most importantly – his role as a father and husband.

**Glenn R. Davis** is a graduate of Green Run High School, attended George Mason University, and began a career in telecommunications in the 1990s. He started his own telecommunications management firm in 2000. Two years later, his company merged to form Comverge Inc. He is now Chief Executive Officer of On Call Holdings International, LLC.

In 2008, Davis was elected to represent the Rose Hall District on the Virginia Beach City Council. He was re-elected to the position in November 2012. He serves as City Council Liaison to the Regional Shared Services Commission, Human Rights Commission, Minority Business Council, and Arts and Humanities Commission.

Previously, Councilmember Davis was a legislative aide to then-Del. Frank Wagner and then-Del. Bob McDonnell. He is a graduate of the 2010 MIT Entrepreneurial Masters Program, and he was awarded the Entrepreneurial Excellence Award by the Regent University School of Global Leadership and Entrepreneurship that same year. He is a member and past president of the Entrepreneur's Organization of Southeast Virginia.

A strong advocate for success in education, Councilmember Davis serves on the board of directors of Junior Achievement of Greater Hampton Roads. Through that organization, he volunteers by teaching the fundamentals of business and entrepreneurship to our youth. He is a member of the Beach Fund and the Virginia Beach Rotary Club. Davis and his wife reside in Virginia Beach.

**Hugh Greene** is an independent financial advisor who holds a bachelor's degree in behavioral science from Antioch College. Greene served on the School Board of the City of Virginia Beach for two months beginning in September 2012 when he was appointed to fill a vacated at-large seat until a special election in November. Greene has also served in a variety of
volunteer capacities with Virginia Beach Schools. In 2012 he completed his four-year term as chairman of the school division's Community Advisory Committee on Gifted Education. He also has served on the *Compass to 2015* Strategic Plan Steering Committee and the Office of Gifted Education sub-committee on assessment and identification. In 2011, Greene was named *Parent of the Year* by the Virginia Association for the Gifted. Greene currently serves as a facilitator with the Hampton Roads Urban League NULITES and the NSU Spartan Prep Academy. Greene also has served on the Mayor's African American Roundtable and on the Board of Deacons for Mount Olive Baptist Church.

Greene and his wife live in Virginia Beach with their three children. His oldest son is a graduate of the Governor's STEM and Technology Academy at Landstown High School. His daughter is a student at Kellam High School, and his youngest son is a student at Princess Anne Middle School.

**GRC Advisory Panel**

**Dr. Sheila Magula**, Ed.D. Deputy Superintendent Virginia Beach City Public Schools serves as the deputy superintendent for Virginia Beach City Public Schools, the third largest school division in the Commonwealth of Virginia. In that capacity, she works with the division superintendent, Dr. James Merrill, and a cabinet of senior leaders to advance the vision, mission, and strategic goal of the school division. Dr. Magula assists the Superintendent with the day-to-day operation of the school division and oversees the division in his absence. Dr. Magula has an extensive background in K-12 education and has over 40 years with the Virginia Beach school system, where she has steadily progressed up the career ladder. Beginning as a secondary science teacher, Dr. Magula has held a number of instructional and administrative positions in
the school division including serving for a year, initially as the interim superintendent and then as superintendent, until a new superintendent was selected. Dr. Magula graduated from Radford College, received a master’s degree from Old Dominion University, an education specialist degree from the George Washington University, and also earned a doctorate in Educational Leadership and Policy from GWU.

As deputy superintendent, Dr. Magula’s focus has been to assist Dr. James Merrill, the division’s superintendent, to continue the excellent progress made to date toward high achievement for all students, and to continue the focused journey toward implementing the division’s new Strategic Plan, Compass to 2015. While Dr. Magula has institutional and current knowledge of all aspects of the school division, her continuing special interest is high quality curriculum, instruction, assessment and professional learning experiences for all teachers and administrators. As the senior member of the Superintendent’s Cabinet, she enjoys mentoring and advising teachers who aspire to administration and current administrators who are working on advanced degrees and want to pursue increasingly responsible roles within the school division.

Dr. Magula serves on a number of committees, boards and councils and has taught graduate classes for the George Washington University and the University of Virginia.

Rodney Joe Burnsworth is the assistant superintendent for the Department of Curriculum and Instruction for Virginia Beach City Public Schools. As an educator with 35 years of experience, all in Virginia Beach, Mr. Burnsworth has been a classroom teacher, gifted resource teacher, central office administrator, and principal. Mr. Burnsworth was recently named the Virginia Curriculum Leader of the Year by the Virginia Association of Supervision and Curriculum Development.

Jobynia G. Caldwell is the Assistant Superintendent of High School Education in the VBCPS division. A native of Portsmouth, Mrs. Caldwell began her career in education as a
junior high school teacher in Fauquier County, Virginia, in 1975. Mrs. Caldwell moved to Virginia Beach where she began teaching English at Kellam High School in 1977. She taught at Green Run High School from 1979 to 1989, and then moved to Salem High School where she taught from 1989 to 1992. Mrs. Caldwell became an administrative assistant at Brandon Middle School and Cox High School in 1992. Her first administrative post came in 1993 when she served as assistant principal at First Colonial High School. In 1997, Mrs. Caldwell became principal of the Bayside Sixth Grade Campus. She left in 1999 to become principal at Corporate Landing Middle School where she stayed until 2001. From 2001 to 2003, Mrs. Caldwell served as principal of Salem High School, and from 2003-2009 she served as principal at Tallwood High School. Mrs. Caldwell joined the Department of School Administration as the assistant superintendent for High School Education in July 2009. Mrs. Caldwell received a Bachelor of Arts Degree in English from Virginia State University. She earned a Master of Science Degree in Administration from Old Dominion University. Mrs. Caldwell is a member of various professional organizations, was named Virginia Beach Secondary Principal of the Year for 2001-2002, and a recipient of the regional Women of Distinction Award from the Hampton Roads YMCA.

Christopher “Todd” Tarkenton is the Director of Instructional Services and Academy Programs in the Department of Curriculum and Instruction for Virginia Beach City Public Schools. He was a middle school science teacher for 10 years and a high school assistant principal for 6 years in Virginia Beach City Public Schools before assuming his current role as director. Mr. Tarkenton received his B.S. in Kinesiology from the College of William and Mary, M.Ed. in Supervision and Administration from the University of Virginia, and a Certificate of Advanced Graduate Studies from Regent University. He and his wife Diane, a gifted resource teacher in VBCPS, have two boys who attend elementary and middle school in Virginia Beach.
Barbara Winn has worked for the Virginia Beach City Public School System for more than 20 years. While a classroom teacher, Barbara worked with students of varied abilities—from special education to the honors program. Her first experience outside of her own classroom was in the role of a gifted resource teacher. Barbara worked with all staff through planned professional development, modeling and coaching to enrich instructional practices and promote student learning. These experiences prepared Barbara to coordinate and direct the first International Baccalaureate (IB) Middle Years Program (MYP) in the city. Although Barbara now works on developing K-12 curriculum for Virginia Beach City Public Schools, she still maintains her ties to IB as an MYP educator and consultant for the IB Americas Region.

Kristine Troch has been an educator for the last 18 years, teaching in the IB Middle Years Program at Plaza Middle School from its inception in 2001 to the end of the 2011-2012 school year. She has her undergraduate and master’s degrees from Old Dominion University in Interdisciplinary Studies and Middle School Education 4-8. She also earned a Certificate of Advanced Graduate Studies in Supervision and Administration from Cambridge College. Since 2007, Ms. Troch has served as an IB workshop leader and site visitor for IB Americas serving schools in North America as a consultant and member or lead for the authorization and evaluation teams. She received National Board Certification in 2005 and was promoted to Instructional Specialist in the Department of Curriculum and Instruction in July of 2012. Ms. Troch will serve as the IB Coordinator for Green Run Collegiate.

Laura J. Smart is the partnership coordinator for Virginia Beach City Public Schools. As such, she serves as the liaison between schools and the community to coordinate educational partnerships which match resources with school division needs to benefit students and enhance academic success. Smart is a member of the Mentoring Providers Council for Virginia.
Mentoring Partnerships and has been an active member of the VBCPS Teacher Forum Leadership Council since 2006. A 30-year veteran educator, Smart maintains Collegiate Professional Certification in Virginia in grades NK-8 and Professional Educator Certification in Elementary Education grades K-6 as well as an endorsement as a Reading/English Language Arts Specialist in grades PreK-12 in Vermont. In addition to classroom teaching experience, she has written division wide curriculum and has presented at state and national education conferences. Since joining Virginia Beach schools in 1983, Smart has several recognitions for her contributions to education, including being named the 2006 Teacher of the Year at Strawbridge Elementary School and honored as a finalist for the 2006 Citywide Teacher of the Year in Virginia.
Part B: Narrative

The application narrative must contain all of the elements listed below as required by Section 22.1-212.8 of the Code of Virginia.

I. Executive Summary: Provide an executive summary that addresses the need for the public charter school and its goals and objectives and any discussions to date with the local public school division or local school board on the establishment of the charter school. If there have been no discussions to date, please indicate the reason. (The suggested length is two pages.)

Executive Summary
Green Run Collegiate (GRC)
A Proposed Non Profit Virginia Beach City Public Charter School

Virginia Beach City Public Schools (VBCPS) is recognized as one of the top school districts in Virginia and in the nation. The School Board of the City of Virginia Beach, the superintendent, cabinet members, principals, teachers, and staff who work in VBCPS are proud of the accomplishments of the school division. In 2008, VBCPS adopted Compass to 2015: A Strategic Plan for Student Success. This plan addressed objectives to ensure all students were academically proficient, effective communicators and collaborators, globally aware, independent, responsible learners and citizens, and critical and creative thinkers, innovators, and problem solvers. Much work has been done in VBCPS; however, local and national achievement gaps for socio-economic and racial/ethnic groups persist, and there is an increased demand in the division for portable, rigorous academic programs for highly mobile military connected youth. The charter school will offer the division new tools in their portfolio to address some of the more persistent gaps and the unique needs of military connected youth. Charter Schools operate under highly accountable contracts to improve academic achievement. Green Run Collegiate (GRC) will implement strategies that, if proven effective, can be replicated within the school division.

Mission: The Mission of Green Run Collegiate (GRC) (grades 9-12) is to engage students in critical thinking and teamwork to empower them toward college and career readiness and global citizenship as community leaders. GRC, as a Virginia Beach City Public Charter School, will be committed to providing all students with the necessary skills to thrive as 21st century learners, workers, and citizens.

Goals: To increase academic performance and college readiness in the Green Run area of Virginia Beach in alignment with the VBCPS Strategic Plan. GRC will address the high demand for International Baccalaureate® (IB) enrollment, implement unique strategies to close achievement gaps, and provide a consistent approach to education for highly mobile military connected students in alignment with the recommendations of the Military Child Education Coalition.

Population: Green Run Collegiate will serve students in grades 9-12 with approximately 100 students at each grade level. Outreach activities will target students specifically in the Green Run community, students not achieving to their academic potential, and military connected youth. Green Run High School currently does not have a content specific, high interest academy program as seven other Virginia Beach High
Schools have and there is a high demand for an additional IB Programme in the school division.

**Timeline:** The school will open in September 2013 with 9th grade students and add one grade level per year until we are at full capacity serving 400 students residing in the Virginia Beach City Public School division.

**Need:** Green Run Collegiate will be a college preparatory charter school program in an area with increasing poverty levels. Nearly 60% of students attending the feeder schools for Green Run High School qualify for the free and reduced school meal program. Only 28% of students taking advanced placement courses at Green Run High School achieve a passing score compared with 57% in the rest of the VBCPS school division based on data from the 2010-2011 school year. Nearly 30% of the youth attending Virginia Beach City Public Schools are connected with the military installations and several schools exceed 60% of its student body connected to the military.

**Curriculum:** The Governing Board Members of the charter school believe that the Virginia Standards of Learning (SOL) set a minimum bar for academic achievement benchmarks that all GRC students must meet and that students must achieve above and beyond Virginia standards to fulfill their post-secondary goals in today’s global economic environment. GRC will implement an International Baccalaureate® (IB) Program of instruction. An IB education is a portable education. There are nearly 1,500 IB schools worldwide. An IB student can readily move between IB schools, ensuring they are taught towards the same exams, with similar curriculum and program standards in place. Research from several sources, including a Chicago Public Schools case study, indicates that the IB Program stands out among other high school curricula because it offers a rigorous, aligned, integrated instructional system that is both appropriate and valuable for students of average skill proficiency, and transformative for minority and low income, i.e. “high need”, students.

**College Readiness:** The IB Program will be supplemented by the Advancement Via Individual Determination (AVID) Program for all enrolled students. AVID serves over 425,000 students in 4,800 schools in 48 states, the District of Columbia and across 16 countries. AVID also has been adopted by all Department of Defense Schools. Policy makers and school administrators consider AVID an essential strategy for closing achievement gaps and making college dreams possible for all students. GRC will pilot the first whole school AVID Program in Virginia Beach.

**Community Support:** The GRC Proposal is led by seasoned educators and community leaders with strong ties to Virginia Beach City Public Schools. We recognize the achievements of public schools in Virginia Beach and seek to add to the division’s successful portfolio of public schools. Our intention is to offer a choice with unique strategies, such as a longer calendar year, a smaller learning environment, a lottery system for enrollment, advisory grouping to promote strong relationships between students, teachers, families, business leaders, and our military connected community, and intensive college preparation for all students.
II. **Mission Statement:** Provide a mission statement that is consistent with the principles of the Standards of Quality (SOQ). The following components must be addressed:

1. **A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ.** ([Section 22.1-253.13:1, Code of Virginia](#))

   The Mission of Green Run Collegiate (GRC) (9-12) is to engage students in critical thinking and teamwork that empowers them toward college and career readiness, and global citizenship as community leaders. GRC, as a Virginia Beach City public charter school, will be committed to providing all students with the necessary skills to thrive as 21st century learners, workers, and citizens.

   This mission is consistent with the principles of Standards of Quality (SOQ) and Section 22.1-253.13:1, Code of Virginia. GRC will follow Virginia Standards of Learning and include additional support programs to prepare students for college, careers, and military service. The charter school will be a public school authorized by VBCPS and will meet or exceed VBCPS achievement goals aligned to the Virginia SOQ’s. The school has also been designed to align to the VBCPS Strategic Plan for Student Success Compass to 2015 with outcomes designed to ensure students are academically proficient, effective communicators and collaborators, globally aware independent responsible learners and citizens; and critical thinkers, innovators and problem solvers.

2. **A description of any specialized area of academic concentration.**

   GRC will offer specialized programs designed to seamlessly prepare all students for college transition. The charter program will expose students to rigorous post-secondary expectations through International Baccalaureate (IB) college-level classes with opportunities available for dual enrollment college courses and AP coursework. Courses taken before the 11th
and 12th grade as part of the IB Middle Years Program will prepare students for IB Diploma program classes. The IB Diploma program has six core academic subject areas: English, second languages, experimental sciences, arts, mathematics, and individuals and societies. In addition to taking classes and exams in the six academic subject areas, students must perform community service, write a 4,000 word essay, and take a Theory of Knowledge class.

After students take their IB courses during the junior and senior years, they can choose to take exams in either all or several of their subjects. The exams are developed, administered, and graded on an internationally standard assessment scale of 1-7. If students take exams in all their subjects, receive satisfactory scores, complete the required community service, complete the essay, and complete the Theory of Knowledge components, students will receive an IB diploma. If students do not choose to pursue an IB diploma, they will receive certificates for each IB exam they do take and successfully pass. Colleges and universities set their own policies regarding credit for successful completion of IB exams. Many universities offer college credit for students who pass the IB Diploma Program exams during their 11th and 12th grade years. The new IB Career Certificate Program will also be offered as an option, once the charter has been approved by the IB to offer the IB Diploma Program.

The IB is an international organization that oversees the various components of IB approved programs, including: curriculum guidelines, exams, professional development, and standards for exam review to ensure fidelity to the rigorous academic program. All IB classes are taught by highly effective high school teachers who are trained by the IB and its regional offices. The curriculum is specially designed for all IB classes, and is constructed through a standard international revision and writing process. The IB offers high quality programs of international
education to a worldwide community of schools. There are more than 900,000 IB students in over 140 countries.

The IB program provides high school students the opportunity to take a rigorous and articulated sequence of classes for which they may earn college credit upon successful completion of IB exams, but the program does not generally focus on preparing students for the social and behavioral demands of college life.

To address the social and behavioral demands of college life, all students enrolled in GRC will participate in the Advanced Via Individual Determination (AVID) program. AVID is a college readiness system that is designed to increase school wide learning and performance. The AVID College Readiness (ACRS) integrated program accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and will serve as a catalyst for systematic reform and change in the GRC learning community. All GRC teachers will be AVID trained. The charter school will implement the AVID school-wide instructional model: the entire instructional staff will utilize AVID strategies, other best instructional practices, and 21st Century tools to ensure college readiness for all students in all courses.

GRC students will also have access to dual enrollment courses through contracts in place and negotiated with VBCPS with colleges and Universities. The VBCPS Advanced Technology Center (ATC) will be accessible for the IB Career Certificate program. Virtual Virginia and Virtual Virginia Beach e-Learning courses will be offered to expand the number of courses available at GRC’s smaller learning environment. Virtual courses will allow students to take AP classes, accelerate their learning, recover credits, and to access electives not offered at GRC.
3. **Information about the public charter school’s anticipated student population consistent with Section 22.1-212.6, of the Code of Virginia.**

Green Run Collegiate will serve students in grades 9-12 with approximately 100 students at each grade level. The school will open in August 2013 with ninth grade students and add one grade level per year until it is at full capacity serving 400 students residing within the Virginia Beach City Public School division enrollment boundaries. The Governing Board of GRC anticipates that the student population will be racially balanced based on the school division’s current diverse student population. The Board also anticipates that the population will include at least 30% military connected youth. The staff of GRC will conduct extensive outreach in the area surrounding Green Run High School and in the military community. The charter proposal has been designed to meet the needs of these global communities.

The school’s location, in an unused portion of Green Run High School, will attract students mainly from the Green Run neighborhoods in Virginia Beach. This area is urban high density and has a higher than division average free and reduced lunch ratio. The enrollment plan for GRC is consistent with Section 22.1-212.6, of the Code of Virginia. All students eligible to enroll in Virginia Beach City Public Schools are eligible to apply to the charter school. If applications exceed the space available, a public lottery will be conducted and a waiting list will be established.
**III. Goals and Educational Objectives:** State the goals and educational objectives to be achieved by the public charter school that meet or exceed the Standards of Learning (SOL). The following components must be addressed:

1. **A description of the performance-based goals.** To the extent possible, the application should include the academic performance indicators, measures and metrics that will guide the local school board’s evaluations of the charter school and should include, at minimum: a) student academic proficiency; b) student academic growth; c) academic gaps in both proficiency and growth between major student subgroups; d) attendance; e) recurrent enrollment from year to year; and f) postsecondary readiness (for high schools).

   The staff at GRC will work with students and parents to establish a Personal Learning Plan for each student. Each student will be assigned a mentor and receive prescriptive interventions to remove socio-emotional, economic, and academic barriers. The goals for the charter will be ambitious. All students will commit to the high expectations at enrollment with the understanding that the GRC learning community will support their success and have faith in their ability to achieve the goals set by the charter proposal and contract.

   a. **Student academic proficiency;**

   100% of all students attending Green Run Collegiate will graduate.

   b. **Student academic growth**

   100% of all students attending GRC will meet or exceed VBCPS mean SOL Scores.

   c. **Academic gaps in both proficiency and growth between major student subgroups;**

   GRC will close academic gaps for all subgroups after at least three years of continuous attendance.

   100% of students attending GRC will meet Virginia and the VBCPS graduation requirements.

   100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan.

   d. **Attendance;**

   Green Run Collegiate will maintain a 98% attendance rate.
The rigor of GRC will require a high level of commitment from all students. Youth will be expected to be on time, present, and ready to learn daily. We will also ask youth to commit to attending after school tutoring, Saturday study sessions, and a longer school year, if necessary, to meet the academic goals for the program. High levels of attendance during the school day and attendance in the extended sessions are crucial to supporting the academic goals of GRC.

e. **Recurrent enrollment from year to year; and**

Green Run Collegiate will maintain a mobility rate of 15% or below.

The Governing Board of GRC expects a high demand for enrollment at this charter school based on community feedback and support. Mobility rates for military affiliated youth at the secondary level are lower than elementary and middle school programs in Virginia Beach. School leadership staff will work to retain local students and work to ease the transition issues for military connected youth through counseling services and communication with the transitioning schools of record in compliance with the Military Interstate Compact agreement.

f. **Postsecondary readiness (for high schools).**

100% of all students attending Green Run Collegiate will transition to college programs or military service.

100% of all students at Green Run Collegiate will participate in AVID programing to increase their post-secondary preparation, develop a post-secondary plan for college or military service, create a plan to finance college, and increase their exposure to post-secondary options.
2. **A description of the related measurable educational objectives to be achieved by the public charter school.** *(Section 22.1-253.13:1.B, Code of Virginia)*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measurable Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 100% of all students attending Green Run Collegiate will graduate.</td>
<td>100% of students will complete a rigorous course of study including college preparatory IB courses prior to graduation. 100% of students will meet Virginia graduation requirements after four years of instruction. 100% of students will score pass or above on required SOL and IB assessments prior to graduation.</td>
</tr>
<tr>
<td>2 100% of students graduating from Green Run Collegiate will pursue post-secondary education or enlist in military service.</td>
<td>100% of all students will work with their mentors to complete and annually update secondary and post-secondary plans. All students will receive intensive college preparation through annual participation in the AVID Program. All students will receive counseling services designed to support financing college including grants, scholarships, financial aid, and military service in their junior and senior years of instruction.</td>
</tr>
<tr>
<td>3 100% of all students at Green Run Collegiate will take rigorous IB, college preparatory courses in grades 9-10 in the IB Middle Years Program and in grades 11-12 in the IB Diploma Program.</td>
<td>All students in the 9&lt;sup&gt;th&lt;/sup&gt; and 10&lt;sup&gt;th&lt;/sup&gt; grade will complete the eight courses required annually in the IB MYP Program. All students in 9&lt;sup&gt;th&lt;/sup&gt; and 10&lt;sup&gt;th&lt;/sup&gt; grade will complete 50 hours of community service. All tenth grade students will complete the personal project required by the IB. All 11-12 grade students will complete the Diploma Program courses and receive a pass or above as required by IB. All 11-12 grade students will complete 150 Creativity, Action, Service (CAS) hours over a two year period. 11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; Grade students will complete one semester course in Theory of Knowledge each year. 12&lt;sup&gt;th&lt;/sup&gt; grade students will complete a 4000 word extended essay and achieve a score of 28 or above prior to graduation with an IB Diploma.</td>
</tr>
<tr>
<td>4 100% of students attending Green Run Collegiate will meet or exceed SOL testing expectations and IB testing expectations</td>
<td>All 9&lt;sup&gt;th&lt;/sup&gt; and 10&lt;sup&gt;th&lt;/sup&gt; grade students will receive a pass or above on SOL tests in English, math, science, history/social studies, technology, fine arts, foreign language and health/PE. Annually, 11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; grade students will achieve a pass or above on one exam from each IB Diploma Program subject group.</td>
</tr>
<tr>
<td>5 GRC will close academic gaps for all subgroups after three year of continuous</td>
<td>GRC staff will assess each student’s past performance upon enrollment and develop a personalized learning plan for all students student’s designed to eliminate academic gaps.</td>
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</tr>
<tr>
<td><strong>6</strong></td>
<td>100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan.</td>
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<tr>
<td></td>
<td>Each teacher at GRC will be expected to mentor 15 to 20 youth continually throughout their academic career at GRC.</td>
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<tr>
<td></td>
<td>Upon enrollment, each mentor will work with students and parents to develop a prescriptive and goal driven Personalized Learning Plan (PLP).</td>
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<tr>
<td></td>
<td>PLP’s will be updated quarterly and as needed based on each student’s post-secondary and career goals.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Green Run Collegiate will maintain a 98% attendance rate.</td>
</tr>
<tr>
<td></td>
<td>Students with unexcused absences will be expected to attend Saturday school sessions to review recorded missed courses and to complete missed coursework.</td>
</tr>
<tr>
<td></td>
<td>Students absent from class will be expected to turn in work by due dates unless a teacher signs a waiver or extension with a rational included.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>100% of all students at Green Run Collegiate will participate in AVID programing to increase their post-secondary preparation, develop a post-secondary plan for college or military service, create a plan to finance college, and increase their exposure to post-secondary options.</td>
</tr>
<tr>
<td></td>
<td>All students participate in AVID each year in a modified block schedule.</td>
</tr>
<tr>
<td></td>
<td>All teachers will receive professional development in the WICOR model (writing, inquiry, collaboration, organization, and reading).</td>
</tr>
<tr>
<td></td>
<td>All content area classes will incorporate AVID curriculum and strategies.</td>
</tr>
<tr>
<td></td>
<td>All parents will be expected to participate in at least one GRC IB and AVID workshop quarterly.</td>
</tr>
</tbody>
</table>

* The definition of subgroups will be widened beyond NCLB indicators to include military connected youth.

All students will participate in targeted tutoring until performing above course expectations with adjustments made quarterly by mentors.

Students in subgroups with wide achievement gaps who are not performing to their potential will participate in Saturday remediation sessions.

All teachers will receive high quality professional development from AVID and the IB designed to help them meet the needs of all students annually.

A data system will track the academic performance of all youth and be accessible to school leaders, teachers, parents, and students. All teachers will be required to update this system daily and all students will be required to access this system with weekly meetings with their mentors.

100% of all students attending GRC will work with their mentor to develop a Personalized Learning Plan.

100% of all students at Green Run Collegiate will participate in AVID programing to increase their post-secondary preparation, develop a post-secondary plan for college or military service, create a plan to finance college, and increase their exposure to post-secondary options.
IV. **Evidence of Support:** Provide evidence that an adequate number of parents, teachers, pupils, or any combination thereof, supports the formation of a public charter school. The following components must be addressed:

1. **Information and materials indicating how parents, the community, and other stakeholders were involved in supporting the application for the public charter school.**

   Green Run Collegiate (GRC) is being developed by educators, parents, and school division leaders in Virginia Beach. VBCPS is initiating and endorsing the development and implementation of a Charter. The Governing Board of GRC is active in the Green Run community, Virginia Beach City Public Schools, and in the military community. On June 19, 2012, the founders of GRC presented preliminary plans to the School Board of the City of Virginia Beach to submit a charter application to the Virginia Board of Education Charter Committee and to the School Board of the City of Virginia Beach during the 2012-2013 school year. Prior to that time extensive research was done on the needs of parents and students in the community. The only other secondary IB Program in Virginia Beach has been over capacity for several years. Only one in five students who applied in 2012 was accepted (484 students applied for the 142 open spots). The only IB Middle Years Program in VBCPS is located at Plaza Middle School, a feeder school for Green Run High School.

   The GRC preliminary charter school concept was televised and an article was published in the Virginia Pilot Newspaper in June 2012. A copy of this article can be found in Appendix A, Evidence of Support. In addition, Dr. Parker followed up by speaking publically at the Green Run Home Owners Association meeting (letter of support attached). Concerns through these public events were reviewed and a Q and A document was developed. In addition the program of instruction was modified to address community concerns. The community has largely been in favor of the charter school as evidenced by the petition also included in Appendix A.
A Statement Regarding the Public Marketing of Green Run Collegiate

In the year that we have been developing this charter school, our team has worked with VBCPS leadership to align our school with the strategic goals of the school district. Until the governing board and division leadership expressed confidence in the charter, the founders felt it was premature to begin parent and student meetings. For that reason, public information meetings on the charter school proposal will began in January 2013. A petition has been started, and it is provided as an attachment for this application. Hundreds of school administrators, teachers, parents, and students have signed the petition. During the State Board Review, community and VBCPS leaders will also speak on behalf of the proposal. We have built a strong network of educators, community leaders and organizations, and parent leaders. As the state Board of Education is reviewing this application, we will initiate additional public discussions on the charter.

2. **Tangible evidence of support for the public charter school from parents, teachers, students, and residents, or any combination thereof, including but not limited to information regarding the number of persons and organizations involved in the process and petitions related to the establishment of the charter school.** Provide information regarding discussions with the local public school division and/or local school board regarding operational and financial components of the charter school application. If there have been no discussions to date, please indicate the reason.

As mentioned above in section IV, the GRC Governing Board of Directors is made up of educators, community leaders and parents who have strong ties to the communities we will serve. There bios are included in the first section of the charter where experience is detailed.

An Advisory Board has consistently met to oversee the development of the charter application over the past year. Engaging community leaders and school division leaders to
receive their feedback and guidance during the process has strengthened the application and allowed opened discussions with a wide variety of constituents and organizations.

**The Advisory Panel Members (bios previously included) are:**

- Dr. Sheila Magula, Deputy Superintendent, VBCPS
- Dr. Joe Burnsworth, Superintendent of Curriculum and Instruction, VBCPS
- Dr. Christopher T. Tarkington, Director Instructional Services and Academy Development, VBCPS
- Ms. Jobynia Caldwell, Assistant Supt HS Education, Department of School Administration VBCPS
- Ms. Barbara Winn, Office of Gifted Education & Academy Programs, VBCPS
- Ms. Kristine Troch, GRA Curriculum Coordinator.
- Ms. Laura Smart, Partnership Coordinator, VBCPS

The following individuals and organizations have provided letters of support:

- **Dr. James Merrill**, Superintendent of Virginia Beach City Public Schools;
- **Robert Ewell**: Director, Green Run Home Owners Association;
- **Men of Faith**, a local not for profit;
- **Deborah Patch**, M.S. Ed., Military School Liaison Officer, Joint Expeditionary Base Little Creek-Fort Story;
- **John Hammer**, Military School Liaison Officer, Oceana Naval Air Station
- **Jim Cox**, USN (Ret), CDPM, Director of Military Affairs, Lincoln Military Housing;
- **Nancy Byrne**, NAS Oceana, CYP;
James M. Efaw, Lieutenant Colonel, U.S. Army, Deputy Commander, Joint Expeditionary Base, Little Creek-Fort Story;

Andrew D. Thompson, Master Chief Petty Officer, U.S. Navy, Command Master Chief, Joint Expeditionary Base Little Creek-Fort Story;

J.D. Rhoads, Commander U.S. Navy, Executive Officer, Joint Expeditionary Base, Little Creek-Fort Story;

Alveta Green Mitchell, Ed.D., Director of Guidance Services, Virginia Beach City Public Schools.

Linda J. Love, Ed.D., AVID Instructional Specialist, Virginia Beach City Public Schools

Tangible support for the charter is also provided through the petition circulated by the Governing Board and Advisory Panel of GRC throughout the school division and community indicating support from school administrators, school division personnel, military service members, business leaders, teachers, parents, and community members.

3. A description of how parental involvement will be used to support the educational needs of the students, the school’s mission and philosophy, and its educational focus.

As mentioned in our goals, we will have active parent involvement with an emphasis on parents understanding the importance of a college education and how to prepare students for college. This includes providing information to parents on financial planning for college, cultural awareness of the college experience, and the importance of post-secondary education towards future economic well-being. It will be a priority for our school to educate all parents about college, being sensitive to their cultural backgrounds while at the same time emphasizing the long-term economic advantages for students who attend college.
Activities and programs we will offer for parents will include:

- Bi-annual parent meetings
- Bi-annual parent conferences
- Parent University sessions
- College visits with parents
- Formation of a Parent Teacher Organization
- Parent representation on the advisory committee
- Inclusion of parents on professional development teams, including soliciting feedback via a survey twice each year on teacher performance and school services.
- Monthly AVID activities. This includes information sent home to parents about AVID and its college and career activities to include parents in the process of learning about college and careers.

To demonstrate their understanding of the rigor of the IB Program of instruction, parents will also sign a compact that states they understand the commitment they and their child will make through enrollment in GRC.

Three areas emphasized in that agreement will be:

- They understand and support the summer preparation work and mandatory Saturday School requirements. They will make every effort for their child to attend school based on this extended learning sessions.
- They understand the mission of GRC to engage students in critical thinking and teamwork that empowers them toward life-long learning and global citizenship as community leaders. They will work towards and support their child in pursuing this mission, including taking part in activities that educate their family on the college process and assist them with college planning to reach life-long learning goals.
- They will make every effort to participate in parent activities and programs offered by the school and are willing to make their child’s education a priority for their family.

The school will provide a small learning environment that will allows our faculty to know each student’s individual needs and to more easily reach out to each student’s family. This smaller environment will allow school leaders and faculty develop trust and relationships with families to support each student and to meet the mission and vision of GRC.
V. **Statement of Need**: Describe the need for a public charter school in a school division or relevant school divisions in the case of a regional public charter school, or in a geographic area within a school division or relevant school divisions. The following components must be addressed:

1. **A statement of the need** for a public charter school that describes the targeted school population to be served and the reasons for locating the school within a particular school division.

**Statement of Educational Need**

Virginia Beach City Public Schools is recognized as one of the top school divisions in Virginia and in the nation. School Division Leaders, the School Board of the City of Virginia Beach, Cabinet Members, principals, teachers, and staff that work in VBCPS are proud of the accomplishments of this system. In 2008, VBCPS adopted the Compass to 2015: *A Strategic Plan for Student Success*. This plan addressed objectives: to ensure all students are academically proficient, effective communicators and collaborators, globally aware, independent, responsible learners and citizens, and critical and creative thinkers, innovators, and problem solvers. Much work has been done in VBCPS, however, locally and nationally achievement gaps for socio-economic and racial/ethnic groups persist. Although the research on charter schools has been mixed, the flexibility of the model offers the division new tools to address some of the more persistent gaps and to implement strategies that, if proven effective, can be replicated in the school division.

Below are data and research that demonstrate the existence of the achievement gap in VBCPS and how Green Run Collegiate can provide the division with a new and unique opportunity to address these gaps. The data focuses primarily on the Green Run Community since the students in this area of Virginia Beach demonstrate some of the highest academic needs in our community. GRC will market heavily in this area and the charter will be located in facility
shared, but separated from Green Run High School. This facility is 1/3 vacant and has the capacity to house 400 secondary students.

Green Run Collegiate will be a college preparatory charter school program in an area with increasing poverty levels and academic needs. Feeder schools for Green Run Collegiate exceed 50% of students qualifying for the free and reduced lunch program. Only 21.7% of students taking advanced placement courses at Green Run High School achieved a passing score compared with 58% in the rest of the VBCPS school division in the 2011-2012 school year. ACT test scores, PSAT participation, and SAT Scores in the Green Run area are significantly behind division averages. Graduation rates for students in the Green Run Community are 6.9% points behind division average and drop-out rates are higher than both division and state averages. Green Run High School failed to make federal AYP during the 2011-2012 school year.

**Advance Placement Pass Rate Data for Green Run High School:**

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<tbody>
<tr>
<td>School</td>
<td>19%</td>
<td>11%</td>
<td>16%</td>
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</tr>
<tr>
<td>Division</td>
<td>60%</td>
<td>57%</td>
<td>57%</td>
<td>58.7%</td>
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<tr>
<td>State</td>
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<td>59%</td>
<td>58%</td>
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<tr>
<td>Nation</td>
<td>57%</td>
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<td>56%</td>
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**SAT Reasoning Scores Data for Green Run High School:**

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<tr>
<th>Average Critical Reading Score</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
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<tbody>
<tr>
<td>School</td>
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<td>Division</td>
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<tr>
<td>State</td>
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<td>Nation</td>
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<td>501</td>
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### Average Mathematics Score

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<td>School</td>
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<td>453</td>
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<tr>
<td>Division</td>
<td>511</td>
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</tr>
<tr>
<td>State</td>
<td>512</td>
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<tr>
<td>Nation</td>
<td>515</td>
<td>516</td>
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### Average Writing Score

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<tr>
<td>Division</td>
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<td>482</td>
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<tr>
<td>State</td>
<td>498</td>
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</tr>
<tr>
<td>Nation</td>
<td>493</td>
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### ACT Composite Score Data for Green Run High School:

#### ACT Composite Score

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</thead>
<tbody>
<tr>
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<td>Division</td>
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<tr>
<td>State</td>
<td>21.9</td>
<td>22.3</td>
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<tr>
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### On Time Graduation Data for Green Run High School:

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<tbody>
<tr>
<td>School</td>
<td>76.90%</td>
<td>76.60%</td>
<td>80.00%</td>
<td>82.10%</td>
</tr>
<tr>
<td>Division</td>
<td>85.30%</td>
<td>85.40%</td>
<td>86.70%</td>
<td>86.80%</td>
</tr>
<tr>
<td>State</td>
<td>83.20%</td>
<td>85.50%</td>
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### Advanced Diploma Data:

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<th>2010-2011</th>
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<tbody>
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<td>School</td>
<td>Division</td>
</tr>
<tr>
<td>Advanced</td>
<td>31%</td>
<td>56%</td>
</tr>
<tr>
<td>Standard</td>
<td>56%</td>
<td>36%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>
In addition to graduating 6.9% fewer students than the school division, students at Green Run High School earn significantly fewer advanced diplomas compared with the division and the state. The charter program is directly designed to increase the number of students in this community that achieve an advance IB Diploma.

Nearly 30% of the youth attending Virginia Beach City Public Schools are connected with the military installations with several schools exceeding 60% and three high schools exceeding 30%. Oceana Naval Air Station, Dam Neck Naval Annex, Norfolk Naval Station, Camp Pendleton, Joint Expeditionary Base Little Creek/Fort Story, and Medical Center Portsmouth, one of the largest Naval Hospitals on the East Coast, directly feed into the school division. In addition, VBCPS hosts a large number of NATO affiliated youth and the children of numerous Special Forces, including multiple SEAL teams. The GRC proposal includes extensive support for military youth and the school will be located in close proximity to two large Navy bases.

GRC will provide all staff and school counselors training in support of the socio-emotional stress and support of military affiliated students. In addition, the school will go beyond the guidelines of the interstate military compact to actively recruit military affiliated youth and provide them with the support needed to be academically successful. Military youth new to the area will be given opportunities to enter the program, mid-year if necessary when space is available, and IB distance learning programs will be explored to allow students to catch up to peers or finish the program if necessary. In addition, with a growing network of IB schools nationwide and internationally, military affiliated youth will have seamless opportunities when moving to new communities to select schools with similar academic programs.
One of the goals of GRC is to increase college readiness for all students regardless of poverty levels, subgroup status, or military affiliation. The College and Work Readiness Assessment (CWRA - http://www.vbschools.com/schools/testing/cwra.asp) is administered each year to high school seniors in VBCPS and is designed to measure each student’s abilities to think critically, reason analytically, solve problems, and write clearly. The CWRA is not a multiple-choice test. It is a performance task with a real-life problem and related documents that students must analyze before writing responses to open-ended questions. Students in the Green Run area score under both the division and nations mean score on the CWRA.

<table>
<thead>
<tr>
<th>CWRA Results</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School’s Mean</td>
<td>Mean Score</td>
<td>Mean Score</td>
</tr>
<tr>
<td>CWRA Score</td>
<td>962</td>
<td>970</td>
</tr>
<tr>
<td>The Division’s Mean</td>
<td>1032</td>
<td>1016</td>
</tr>
<tr>
<td>CWRA Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Nation’s Mean</td>
<td>1053</td>
<td>1019</td>
</tr>
<tr>
<td>CWRA Score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in the Green Run area are experiencing increasing poverty and are less prepared for college, career, and military service than in the rest of the school division. Locating a collegiate charter school in the Green Run area sends a message to the community. All GRC students will achieve academic success and college/career readiness in a personalized learning environment with built in support programs and flexible interventions.
2. An explanation of why the public charter school is being formed. (Is the school being formed at the requests of parents or community organizations? How was the need determined? What data were examined as part of the needs assessment? Briefly describe the need and include a summary of the quantitative data.)

Parents, community members, and VBCPS leaders began the discussions leading to the development of the charter school after reviewing the data indicators that were discussed in section one of the needs assessment. This public charter school is being formed to address the needs of military connected youth and to address the academic subgroup gaps that persist nationally and locally. The number of students experiencing transitional issues due to parents serving in the military has been increasing in VBCPS. Military School Liaison Officers have created local awareness of strategies that can be implemented to ease transitions for secondary youth.

Virginia Beach City Public Schools is the largest school division in Hampton Roads—southeastern Virginia. The school division has a number of school choice options for motivated youth and an alternative school; however, no public charter schools are located in Hampton Roads. Establishing this IB charter school in Virginia Beach aligns to the VBCPS strategy to close achievement gaps, lower drop-out rates and meet the academic needs of economically disadvantaged students and military affiliated youth. Green Run Collegiate has been organized as a not for profit community organization to be managed as an intra-division charter in collaboration with VBCPS. The school will be a model example of a public/private partnership working in tandem to put the needs of students first in a highly flexible model that addresses the individual needs of students continually.

In school year 2007-2008, the Virginia Beach School Board, as part of its Program of Work, identified the need to improve the academic performance of the school division’s African
American students, many of whom are the children of active duty military families. Achievement gaps have been persistent for all African American youth; however, they are widest for male students in almost every subject area at every grade level. A concentrated effort emerged in the VBCPS strategic plan to raise academic achievement, close subgroup gaps, reduce drop-out rates, and better prepare all students for college and career readiness.

<table>
<thead>
<tr>
<th>On-Time Graduation Rate</th>
<th>African American</th>
<th>Caucasian</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>74.60%</td>
<td>78.30%</td>
<td>80.00%</td>
</tr>
<tr>
<td>Division</td>
<td>80.80%</td>
<td>86.60%</td>
<td>85.60%</td>
</tr>
<tr>
<td>State</td>
<td>75.70%</td>
<td>87.00%</td>
<td>72.30%</td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>78.70%</td>
<td>72.00%</td>
<td>77.10%</td>
</tr>
<tr>
<td>Division</td>
<td>81.20%</td>
<td>87.10%</td>
<td>85.20%</td>
</tr>
<tr>
<td>State</td>
<td>78.90%</td>
<td>88.90%</td>
<td>76.20%</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>80.90%</td>
<td>76.20%</td>
<td>80.40%</td>
</tr>
<tr>
<td>Division</td>
<td>81.90%</td>
<td>87.30%</td>
<td>87.00%</td>
</tr>
<tr>
<td>State</td>
<td>80.30%</td>
<td>89.70%</td>
<td>80.40%</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>81.30%</td>
<td>81.30%</td>
<td>77.60%</td>
</tr>
<tr>
<td>Division</td>
<td>82.00%</td>
<td>88.00%</td>
<td>87.20%</td>
</tr>
<tr>
<td>State</td>
<td>82.70%</td>
<td>90.80%</td>
<td>80.90%</td>
</tr>
</tbody>
</table>

Although progress continues to be made in narrowing the achievement gap between African American students and all other students in VBCPS, a number of other measures show that improvement has stagnated or is on the decline. According to data based on SOL tests taken in 2010-11, only 51.9 percent of the schools across the division met or exceeded the Annual VBCPS Measurable Objectives for the African American subgroup. The 39 schools that did not meet the Annual Measurable Objectives for the African American subgroup included 24 elementary schools, 12 middle schools, and 3 high schools. Thirty-four schools did not meet the 85 percent mathematics AYP passing rate benchmark for the African American subgroup, and 24
schools did not meet the 86 percent English AYP passing rate benchmark for the African American subgroup. Nineteen schools did not meet both the English and mathematics passing rate benchmarks for the African American subgroup. Along with annually increasing AYP passing rate benchmarks, an increasing number of schools have not met the targets. In addition, there has been no improvement in the percentage of African American males that drop out of school, and the dropout rate has increased for each of the past three years.

One of the most significant factors influencing high school dropout rates is family income. According to the U.S. Department of Education, students from low-income families are six times more likely to drop out of high school than students from economically stable families. Over 47% of students attending Green Run High School qualify for the free and reduced lunch program. Poverty levels are on the rise in the school division and new strategies are needed to support students who lack the resources at home to prepare for 21st Century Goals.

The Hampton Roads region's high school dropout rate (for the cohort of students that entered ninth grade four years earlier) decreased from 9.7 percent in 2009-10 to 7.5 percent in 2010-11. This rate was still higher than the state average (7.2%), and tied with the Southwest region of Virginia for the 4th highest cohort high school dropout rate in the state.

According to the Department of Defense, there are currently over 2 million children of military parents in the United States. Nearly 30% of the students in Virginia Beach City Public Schools are military affiliated children. Typically they attend between seven to nine schools before they graduate, moving approximately every two years. Each relocation brings with it the numerous problems associated with transitioning between education systems. All these issues come amidst the emotional distress children face when a parent is absent for long periods of time or deployed to a dangerous destination.
Feeder schools for Green Run Collegiate exceed 57% of students qualifying for the free and reduced lunch program. Only 21.7% of students taking advanced placement courses at Green Run High School achieve a passing score compared with 58.7% in the rest of the school division in the 2011-2012 school year. ACT test scores, PSAT participation, and SAT Scores in the Green Run area are significantly behind division averages. Graduation rates for students in the Green Run Community are 6.9% points behind division average and dropout rates are higher than both division and state averages. Green Run High School failed to make federal AYP during the 2010-2011 and 2011-2012 school years.

**High performing Green Run students leave the community for VBCPS Academies**

Many parents in the Green Run area encourage their high performing youth to apply for one of VBCPS academy programs within other high schools attendance zones. Marginal or struggling students are left behind in a less diverse environment without the choices afforded high performing or affluent students. GRC will provide a school choice option open to all secondary youth in an area lacking options for school choice. The program will be challenging; however, the support for student success will be comprehensive. Any student who commits to attending the charter can and will achieve to their potential (see educational goals).

**Princess Anne IB Program over capacity**

Parents in VBCPS have indicated a high demand for a second IB option for students. Enrollment data for the Princess Anne High School’s IB Program indicate that less than half of all students who apply are accepted. Only high performing students turn in applications for this program, thus most parents and students in the division do not submit applications. The PA program does not reflect the diversity of the Green Run area. GRC will address the unmet demand for IB programs in Virginia Beach and specifically recruit youth with achievement gaps and military connected youth.
### Princess Anne International Baccalaureate Program

<table>
<thead>
<tr>
<th>Year</th>
<th># Applied</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>388</td>
<td>Male = 153</td>
<td>Female = 235</td>
</tr>
<tr>
<td>2009</td>
<td>393</td>
<td>Male = 149</td>
<td>Female = 244</td>
</tr>
<tr>
<td>2010</td>
<td>434</td>
<td>Male = 163</td>
<td>Female = 271</td>
</tr>
<tr>
<td>2011</td>
<td>474</td>
<td>Male = 177</td>
<td>Female = 297</td>
</tr>
<tr>
<td>2012</td>
<td>484</td>
<td>Male = 176</td>
<td>Female = 308</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acceptance Numbers</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>195</td>
<td>193</td>
<td>233</td>
<td>213</td>
<td>199</td>
</tr>
</tbody>
</table>

3. **An explanation of why a public charter school is an appropriate vehicle to address the identified need.**

Virginia Beach City Public Schools has been successful in meeting the needs of most students and has a long history of implementing innovative solutions and programs to reach out to segments of their constituency to meet the needs of all learners. The innovations that can be accomplished within a traditional public schools environment to close achievement gaps have been explored and are in place. Change, in a large school division is a slow, careful process due to the hierarchical structure. **Addressing persistent achievement gaps, increasing poverty and the mobility issues of military connected youth requires the autonomy to be flexible with teacher contracts, school schedules, school calendars, and curricular options.** As a charter school, Green Run Collegiate can develop a more personalized learning environment, develop a calendar that allows an earlier start to the school year if necessary, increased time for teacher professional development, require extended learning days for students and teachers, adopt teacher contracts outside of the VBCPS salary schedule that require student mentoring and Saturday classes, implement a curriculum that combines the IB and the AVID programs of instruction, and create a responsive learning environment with a culture that adapts to student needs and barriers. GRC will be a unique program that, within the current VBCPS structure, could not operate.
GRC will implement a charter school model with components that can be assessed and possibly replicated in other traditional public schools. GRC will operate under a charter contract to improve academic achievement with no excuses. The accountability model of a charter contract addresses the level of urgency that GRC founders feel is deserved regarding socio-economic and racial subgroup gaps, and the unique needs of military connected youth.

**Relationships + Rigor + Resources = Results**

GRC will explore options such as an extended school day, mandatory after school tutoring sessions, on-line tutorials, mandatory Saturday school sessions, built in weekly professional development for all staff, and a culture of all students having the goal of meeting or exceeding state standards and achieving a post-secondary degree. The smaller learning environment at GRC will be unique in Virginia Beach. The charter will be the smallest and most focused secondary programs in the large school division. The personalized focus in each student will allow relationships to develop in a culture of rigor with the resources of a large school division, and the expectation of positive results in closing academic gaps and addressing unmet needs.

An additional reason to establish GRC as a charter is the flexible funding model and the opportunity to apply for additional federal and private funding opportunities. GRC will apply for a federal Charter School Program grant and seek support from state and national foundations that have supported charter schools. These revenues are not available to traditional division schools. Organizations like the Gates Foundation, the Walton Family Foundation, Building Excellent Schools, and other private grants whose mission is to expand high quality school choice options.
VI. **Educational Program**: Describe the public charter school's educational program.

The following components must be addressed:

1. **A synopsis of the public charter school's educational program.**

   Green Run Collegiate will offer a rigorous 9-12 college and career readiness program that will prepare students to seamlessly transition to their post-secondary programs of instruction. Targeted students will include those who are not working to their academic potential, first generation college students, and military connected youth. In addition, the school will recruit minority youth seeking a rigorous, college preparatory program of instruction. The school will serve 400 students at capacity. The structure of the school will be unique to the Virginia Beach City Public School Division:

   - Enrollment through a monitored public school lottery
   - Multiple entry and exit points to negate the effects of mobility for military connected youth
   - Modified school calendar and teacher contracts that require longer school days and school years if necessary to meet academic goals
   - Annual teacher and school leadership contracts with evaluations based on student growth measures
   - Mandatory Saturday school for students who need additional academic support
   - A smaller learning environment with a target goal of keeping class sizes 25 students and under; class sizes will not exceed Standards of Quality standards
   - IB Career Certificate Program with opportunities for Dual Enrollment.
   - Integrated AVID program for all enrolled students
   - Advisory groups led by mentors that meet daily to discuss barriers, socio-emotional issues, and support opportunities
   - Personal Learning Plans with individual goals for all students

   Green Run Collegiate will emphasize authentic learning strategies in alignment with research proven IB and AVID strategies involving the construction of knowledge (accumulating information), disciplined inquiry (typically resulting in synthesis and evaluation evidenced through written expression and/or problem-solving capacity), and meaningful application (value beyond academic credit). To facilitate student mastery and retention of Virginia Standards of
Learning, GRC will rely primarily on academic approaches that engage students in active learning. The emphasis will be on proficiencies that students demonstrate on standards based assessments (unit assessments including projects) rather than on what material teachers have “covered”. Major assessments will measure the application of knowledge, concepts and skills to new or unfamiliar situations. Multi-grade level advisories will meet daily led by AVID trained teacher mentors to coach students in sharing knowledge and achieving goals.

General instructional strategies will include the following:

1) **Emphasis on reading, writing, and mathematics:** GRC will seek to significantly enhance student abilities in reading, writing, and mathematics through a variety of methodologies. As students enter the program, basic skills will be assessed and strategies tailored to meet individual needs. Students will exhibit mastery of global themes, processes, and reading skills through the Personal Project which culminates their MYP experience in grade ten.

Reading instruction will not end at the elementary level. All teachers will be required to participate in ongoing professional development in literacy and to provide substantive instruction in reading and writing. All staff will also receive professional development in mathematics instruction, including training specific to programs selected for use.

2) **Cognitive, brain-based instructional strategies:** Teachers will facilitate enhanced student learning through the application of research-based practice, with emphasis on meeting state Standards of Learning objectives through both problem-based and project-based, hands-on, experiential learning; interdisciplinary studies; service learning; cooperative learning; and by tapping into students’ multiple intelligences. To the extent possible, learning will be placed in a meaningful and relevant context for students. Professional development will be provided by the IB and AVID trainers.
3) **Differentiated Instruction:** Curriculum and instruction will be differentiated to meet students’ individual readiness levels, interests and learning profiles. Some learning events will be tiered to appropriately challenge students, and some events will be scaffolded when extra support is needed. Students will be offered choices based on interests; thus enhancing relevance to instruction and in the way students demonstrate their conceptual understanding. Teachers will engage students through different learning modalities, varied activities, and a multitude of instructional approaches.

4) **Service Learning:** One of the strengths of the IB Program is a team-based, problem-solving approach to integrated service learning projects. Service is one of the five areas of interaction or themes in the MYP. These themes thread throughout all subject groups—transcending the disciplines. Since the IB addresses the needs of the whole child, the idea of giving back to others or the greater community is fundamental to the program. Service activities may be individual acts, or they may be team or school-based events. The goal is to help students understand that every person has a responsibility to one another, to our society, and to our environment. Students will have the opportunity to learn and develop skills while making a positive impact in their community.

5) **Advisory Grouping:** AVID recognizes that the ability to work effectively with others, sharing strengths and solving problems and individual and group challenges as a team are essential skills students need to master prior to entering the workforce.

6) **Technology Integration:** All students will be required to develop proficiency in the use of word processing, presentation, data, and research tools. Emerging technologies will be integrated into instruction to enhance learning. The school will have no less than one computer with Internet access for every three students. Should funding become available through grants or donations, the school will participate in the one laptop/iPad per child
initiative and integrated smart board technology in each learning area. Students will be encouraged to bring and use their own technology devices whenever practical or possible. Technology is also considered its own subject in MYP. Students learn about the three branches of technology—information, materials and systems. Students will explore these branches through the Design Cycle—a process similar to that used by engineers. Students will investigate, design, create, produce and evaluate their own projects.

7) **Outdoor Education/Physical Fitness:** GRC will include a robust outdoor education component that will be integrated with the core academic program. Outings provide enhanced opportunities for hands-on, field-based, experiential learning as well as a valuable context within which to develop teamwork and leadership skills. All students will be strongly encouraged to achieve and maintain a healthy level of fitness. As a subject area in the MYP, physical education focuses on the whole child to include his or her physical, emotional and mental well-being. Emphasis is placed on maintaining a healthy lifestyle through a balanced approach to fitness. Local resources such as military bases, state parks, rope courses, and recreation centers will enhance campus based physical education to assist families to become aware of the many resources our community has to offer.

8) **Extended School Day, Week, and Year:** GRC will require students to make a commitment to academic excellence, and the staff at GRC will commit to helping each student achieve success. Regular Saturday sessions will be held to assist youth with rigorous IB standards, the school day will be extended to accommodate both IB and AVID goals if necessary, and the school year will begin earlier than the local school division to better prepare students for assessments if necessary. The first year of operation will follow a traditional school schedule to allow for baseline collection of student achievement data.
Academic success is the single most important job of a public school. GRC developers have planned for success throughout the charter proposal. All military families with eligible children will receive enrollment information from the division detailing opportunities at GRC. In addition, Virginia Beach City Public Schools counselors will identify students who are not meeting their academic potential in traditional schools and encourage them to apply for the lottery for an enrollment in GRC. The Governing Board Members of GRC and VBCPS believe that all students, regardless of their challenges, deserve a high quality education and the opportunity to master academic content standards and state/federal achievement expectations. A focus on individual needs is not always possible in a traditional public high school. GRC will test ways that personalized learning environment might be established, and work on researching how this approach can be scaled up to a larger school environment.

**Middle Years Program (MYP):**

The IB Middle Years Program (MYP) will provide a framework of academic challenge for students in the ninth and tenth grade. The Program is devised to help students develop the knowledge, attitude and skills to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis, which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside. Plaza Middle School, a feeder school in the Green Run area, offers the MYP for students in grades sixth through eighth. It is anticipated that some students from this program will submit an enrollment form and will be selected in the lottery. The MYP aligns closely to the Virginia Standards of Learning; all students will be able to transition at ninth grade and have adequate time to prepare for Diploma Program courses and Career-related Certificate (IBCC) courses.

**Diploma Program**
The IB Diploma Program is an academically-challenging and balanced college preparatory program of education designed to prepare students for post-secondary personal and academic success. This program will be offered to juniors and seniors. It has gained recognition and respect from the world's leading universities. The IB Program has high academic standards, emphasizes "international-mindedness" and allows for both breadth and depth of study in all subject areas. The IB Program at GRC will be school wide; that is, all students will take IB courses. Students may elect to pursue the Diploma Program or the IBCC, when authorized by the IB, although the IBCC requires at least two DP courses. The school community will work to develop the habits of the mind needed to think and work consistently at the high degree of sophistication demanded in these classes.

Students choosing to pursue the internationally-recognized IB Diploma will study six courses at higher level or standard level. Students will choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages (English (1) and a second language (2)), history/social studies (3), the experimental sciences (4) and mathematics (5). The sixth subject may be chosen from group 6 (IB arts). Alternatively, the students may choose to study a second subject from groups 1 to 5. To earn the IB Diploma, students must take no fewer than four courses at higher level. Students must also earn passing scores on each exam.

In addition, the Diploma Program has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

- **The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
- **Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).
• **Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

**Career-related Certificate (IBCC)**

The IBCC incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. This program is currently not offered in Virginia Beach although the division has extensive resources at the Virginia Beach Advanced Technology Center to facilitate the implementation. These resources will be combined with opportunities at Tidewater Community College to offer dual enrollment and college credit for students opting to enroll in the IBCC Program. The IBCC encourages students to benefit from elements of an IB education, through a selection of two or more Diploma Program courses in addition to a unique IBCC core, comprised of an Approach to Learning (ATL) course, a reflective project, language development and community service.

This new IB qualification is designed to provide a "value added" educational offering to schools that already offer the IB Diploma Program and are also delivering career-related courses to their students. GRC will implement the Diploma Program and immediately apply for consideration from the IB to offer the IBCC.

The IBCC enables schools to increase the number of students attaining an IB education. GRC will retain the ability to choose the career-related courses that are most suited to local conditions and the needs of their students, such as STEM related courses to address the needs of the military and the Hampton Roads region. GRC will gain the added flexibility in direct curriculum development as well as the IBCC core to create an educational pathway that puts a strong focus on individual student needs.
The IBCC enables students to:

- develop a broad range of career-related competencies and to deepen their understanding in general areas of knowledge
- prepare for effective participation in an ever-changing world of work
- foster the attributes of the learner profile allowing students to become true lifelong learners willing to consider new perspectives
- engage in learning that makes a positive difference to future lives
- become a self-confident person ready for life in the 21st century.

Advancement Via Individual Determination (AVID)

AVID is a nationally-recognized program designed to increase academic achievement, particularly in students from at-risk backgrounds, with the goal of students attending a four-year college. The mission and strategies of the AVID program will be integrated throughout the GRC curriculum. All teachers will receive professional development from the AVID program and AVID strategies will be implemented in all courses. All Department of Defense secondary schools offer the AVID program, thus the concepts will be familiar to students transferring from DoDEA schools overseas.

GRC is making AVID an important part of our educational program because it has proven results in raising the achievement of students, preparing students to attend college and in closing the achievement gap. AVID is currently used in most VBCPS secondary programs and one high school in the division is considered a National Demonstration Site. The next four pages are a description of the AVID program from the AVID organization, and research on AVID’s success.

Description of AVID from the AVID organization

The following is from the AVID organization’s website, AVID.org

AVID, Advancement Via Individual Determination is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of
effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. “While many folks talk about what should be done to prepare students for college, AVID is doing it and has been for over 30 year,” according to the AVID website. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 85,500 AVID students have graduated from high school and planned to attend college. Of the 22,210 AVID 2010 seniors who reported their plans, 91.3% intended to attend a postsecondary institution; 58.3% in four-year institutions and 33.0% in two-year institutions.

The AVID Student

AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

The AVID Curriculum

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICR method, which stands for writing, inquiry, collaboration, and reading.

Professional Development

AVID integrated courses are led by teachers who have been trained in the program's methodologies. AVID's professional development, however, goes further than that. Teachers and
administrators from throughout the school and district attend AVID's Summer Institutes, where they all learn techniques for bringing out the best in average students. This way, AVID students are supported in content-area classrooms as well as in the AVID elective, and even more students can benefit from AVID.

Community

The community supports AVID by providing speakers and summer apprenticeships for AVID students. Colleges demonstrate their support of AVID programs in many ways. They may provide class speakers, offer college credit courses to AVID high school students, include AVID students in residential, academically-oriented summer bridge programs, and follow and support the progress of AVID students during their college careers.

Where is AVID?

AVID is at work in nearly 4,500 schools in 47 states as well as the District of Columbia and 16 countries/territories. Large urban schools, tiny rural schools, resource-rich suburban schools, and struggling schools - they all find that AVID meets the needs of their students in the middle.

Research Demonstrating the Effectiveness of the AVID Program

Since its inception in 1980, the AVID program has demonstrated consistent success in pursuit of its mission to close the achievement gap. AVID provides students with consistent academic support while they are enrolled in a rigorous course of study and creates multiple opportunities for students to develop meaningful relationships with teachers and classmates, become involved in extracurricular activities, learn about the college application, financial aid, and enrollment processes, and interact with individuals from a variety of professional fields. While AVID is open to all students, this program has achieved significant results among low-
income and minority populations, both of which are traditionally underrepresented in four-year colleges and universities.

The most consistent indicator of AVID's success is the rate at which it sends its students to four-year colleges as compared with national averages. In 2008, for example, seventy-eight percent of AVID graduates were accepted to a four-year college and 92% of 2009 AVID graduates planned to attend a 2-year or 4-year college. In addition, year after year AVID students out-perform their non-AVID peers in the completion of four-year college entrance requirements. Researchers have found AVID students score higher on end-of-course exams and state assessment tests and are more likely to complete a college-preparatory curriculum than non-AVID students. AVID schools also improved their performance ratings at a greater rate than non-AVID schools and more students in AVID schools took AP or IB exams than students in comparison schools.


As a VBCPS public charter school, GRC will implement a curriculum that meets and exceeds the expectations in Virginia Beach and the Virginia Standards of Quality. In alignment with the Compass to 2015 VBCPS Strategic Plan, the primary focus at GRC will be teaching and assessing those skills students need to thrive as 21st century learners, workers, and citizens. All GRC students will be:

- Academically proficient;
- Effective communicators and collaborators;
- Globally aware, independent, responsible learners and citizens; and
- Critical and creative thinkers, innovators and problem solvers.
The curriculum developed for GRC Charter School Program is founded on the Virginia Beach objectives. These objectives were derived from the Virginia Standards of Learning and are meant to thoroughly address the content, skills, processes and understandings as set forth by the Commonwealth. Virginia Beach objectives are continually reviewed and modified to reflect any revisions in the Virginia Standards of Learning. Additionally, GRC curriculum will also address the aims and objectives established by the International Baccalaureate. These aims and objectives align with and enhance Virginia Beach objectives. Almost all subject areas carry a 100% pass rate with many students earning a pass/advanced score. GRC students will meet or exceed all Virginia Standards of Learning requirements and the staffing requirements for the state of Virginia and VBCPS.

To provide all students with staff prepared to assist them in meeting or exceeding academic expectations, all staff will meet state professional licensure and certification requirements. Additionally, teachers and select staff will meet the professional development requirements of the International Baccalaureate. IB training is layered and teachers are expected to stay current in their practices by continuing and renewing their understanding of IB pedagogy in five year intervals. The curriculum adopted and described in this application, and those who deliver it, will meet Virginia SOQ, Sections 22.1-253.13:1 through 22.1-13:9 Code of Virginia requirements.

Please refer to the curricular framework provided in Appendix B for pupil performance standards and curriculum, which demonstrate that GRC will meet and exceed Virginia SOQ, Sections 22.1-253.13:1 through 22.1-253.13:9, Code of Virginia.
3. A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes (See http://www.doe.virginia.gov/testing/index.shtml on the Department’s Web site for more information about the SOL).

A detailed curriculum framework is provided in Appendix B that describes the GRC Program of Study alignment to VBCPS objectives that are aligned with Virginia SOL objectives and IB performance standards, and assessments for each grade and course offered at GRC. The goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes.

The International Baccalaureate (IB) Middle Years Program (MYP) and the Diploma Program (DP) are recognized internationally as college preparatory curriculum programs that exceed state standards and require a rigorous approval process that exceeds state accreditation requirements. Students attending these programs must meet state SOL goals and objectives and the IB MYP and DP Objectives. GRC will participate in all IB evaluation processes, and meet the required elements of becoming an “IB” approved school. This will require that all administrators and teachers attend official IB training in their content area/s, each teacher submitting course syllabi, unit and lesson plans, and assessment practices to the IB for “moderation” (part of evaluation for approval process the IB requires of all affiliated schools; Monitoring in MYP and Moderation in DP), and the school offering a schedule that includes all IB required coursework.

VBCPS currently has a MYP and a Diploma Program operating over capacity. The administrators and teachers at these schools will provide support in the form of resources, some
shared teaching assignments, and compliance assistance as GRC navigates the IB approval process.

GRC will meet all federally required benchmarks of Annual Measureable Objectives (AMO), or any benchmarks approved in Virginia as part of federal AYP waivers under the Elementary and Secondary Education Act (ESEA) / No Child Left Behind Act of 2001. VBCPS will act as the authorizer of the charter and ensure compliance with requirements under this law. VBCPS will evaluate the charter program based on meeting and exceeding these requirements. Baseline data will be collected in year one of operation to allow for the development of a continuous school improvement plan based on state, federal, local, and Compass to 2015 strategic plan expectations.

Please refer to the appendix for a print copy of the VBCPS strategic plan. In addition to the attached Curricular Framework, all students attending GRC will learn the skills needed to thrive as 21st century learners, workers, and citizens. These skills are supported by both the IB and the AVID programs. All GRC students will be academically proficient; effective communicators and collaborators; globally aware, independent, responsible learners and citizens; and critical and creative thinkers, innovators and problem solvers.

As a charter school authorized by VBCPS, Green Run Collegiate staff will accomplish these student goals by aligning all academic programs to the objectives approved in the VBCPS Compass to 2015 strategic plan:

1. All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
2. VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.
3. Each school will improve achievement for all students while closing achievement gaps for identified student groups, with particular focus on African American males.
4. VBCPS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.

5. VBCPS will be accountable for developing essential leaders, teacher and staff competencies and optimizing all resources to achieve the school division’s strategic goal and outcomes for student success.

4. A description of any internal and external assessments to be used to measure pupil progress towards achievement of the school's pupil performance standards, in addition to the SOL assessments prescribed by Section 22.1-253.13:3, in the Code of Virginia.

GRC will use all state and local assessments required for accreditation. All students will participate in all required state-mandated and VBCPS division recommended assessments in accordance with applicable Virginia Laws and Regulations. These assessments will include, but not be limited to, Standard of Learning assessments (SOLs), ATC, PSAT, and SAT assessments. A copy of the VBCPS secondary testing schedule is included in the Appendix as an example of the annual timelines the assessment plan at GRC will follow. VBCPS has multiple resources that provide common assessments and data analysis that correlate with the Virginia Standards of Learning. Please see the attached Curriculum Framework for specific information on courses where students will take Virginia SOL end-of-course exams and IB exams. IB exams have both internal and external assessments. In addition, AVID’s annual certification process will require that students prepare portfolios of student work and teachers submit unit plans for review.

The core objectives of GRC are reducing subgroup gaps (compared to division and Green Run High School data), decreasing drop-out rates (compared to division and Green Run High School data), increasing the number of African American and military affiliated youth who graduate with an advanced diploma (compared with division and Green High School data), and better preparing all students for college and career readiness based on the VBCPS Compass to 2015 Strategic Plan (as measured by College and Work Readiness Assessment data, IB college
credit offered, and college acceptance data). A concentrated effort will be made in the school division to reach out to students who are not working to their academic potential.

The GRC instructional program will be designed to facilitate numerous learning strategies that give teachers, mentors, and administrators the data needed to guide school improvement efforts and to ensure that the needs of each individual student are met. Thus, the methods of student assessment will be varied and balanced in order to best align with instructional approaches and individual learning activities in a given area. However, the emphasis will be on performance-based authentic assessments, IB standards, and academic goals.

The IB assessment model is based on assessment criteria that are directly related to the objectives of each subject group. This criterion-related approach clarifies the assessment processes for teachers to discuss and clarify their own perspectives of assessment processes. The program also encourages a balance between formative and summative assessment, using a range of activities within units to allow students to practice and demonstrate a full range of skills. Assessment strategies used by teachers will combine teacher-led assessment, group and/or peer evaluation, and student self-assessment.

Comprehensive, standards-based individual student learner profiles will provide the essential infrastructure for tracking, assessing, and coaching student learning. Within this framework, teachers will emphasize authentic assessments, using IB standards-based rubrics to inform students and their parents and motivate them to work to address deficiencies and strive to achieve higher standards. Individual student project planning activities, conducted in collaboration with teachers, will include an identification of standards that will be addressed through the course of the project and a review of the rubrics attached to those standards (which will be modified when appropriate). Administrators and teachers will regularly review the
learner profile and assess: what students are learning; how students are demonstrating their learning; and how to nurture students within the school community.

Primary emphasis in the IB program will be given to performance-based assessments that require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include service projects, responsibilities associated with leadership positions, science experiments, dramatic and oral presentations, video productions, research, etc.

In addition to authentic assessment strategies, more traditional approaches will also be used, including teacher-developed tests when appropriate. Furthermore, initial standardized assessments in reading and math will be conducted with follow-up tests to be taken at the end of each year using the Scholastic Reading and Math Inventories.

The IB Diploma Program will allow students to take college-level classes, possibly earning college credit upon successful completion of exams during the 11th and 12th grade years. The IB Middle Years Program in grades nine and ten prepares students for the rigor of the Diploma Program. The IB DP program has six core academic subject areas: English, second languages, experimental sciences, arts, mathematics, and individuals and societies. In addition to taking classes and exams in the six academic subject areas, students must perform community service, write a 4,000 word essay, and take a Theory of Knowledge class.

After students take their IB courses during the junior and senior years, they can choose to take exams in either all or several of their subjects. The exams are developed, administered, and graded by the IB and are graded on an internationally standardized assessment scale of 1-7. If students take exams in all their subjects, receive satisfactory scores and complete the community service, the extended essay and the Theory of Knowledge components, students receive an IB diploma. If students do not choose to pursue an IB diploma, they will receive certificates for each
IB exam they do take and successfully pass. Colleges and universities set their own policies regarding credit for successful completion of IB exams. Some IB assessments can be used in place of SOL assessments. When allowable an IB assessment will be used to determine academic progress.

One of the main goals of GRC will be preparing students to attend a post-secondary institution. All students will take the PSAT in their freshman, sophomore or junior year and take the SAT and/or ACT depending on their individual goals. GRC administrators and teachers will analyze data from those exams to evaluate performance and guide the school in establishing improvements to the education program.

The long-range goal of Compass to 2015, the strategic plan for Virginia Beach City Public Schools (VBCPS), is the successful preparation and graduation of every student with the primary focus on teaching and assessing the skills that students need to thrive as 21st century learners, workers, and citizens. The VBCPS outcomes for student success include critical and creative thinking, problem solving, and effective communication. The College and Work Readiness Assessment (CWRA) will also be used to evaluate GRC students on the skills of critical thinking, analytic reasoning, problem solving, and written communication. These skills are necessary for success in work and college environments in the 21st century.

The CWRA is administered at all high schools during the second half of January. This online performance task presents students with a realistic problem and related documents that must be analyzed in order to construct written responses to several questions. The results of the CWRA will allow GRC to evaluate each student’s higher-level thinking skills, readiness for college and/or work, and provide a comparison between GRC students and other VBCPS juniors and
college freshmen. Insights gained from assessment results will assist GRC in improving instruction and learning in the areas of critical thinking, problem solving, and written communication.

5. A description of the public charter school assessment plan to obtain student performance data, which includes how the data will be used to monitor and improve achievement and how program effectiveness, will be measured over a specified period of time. Also provide benchmark data on how student achievement will be measured and how these data will be established and documented in the first year of operation and how the data will be measured over each year of the term of the charter as approved by the local school board. The benchmark data should address targets for student improvement to be met in each year.

Both standardized and authentic assessment strategies will be used to monitor, adjust, evaluate, and modify instructional strategies. Targeted interventions will be based on initial assessments and performance based assessments. A continual cycle of school improvement efforts will be embedded in the evaluation of assessment data.

As described in question four of this section, Green Run Collegiate will follow all state and VBCPS standards including the use of SOL assessments. GRC will collaborate with VBCPS to determine appropriate benchmarks for student achievement in our first year with students in grade nine, and for subsequent years as we add a grade level each year. These benchmarks will align with school division goals and allow us to compare our results on standardized assessments to those across the school division and state. Designing this school as a charter allows for a different structure that is designed to improve student achievement. This program can be compared to improved student achievement in other secondary programs with data analyzed not only by the GRC faculty, but also by the VBCPS Department of Research and Evaluation to determine continuation of GRC charter, the replication of the GRC model or specific components of our model, in other schools in the division.
As mentioned earlier in this application, to determine benchmarks that align with school divisions goals, GRC will review the individual records of each incoming student and create a Personal Learning Plan (PLP) for each student. VBCPS is working toward creating a personalized learning experience division wide. GRC will implement a pilot of this program to determine its effectiveness.

PLP Design Process:

- Review the records of all incoming students prior to the first day of classes.
- Meet with parents, students, and, when possible, conference with previous teachers, to generate feedback regarding each student’s prior academic history.
- Meet with the student and parents to determine a set of goals for the upcoming year. The goals that are created will be “SMART” goals – specific, measurable, attainable, results oriented, time-bound.
- The PLP will include both short term and long term goals for each individual student. Goals will focus on academic achievement, personal expectations, and college and career readiness.
- Assigned mentors, parents and students will refer to, update, and measure progress monthly toward meeting both short and long term goals.
- Mentors will monitor progress, assist with remediation and tutoring programs, and help to motivate youth toward goals.
- Achievement on standardized assessments and other assessments will be documented in the PLP. Mentors will meet with students to help them prepare for assessments, evaluate assessment results, and re-assess as necessary. Interventions and remediation will be prescriptive based on assessment results for continuous improvement.
- College preparedness activities will be incorporated including: enrolling and completing in certain courses, obtaining a certain grade in a specific course, visiting a college through the AVID program, participating in an extracurricular activity, and/or participating in a career exploration course for a specific career.
- Student will work closely with mentor and teachers to create a portfolio of student work, assessments, and personal reflections on their goals which will be reviewed at the end of the school year and the beginning of the next school year.
- By the sophomore year of school, all students will have a PLP that covers both high school and post-secondary plans. This will ensure students plan their high school schedules in preparation for college and military service requirements and expectations.
- Students will reflect on their progress with their mentors and verbalize what they need to accomplish to meet their personal, academic, and long term career goals.

Smaller schools allow for relationships between faculty and staff that consider each student’s
individual goals as part of the whole school performance plan. The staff at GRC will have the
tportunity to work closely together and develop relationships with each student as they
matriculate. Students will be continually and closely monitored as part of their PLP and
individual assessment data will be used to drive program improvement at GRC. Individual and
whole school improvement efforts will be based on student data and actual needs to allow
barriers to be immediately addressed and overcome.

_Pupil Performance Standards and Assessments_

GRC student academic performance will be measured by state, federal, and international
performance standards as well as summative and formative assessments. Students will meet all
Virginia Department of Education verified credit requirements to earn a Standard or Advanced
Studies Diploma and if all requirements are met, an International Baccalaureate Diploma or IB
Career Certificate.

Federal student performance standards, as measured by SOL test pass rates, participation,
and graduation rates (grades 9 – 12) for established subgroups, will also be met. Student’s
performance on PSAT, SAT, ACT, and CWRA will be judged against local, state, and national
trends to judge the effectiveness of the school’s academic program in preparing students for post-
secondary study. Students will continue to be assessed beyond graduation to compare college
entrance rates, college graduation rates, and post-secondary degrees achieved when that data
becomes available.

**Virginia Beach City Public Schools 2013-2014 Testing Schedule**

**VBCPS and Virginia State Mandated Tests**

<table>
<thead>
<tr>
<th>DATES</th>
<th>TESTS</th>
<th>STUDENTS TESTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 2013</td>
<td>Virginia Alternate Assessment Program (VAAP)</td>
<td>Begin collection of evidence for students participating in the VAAP.</td>
</tr>
<tr>
<td>October, 2013</td>
<td>Preliminary Scholastic Aptitude Test (PSAT)</td>
<td>Available to all students in grades 10 and 11.</td>
</tr>
<tr>
<td>October, 2013</td>
<td>Fall SOL</td>
<td>Students completing English 11 classes</td>
</tr>
<tr>
<td>Date</td>
<td>Test Description</td>
<td>Description</td>
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<tr>
<td>---------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October, 2013</td>
<td>Fall SOL English 11: Writing Multiple-Choice Test in a 4x4 block schedule and SOL verified credit retake students.</td>
<td></td>
</tr>
<tr>
<td>October, 2013</td>
<td>Fall SOL Make-Up English 11: Writing Tests</td>
<td></td>
</tr>
<tr>
<td>November 1 - November 30, 2013</td>
<td>Test of Adult Basic Education (TABE)</td>
<td>Certain students in grade 12.</td>
</tr>
<tr>
<td>January, 2014</td>
<td>Fall SOL End-of-Course Non-Writing Tests Grade 8 English: Reading and Mathematics Tests</td>
<td>Students in EOC** classes; RRP students, and MSD*** students under SOL requirements.</td>
</tr>
<tr>
<td>January, 2014</td>
<td>College and Work Readiness Assessment (CWRA)</td>
<td>Students enrolled in grade 11 English courses.</td>
</tr>
<tr>
<td>February, 2014</td>
<td>Fall SOL Expedited EOC** Tests Expedited Grade 8 English: Reading and Mathematics Tests</td>
<td>Fall EOC**; MSD*** students who meet the expedited testing requirements.</td>
</tr>
<tr>
<td>March, 2014</td>
<td>Spring SOL - PAPER English: Writing Multiple-Choice Test</td>
<td>Students in grades 5, 8, and 11 English: Writing classes with a documented need for a paper/pencil assessment and SOL verified credit retake students.</td>
</tr>
<tr>
<td>March, 2014*</td>
<td>Spring SOL - PAPER English: Short Paper Component</td>
<td></td>
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<tr>
<td>March, 2014</td>
<td>Spring SOL - PAPER Make-Up English: Writing Tests</td>
<td></td>
</tr>
<tr>
<td>March, 2014</td>
<td>Spring SOL - ONLINE English: Writing Multiple-Choice</td>
<td>Students in grades 5, 8, and 11 English: Writing classes.</td>
</tr>
<tr>
<td>March, 2014</td>
<td>Spring SOL - ONLINE English: Writing Short Paper and Make-Up Testing</td>
<td></td>
</tr>
<tr>
<td>February - April, 2014</td>
<td>NCLB English Language Proficiency Test (ACCESS FOR ELLs) Academic Language of the Content Areas (Reading, Writing, Listening, and Speaking)</td>
<td>All students designated as LEP, English proficiency levels 1-4, and bridging 1 and 2.</td>
</tr>
<tr>
<td>TBD</td>
<td>Virginia Alternate Assessment Program (VAAP) Collections of evidence due to Laskin Road Annex.</td>
<td></td>
</tr>
<tr>
<td>April, 2014</td>
<td>April Term Grad Testing</td>
<td>Students in EOC** classes and MSD*** students who will graduate by August 2014.</td>
</tr>
<tr>
<td>May, 2014</td>
<td>Spring SOL - High School EOC** and Grade 8 Reading &amp; Mathematics Tests</td>
<td>Students in grades 3 - 8 and EOC** classes and MSD*** students under SOL requirements.</td>
</tr>
<tr>
<td>June, 2014</td>
<td>Spring SOL - High School Expedited EOC** Tests; Expedited Grade 8 English: Reading and Mathematics Tests</td>
<td>Spring EOC** and MSD*** students who meet the expedited testing requirements.</td>
</tr>
<tr>
<td>June, 2014</td>
<td>Spring SOL - Middle School</td>
<td>Spring EOC*** students who meet the</td>
</tr>
</tbody>
</table>
**Expedited EOC** Tests

<table>
<thead>
<tr>
<th>Date</th>
<th>Tests</th>
<th>Expedited testing requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, 2014</td>
<td><em>Summer SOL</em> English: Writing Multiple-Choice Test</td>
<td>Students completing English 11 classes in summer school and SOL verified credit retake students.</td>
</tr>
<tr>
<td><strong>July, 2014</strong></td>
<td><em>Summer SOL</em> English: Short Paper Component</td>
<td></td>
</tr>
<tr>
<td>July, 2014</td>
<td><em>Summer SOL</em> Make-Up English: Writing Tests</td>
<td>Students in EOC** classes; Fast Track Tutoring students; and SOL verified credit or MSD*** students under SOL requirements.</td>
</tr>
<tr>
<td>TBD</td>
<td><em>Summer SOL</em> SOL Non-Writing Tests</td>
<td></td>
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</tbody>
</table>

*Direct Writing Prompt must be administered on these dates.
**End-of-Course 1) Students completing an EOC class.
**End-of-Course 2) Students who have previously failed an EOC test and desire to retake the EOC test for a verified credit.
***Modified Standard Diploma.

6. **The timeline for achievement of pupil performance standards, in accordance with the Virginia SOL.**

As described above, Green Run Collegiate will follow all state and local assessments, including SOL assessments in accordance with the Commonwealth of Virginia requirements. Students will take end-of-course SOL tests in the spring of each year. The attached Curriculum Framework specifically addresses which courses require SOL end-of-course exams.

The performance on these exams will be updated in each student’s PLP with course schedules, remediation plans, and personal goals developed annually (in partnership with mentors, teachers, students, and parents).
Below is a table demonstrating a timeline for SOL assessments:

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<tbody>
<tr>
<td>9</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
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<td>PSAT</td>
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<td>10</td>
<td>SOL EOC Exams</td>
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<td>PSAT</td>
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<tr>
<td>11</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
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<td>IB Exams</td>
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<td>SAT/ACT</td>
<td>SAT/ACT</td>
<td>SAT/ACT</td>
<td>SAT/ACT</td>
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</tr>
<tr>
<td>12</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
<td>SOL EOC Exams</td>
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<tr>
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<td>IB Exams</td>
<td>IB Exams</td>
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<td>IB Exams</td>
<td>IB EOC Exams</td>
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<td></td>
<td>SAT/ACT</td>
<td>SAT/ACT</td>
<td>SAT/ACT</td>
<td>SAT/ACT</td>
<td>SAT/ACT</td>
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</table>

7. An explanation of the corrective actions to be taken in the event that pupil performance at the public charter school falls below the standards outlined in the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-310).

Green Run Collegiate will be approved as part of the VBCPS educational system. The school will follow all VBCPS policies and procedures regarding student performance expectations. All schools in the Virginia Beach division develop and annually update Plans for Continuous School Improvement (PCI’s) using SMART goals determined by a careful review of academic performance data. Corrective actions will be based on student and teacher performance measures with the understanding that charter school programs are held to a high level of accountability. Corrective measures can include:

- Staffing changes to address deficiencies in leadership, grade level, or subject level performance
- Staff training to address specific deficiencies
- Recommending a longer calendar year or longer school days
- Recommending curricular changes or modified courses
- Access to additional support and resources through VBCPS
- Closure of the charter school prior to the completion of the contract
- Non-renewal of the charter contract

**Student Remediation Plan:**

With the possible severity of the corrective action plans possible, GRC school leaders, staff, parents, community members, and students are committed to doing whatever is necessary for all students to experience academic success. Students who are struggling in a particular area who are not on pace to meet or exceed classroom expectations or performance levels identified on SOL or IB assessments, will be given ongoing support. Assistance will be in the form of before and after school tutoring provided by teachers, on-line tutoring, and when necessary, contracted service providers. All students will also be expected to participate in Saturday school classes, commit to a longer school day, and possibly a longer school year. If necessary, additional efforts may include arranging for support during the summer months. Parents will be involved at all levels since communication is a key factor in monitoring, maintaining, and exceeding academic expectations. A Parent Portal to the Synergy student data system will provide parents with access to student progress on an ongoing basis. Teachers will be expected to keep grades updated so that available information is current.

8. **Information regarding the minimum and maximum enrollment per grade for each year during the term of the charter contract, as well as class size and structure for each grade served by the public charter school.**

Green Run Collegiate will be a secondary school serving grades 9-12 with 100 students per grade level and a target of serving no more than 25 students per class. Class sizes will not exceed Standards of Quality recommendations. The minimum enrollment to open the school will be 50 students in the 9th grade level; a lottery will determine enrollment if over 100 applications are received. In subsequent years, all open spaces will be filled via lottery.
Green Run High School has a 25% mobility rate and due to the presence of the military community, the mobility rate in VBCPS tends to be high. Students who indicate that they will not be re-enrolling for the following school year will give up their guaranteed next grade level placement. A lottery will be held to fill all available spaces.

A waitlist will be created through the lottery process after all spaces have been filled. As space is available, students on the waiting list still interested in enrolling will be contacted. When possible, students will be enrolled throughout the school year with their Personal Learning Plans incorporating plans to meet GRC requirements they may have missed while waiting for an opening. Their PLP’s may include mandatory summer courses or on-line courses through Virtual Virginia to make up for time lost in the program if gaps exist.

9. Information regarding the proposed calendar and a sample daily schedule, including any plans to open prior to Labor Day and how and when a waiver to open early will be submitted by the local school board to the Virginia Board of Education, under § 22.1-79.1, of the Code of Virginia.

During the first year of operation, GRC Academy will follow the VBCPS secondary calendar and a modified block schedule now in place to allow for the eight courses required in an IB Program. The Governing Board of GRC will work with VBCPS to submit a request to the Virginia Board of Education to open before Labor Day in subsequent years depending on the baseline achievement level data of first year students. The calendar for the first year of operation will include 183 school days, slightly over the state requirement for 180 days. This is the same proposed calendar as the school division.
Proposed Full Year School Calendar for 2013-2014 for Green Run Collegiate

1st Semester: (90 school days)

**September** (20 school days)
Start Tuesday after Labor Day (Tuesday, September 3rd, 2013)

**October** (23 school days)

**November** (17 school days)
Q1 Report Card on November 12th
Holidays: 3 (11 - Veterans Day and 20-21 – Thanksgiving)

**December** (15 school days)
Holidays: 7 (23-31 – Winter Break)

**January** (15 school days)
Holidays: 3 (1 – New Year’s Day, 20 – MLK Day and 24 – Staff Day)

2nd Semester: (93 school days)

**January** (5 school days)
Q2 Report Card on January 31st
Holidays: 3 (1 – New Year’s Day, 20 – MLK Day and 24 – Staff Day)

**February** (20 school days)

**March** (20 school days)
Holidays: 1 (28 – Staff Day)

**April** (17 school days)
Q3 Report Card on April 4th
Holidays: 5 (14-18 – Spring Break)

**May** (21 school days)
Holidays: 1 (26 – Memorial Day)

**June** (10 school days)
Exams on June 10th – 13th
The proposed A/B Hybrid Schedule will allow GRC students to take some core courses every other day all school year, while others will meet daily for only one semester. This schedule will allow students to take the eight IB courses required and ensure that all students are able to take a lunch break. The schedule has been adopted for all high schools in Virginia Beach for the 2013 school year. This schedule will also provide a smoother transition for students new to the division and provide more time during the school day than the previous schedule offered by VBCPS. GRC will adopt this schedule for the first year of instruction. As additional grade levels are added, the school will consider other scheduling options.

**GRC A/B Hybrid Schedule**

- Block 1: 7:20 AM – 8:50 AM
- Block 2: 8:55 AM – 10:25 AM
- Block 3: 10:25 AM – 12:35 PM

<table>
<thead>
<tr>
<th>1st Lunch</th>
<th>2nd Lunch</th>
<th>3rd Lunch</th>
<th>4th Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>Class</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Class</td>
<td>Lunch</td>
<td>Class</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:00 – 12:35</td>
<td>11:00 – 11:30</td>
<td>11:35 – 12:05</td>
<td>12:05 – 12:35</td>
</tr>
</tbody>
</table>

- Block 4: 12:40 PM – 2:10 PM
### Sample Schedule

**Green Run Collegiate**

#### Grades 9

<table>
<thead>
<tr>
<th>A Day</th>
<th>IB MYP English 9</th>
<th>IB MYP Health and Physical Education 9</th>
<th>Lunch</th>
<th>IB MYP World Language</th>
<th>IB MYP Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Day</td>
<td>IB MYP VA US History</td>
<td>IB MYP Fine Arts</td>
<td>Lunch</td>
<td>IB MYP Technology</td>
<td>IB MYP Geometry</td>
</tr>
</tbody>
</table>

#### Grade 10

<table>
<thead>
<tr>
<th>A Day</th>
<th>IB MYP Health and Physical Education 10</th>
<th>IB MYP Fine Arts</th>
<th>IB MYP English 10</th>
<th>Lunch</th>
<th>IB MYP Algebra II/Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Day</td>
<td>IB MYP World Languages 10</td>
<td>IB MYP Chemistry</td>
<td>IB MYP Technology</td>
<td>Lunch</td>
<td>IB MYP VA/US Government</td>
</tr>
</tbody>
</table>

#### Grades 11

<table>
<thead>
<tr>
<th>A Day</th>
<th>IB English 11</th>
<th>IB Theory of Knowledge (Semester one) Elective or study block (Semester two)</th>
<th>Lunch</th>
<th>IB World Language (Standard level or higher level)</th>
<th>IB Biology, Chemistry, Physics or Design Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Day</td>
<td>IB World Studies I – History of Europe</td>
<td>IB Dance, Film, Music, or Theatre Arts</td>
<td>Lunch</td>
<td>Elective</td>
<td>IB Mathematical Studies (Standard Level) IB Mathematics (Standard Level or Higher Level) IB Computer Science</td>
</tr>
</tbody>
</table>

#### Grade 12

<table>
<thead>
<tr>
<th>A Day</th>
<th>IB World Studies II – 20th Century Topics</th>
<th>IB Dance, Film, Music, or Theatre Arts</th>
<th>IB English 12</th>
<th>Lunch</th>
<th>IB Mathematical Studies (Standard Level) IB Mathematics (Standard Level or Higher Level) IB Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Day</td>
<td>IB Biology, Chemistry, Physics or Design Technology</td>
<td>IB World Language (Standard level or higher level)</td>
<td>IB Theory of Knowledge (Semester one) Elective or study block (Semester two)</td>
<td>Lunch</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Virginia Board of Education Public Charter School Application: Page 70
10. **A description of plans for identifying and successfully serving: a) students with disabilities; b) English Language Learners (ELLs); c) academically at-risk students; and d) gifted and talented students.** Such plans must include the extent of the involvement of the local school board in providing such services and must comply with state and federal laws and regulations.

Green Run Collegiate will meet the needs of students with disabilities; English Language Learners (ELLs); academically at-risk students, and gifted and talented students. The program of instruction is designed to be inclusive. With reasonable accommodations and modifications, the needs of all secondary students will be met. The criteria for enrollment are as follows:

1. Live within Virginia Beach City Public School boundaries and be eligible for enrollment.
2. Commit to the rigor of the curriculum and graduation goals.
3. Demonstrate a commitment to pursuing post-secondary education through college, technical school, or military service.
4. Attend school daily and complete required assignments (with accommodations as necessary).
5. Accept mandatory Saturday school requirements and modified schedule/calendar should the school adopt one.

**a) Plan for serving students with disabilities**

GRC will ensure that all eligible students with disabilities will receive free appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act by contracting with a qualified special education services provider until such time as the number of disabled students justifies the hiring of a full time special education teacher and the appropriate support staff. It is anticipated that resources such as psychological evaluations, speech, and occupational therapy will remain contracted services.

The goal of the special education program at GRC is consistent with the goal of the regular education program: to support students in developing the knowledge and skills they
require to enjoy meaningful, self-fulfilling lives with as much independence as possible in their communities. The charter school will support the education of students with special learning needs within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of students will alternative settings on a part-time or full-time basis be considered.

GRC will create public awareness of special education opportunities and will advise parents of the rights of children with disabilities. We will provide written procedures and policies to assure that information regarding the rights of children with disabilities is made available in language and phraseology with will be understandable to parents regardless of their ethnic, linguistic, or cultural background. The charter will document its annual efforts to create public awareness of special education and to inform parents of the rights of children with disabilities.

The school will operate within the requirements of Child Find as documented in 34 C.F.R. 300.125 and 303.321 of the regulations implemented in the Individuals with Disabilities Education Act (IDEA), Parts B and C.

The school will identify those students who require special education and will provide an appropriate program for these students. Students with existing Individualized Education Plans (IEPs) in place will be provided services consistent with their existing IEPs.

**Identification:** The Charter School will disseminate information to its staff for identifying students eligible for special education, including guidelines for emotional disturbances, intellectually disabilities, learning disabilities, and speech/language impairment.

**Evaluation:**

A. **Initial Evaluation:** After informed written parental consent has been obtained, an initial evaluation will be conducted by a multidisciplinary team composed of those personnel required by law. This initial assessment will serve to determine whether the student meets the criteria for disability in accordance with 20 USC Sec. 1400, the Individuals with Disabilities Education Act and its amendments.
B. **Re-evaluation**: The Charter School will act in accordance with the Individuals with Disabilities Education Act Amendments of Sec. 614 (a) (2) and, after written parental consent has been obtained, will perform a reevaluation if conditions warrant a reevaluation or if conditions warrant a reevaluation or if the student’s parent or teacher requests a reevaluation, but at least once every three (3) years.

**Individualized Education Plan (IEP)**: The written individualized education program plan for each child will include a statement of the student’s present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the student; a description of the extent to which the student will be able to participate in regular education programs and the extent to which the student will be able to participate with non-disabled students in nonacademic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

**Procedural Safeguards Notice**: The Charter will provide a copy of the procedural safeguards to the parents of a student with a disability one time per year except a copy shall be given to the parents upon (1) initial referral or parental request for evaluation, (2) upon the first occurrence of the filing of a complaint, and (3) upon request by a parent as required by IDEA Reauthorization 204 (P.L. 108-466, Section 615 (d). the Charter School will place a current copy of the procedural safeguards notice on its internet site. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and student’s placement during pendency of due process hearings.

**A description of placement options the school is prepared to offer student with disabilities on the campus and rationale for the chosen options.**
An inclusion model of special education students will be organized at GRC. It is very important for students to have the opportunity to learn and grow within communities that represent the kind of world in which they will live when they finish school. All students are included in the learning process, and the school will meet their needs within an inclusive setting.

A resource model will also be included for students who need an environment that will address their different styles of learning. There are wide differences in student’s needs, and the school is prepared to support those needs. This not only includes the students, but also includes the needs of their parents.

As stated previously, the special education teacher (contracted from VBCPS, then eventually in house) will collaborate with the regular classroom teachers. The collaboration among the teaching faculty will facilitate the recognition of each student’s potential, thus connecting it with deeper and wider ways of knowing. A strong, effective curriculum, supported by technology, project based learning, service learning opportunities, and study skill strategies are designed to accommodate special needs students in the inclusion or resource model. Both models provide an environment of encouragement, support, and challenge for all students.

Through the IEP process, the team of professionals and family members determine what accommodations the student needs for his or her educational program or for the state-wide testing programs using information about the student’s current level of performance and annual goals and objectives. A contracted special education service provider will provide the majority of workshops for teachers until the school grows to serve a number of special education students to make a full time special education teacher cost effective. In addition, teachers will participate in workshops provided by the Virginia Department of Education and in workshops provided by VBCPS special education professionals based on the needs of students and the school. Topics for professional development will include but not be limited to: accommodations for students with
limited reading abilities, difficulty understanding lectures and concepts, mathematical concepts, difficulty completing assignments, and for students who have difficulty with complex tasks and organization. Teacher training days will be scheduled throughout the school year as well as during the first two weeks prior to the opening of school each year.

b) English Language Learners (ELLs);

Virginia Beach City Public Schools has a growing immigrant population due to the tourism industry and the presence of the military community however, fewer than 2% of the student population are ELL. The ability to leverage the knowledge of multiple languages and cultures is central to the goals of the IB program. As a VBCPS school, GRC will follow the VBCPS procedure for identifying ELL students and serving their needs:

Policy to serve Limited English Proficient (LEP) students:

- Submit a referral for suspect limited English proficiency to the Student Support Team (SST).
- Schedule initial SST meeting.
- Conduct initial Limited English Proficient (LEP) Eligibility meeting with SST recommendation of going through the LEP Eligibility Process.
- Email meeting minutes to English as a Second Language (ESL) program coordinator for review/approval.
- Email (from ESL program coordinator) appropriate parties approving student to go through the LEP Eligibility Process and English Language Proficiency (ELP) testing.
- Arrange (home school) ELP testing of student with ESL teacher at the Technical and Career Education Center.
- ELP-test the student (ESL teacher) and report results by email to ESL program coordinator.
- Convert test scores to Virginia ELP levels (ESL program coordinator) and determine eligibility status (LEP? Or non-LEP?).
- Notify appropriate parties by email (ESL program coordinator) of student’s Virginia ELP level and designate whether student is LEP/non-LEP.
- Record the appropriate entries in SYNERGY (home high school) regarding LEP status/non-LEP status; if the student is eligible for second language services, the student reports for services (ELP levels 1.0-4.9)/the student remains at the home school (ELP levels 5.0-5.9) receiving services from his/her classroom teachers.
• Hold follow-up SST meeting documenting the information that follows: student’s ELP level (LEP status or non-LEP status); the ESL/EFL course and section number (if LEP); accommodations, if any, that must be provided on a daily, routine basis for instruction and assessment; how the student will participate in SOL testing; how the student will participate in ACCESS for ELLs testing.

c) **Academically At-risk Students;**

As noted throughout the GRC charter application, the program of instruction is designed to meet the needs of all secondary youth, including students who struggle academically.

In addition to smaller class sizes and a smaller school environment, teachers will be expected to mentor students and help them to achieve their academic goals. A remediation plan was previously described to ensure all students could achieve success and the AVID Program described is designed to meet the needs of students who might not otherwise achieve college readiness.

d) **Gifted and Academically Talented Students;**

GRC expects that a number of gifted youth will apply for the lottery for enrollment and will have an equal opportunity to attend the charter programs as the rest of the school division. GRC will follow the VBCPS guidelines for identifying and serving students identified gifted.

**VBCPS Gifted Identification Process**

A teacher, a parent/guardian, a peer, the student support team, the student, or any person who has knowledge of the student’s abilities may initiate a referral for gifted services. Referral forms are available in all schools from the gifted resource teacher and the guidance department and may be submitted at any time during the academic year at the individual school. A Parent Information Referral Form is also available. Referrals are reviewed periodically throughout the year.
Eligibility/Identification

Student eligibility for citywide gifted services is determined through the use of multiple criteria. Students must demonstrate potential for exceptional performance and academic needs that cannot be met through general education curriculum. VBCPS identifies students in the areas of:

General Intellectual Aptitude (advanced aptitudes demonstrated by skills and creative expression in general intellectual ability); and Visual and Performing Arts Aptitude (specific aptitudes in selected visual or performing arts demonstrated by skills and creative expression and excelling consistently in the development of a product or performance in any of the visual and/or performing arts).

Screening and Placement

Once a student has been tested, data is compiled and forwarded to an identification and placement committee that determines eligibility for gifted services. Criteria for selection include a combination of:

Academic achievement

Achievement test scores

Teacher recommendations

Parent checklist of behaviors

Ability test scores

Audition or portfolio (visual and performing arts programs)

Parents or guardians are notified of the committee's decision by letter.

High School Resource-Cluster Program

The high school gifted program at GRC will provide an on-site gifted resource teacher who will develop and implement educational services to students through direct teaching of seminar courses and collaborative work with teachers, administrators and parents in the school. These services will provide resources, support, guidance, specialized curricula and instructional strategies, as well as whole group and small group instruction. Carefully planned curricula provide experiences that extend the regular education curriculum to meet the specific learning
needs evidenced by gifted students who have demonstrated mastery of skills through pre-assessment activities.

**Personnel and resources will be provided.**

GRC will hire only those personnel who meet the Virginia special education certification, gifted, and ELL requirements. The charter will recruit personnel throughout the commonwealth of Virginia and if necessary, conduct a national search. We will conduct a rigorous screening process that will include reviews of professional qualifications, reference checks, and interviews. The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing special education.

All personnel who provide related services (e.g. services provided by a speech language pathologist, occupational therapist, physical therapist, counseling, ELL support, and gifted resource) to students in the charter school will meet all required licensure and/or certification requirements pertaining to their area of related services.

In addition to ensuring that persons directly working with students are fully credentialed and certified, ongoing training of classroom teachers is an essential component of the program serving students with special needs. The needs of each student with a disability must be considered on an individual basis. However, classroom teachers need to be trained to modify lessons and evaluations and accommodate students to ensure the success of all students.

**Fiscal Responsibility Statement**

The founders of GRC understand their fiscal responsibility regarding placement of students with special needs, ELL Students, and Gifted Students and will place students in the least restrictive environment while providing services in an inclusive manner under the direction
of their highly qualified education staff. GRC Administrators know that as a public charter school, the school is fiscally responsible for providing all services and placement options required by a student’s IEP. The contracted special needs professionals and the school administrator will make arrangements for these services.

**Duties and qualifications of those providing services:**

Upon the opening of the school, special education services will be provided during the school day on the campus by certified and highly qualified professionals per Virginia Department of Education guidelines. Psychological evaluations will be provided by a certified psychologist through a contractual agreement. Therapy services will be provided either by employed, certified therapists (if there is an unexpected demand) or by consulting qualified therapists.

11. **A description of the learning environment (such as classroom-based or independent study), class size and structure, curriculum overview, teaching methods, and scientifically research-based instructional strategies to be used at the public charter school to ensure student achievement.**

In section II and in this section, the classroom based IB instruction and AVID programs of instruction were described, a curriculum framework was provided, the instructional methods were detailed, and the class size and structure were disclosed. The strategies detailed in both AVID and the IB are grounded in research.

**International Baccalaureate Program**

Various studies have been conducted on the performance of IB students, the standards of the IB program, the effect of the implementation of the program on a school (Bluhm, 2011), (Culross and Tarver, 2011). Results show that:

- IB students outperform their peers on state assessments
- IB students outperform their peers on state assessments
- IB Diploma students have higher acceptance rates to colleges
- IB Diploma students perform better in post-secondary education than their peers

**AVID Program**

Since 1980, AVID has been closely studied by numerous research teams and individuals. In addition to their own data collection, AVID’s success has been demonstrated by numerous third-party studies. The quality of our proof is so high, that AVID was one of eleven organizations to receive the highest praise for outstanding rigorous research by Building Engineering and Science Talent in an April 2004 report to Congress. A study entitled the “The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth”, by Martinez and Klopott at the American Youth Policy Forum in 2005 identified four practices as part of the AVID Program that promote success of low income and minority high school students in terms of student achievement and increased enrollment in postsecondary education: 1) access to rigorous academic core curriculum for all kids; 2) prevalence, in structure and climate, of personalized learning environments; 3) balance of academic and social support for student development of social networks and relationships; and 4) alignment of curriculum between various levels of education such as high school and postsecondary. Of all the programs that were reviewed in the study, the authors state that, “Because AVID proactively seeks to raise achievement and increase college preparedness for students at risk, it deliberately addresses the predictors of college-going behavior and uses college entrance and completion as measures of its success, making it unique among the reform models examined in this study”.
12. A description of co-curricular or extracurricular programs to be offered and how they will be funded and delivered.

Co-curricular and extracurricular activities will be offered based on student interest and alignment with the educational mission of GRC. As mentioned earlier in this application, this charter has been developed as an intra-division program. GRC will be located in unused space at Green Run High School. When allowable by state and Virginia High School League policies, students may try out for competitive sporting teams, band, chorus, and theatre programs at Green Run High School. Local after school club and social activities such as dances at Green Run High School will also be open to GRC students. The charter school will be expected to cover any excess costs for participating charter school students. The fees will be the same for charter school students as the fees charged for extra-curricular programs in the rest of the VBCPS Division.

It is also expected that GRC students will form co-curricular and extracurricular programs unique to the charter school. To increase diversity and allow students to form wider social circles, when possible, Green Run High School students will also be invited to participate in Green Run Collegiate afterschool and summer activities.

This is the first charter program in VBCPS and the school division has not explored collaborative co-curricular and extracurricular programs for charter school students. The School Board of the City of Virginia Beach will work with the Governing Board of Green Run Collegiate to develop and approve policies and procedures regarding out of school programming for students participating in the new charter school.
If applicable, the following components should be addressed by the proposed public charter school:

13. If the public charter school plans to utilize virtual learning in its educational program, identify the virtual learning source, describe how virtual learning will be used and estimate how many students may participate.

Students at Green Run Collegiate will have a smaller learning environment, thus virtual learning will be used to expand the number of courses available. GRC will have access to Virtual Virginia (VVa) for online Advanced Placement (AP®), world language, core academic and elective courses. Virtual Virginia provides high-quality, rigorous course content with the flexibility to meet schools and students varied schedules. GRC students will be diverse learners, thus students will have the option of completing the courses in a monitored school computer lab, on their laptops in student lounge areas, or at home, depending on counselor recommendations and academic performance. Prior to graduation, all GRC students will be expected to complete at least one virtual learning course. During the first year of operation, some students may complete courses recommended to help them be successful in 9th grade IB coursework (Algebra if not previously taken in 8th Grade). In subsequent years, courses will be assigned for remediation, credit recovery, and acceleration (AP courses). During the first year of operation, fewer than 20 students are expected to take VVa Courses. In subsequent years, the number is expected to grow and it is likely that by capacity, one-fourth of GRC students will take at least one VVa course each year.

Virtual Virginia Beach e-Learning will also be an option for GRC students. These courses allow students to accelerate completion of graduation requirements, recover credits, and balance academic and extracurricular opportunities.
14. A general description of any alternative accreditation plans, in accordance with the Virginia Board of Education’s Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-280), that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

N/A

15. A general description of any alternative accreditation plan for serving students with disabilities, in accordance with the Virginia Board of Education’s Regulations Governing Special Education Programs For Children With Disabilities in Virginia (8 VAC 20-80-40) that the public charter school would request the local school board to submit to the Virginia Board of Education for approval.

N/A
VII. **Enrollment Process:** Describe the enrollment process that is consistent with all federal and state laws and regulations and constitutional provisions prohibiting discrimination that are applicable to public schools and with any court-ordered desegregation plan in effect for the school division or, in the case of a regional public charter school, in effect for any of the relevant school divisions. *(Section 22.1-212.6, Code of Virginia)* The following components must be addressed:

1. **A description of the lottery process to be used to determine the public charter school enrollment.**

   Green Run Collegiate will begin accepting formal enrollment applications for fall 2013 in April 2013. Applications will be numbered in the order received and reviewed to ensure Virginia Beach residency. Students previously expelled from school will be ineligible for enrollment.

   Parents and students will be required to attend a presentation prior to submitting an application to ensure they are aware of the rigor and expectations of GRC. The application deadline is May 17 for the 2013-2014 school year; however, in subsequent years, the application will be due in early February. If applications do not exceed openings, students will be enrolled in the order applications were received. GRC will continue recruitment and marketing until all openings are filled, then a waiting list will be developed if additional students apply.

   GRC will contract with an independent organization to conduct the lottery if applications exceed openings. The lottery will be observed by GRC Governing Board Members and VBCPS designees. Legal staff at VBCPS will review and approve all legal requirements for the lottery.

   Each application will be assigned a ticket for the lottery. Tickets, with no student identifying information, will be placed in a box. The independent organization representative will draw each ticket and the numbers will be documented in the order drawn until all tickets have been drawn. The applicants associated with the first 100 tickets drawn will be called and be given five working days to commit in writing to enrollment. If a student has moved or is no
longer interested in attending, the staff of GRC will move further down the lottery list and call additional families in the order tickets were drawn. All students will be notified of their placement on the waiting list.

Students who enroll in the school will have guaranteed enrollment until graduation and will not be required to participate in the lottery process in subsequent years. The process will be repeated annually for all available enrollment openings. Students entering the program after the 9th grade will be given appropriate academic support prescriptive to their individual situations.

2. **A lottery process shall also be developed for the establishment of a waiting list for such students for whom space is unavailable.**

Each applicant on the waiting list will be notified of their placement on the list after the lottery. Students will remain on the waiting list until February each year and will be notified should space become available. Applicants not enrolled will be given the option of participating in the next annual lottery.

3. **A description of a tailored admission policy that meets the specific mission or focus of the public charter school, if applicable.**

N/A

4. **A timeline for when the lottery process will begin for the first academic year of enrollment and when parents will be notified of the outcome of the lottery process.**

See section XII section five for a timeline and process for notifying students and parents on the lottery.

5. **A description of any enrollment-related policies and procedures that address special situations, such as the enrollment of siblings and children of faculty and founders and the enrollment of nonresident students, if applicable.**

It is the policy of Virginia Beach City Public Schools that the children of employees are allowed to attend the school to which such parent or guardian reports or is their primary
assignment pending approval of the school principal and such enrollment will be exempt from the school’s optimum building utilization by ten (10) percent or more requirement. Employees who live out of the City of Virginia Beach, who wish to enroll their children, will be required to pay tuition according to the provisions set forth in Division Regulation 5-10.1.

Enrollment exceptions will not be made for siblings or for the children of founders or board members.

6. An explanation of how the applicant will ensure that, consistent with the public charter school’s mission and purpose, community outreach has been undertaken so that special populations are aware of the formation of the public charter school and that enrollment is open to all students residing in the school division where the public charter school is located or in school divisions participating in a regional charter school.

The Mission of Green Run Collegiate (GRC) (9-12) is to engage students in critical thinking and teamwork that empowers them toward college and career readiness, and global citizenship as community leaders. GRC, as a Virginia Beach City Public Charter School, will be committed to providing all students with the necessary skills to thrive as 21st century learners, workers, and citizens.

Public announcements at school board meetings and several media interviews have been done to increase awareness of the opportunities at Green Run Collegiate. An open house will also be held at each middle school in the division. Announcements will go out notifying parents of open houses in the local newspaper, the VBCPS call to action notification system, and advertised on the VBCPS website. With the understanding that all charter schools are market driven, a direct mail campaign targeting rising eighth grade students in the division will be launched in January 2013. Regional outreach events by founding school board members will held for two months prior to enrollment opening and throughout the enrollment period annually. Outreach will focus primarily on students in the Green Run Area, students who are members of
documented subgroups with achievement gaps, potential first generation college students, and military affiliated youth.

Global studies and the AVID Program have been adopted by all DoDEA schools overseas. GRC will provide a smaller learning community that will address the mobility issues of military connected youth, thus outreach will include marketing to military affiliated families on and off base. Advertisements will be placed in local newspapers and in publications such as the Flagship, a weekly paper focused on military news, that is available both on and off base in increase awareness in military communities.

Outreach will include the distribution and discussion of the definition of a charter school and how charter schools differ from traditional public schools. Parents and students will be required to attend a one hour session covering the requirements and rigor expected for students prior to turning in an application. Sessions will be planned regionally and at times convenient for parents to ensure special populations understand and are aware of the opportunity for students to apply to attend GRC.

7. A description of how the transfer of student records and other program information to and from the public charter school will be accomplished.

Students who transfer to Green Run Collegiate will be enrolled based on the last grade they were promoted to. Administrative staff will request official transcripts, academic record, and health records from the previous school attended.

For students who transfer from Green Run Collegiate to their VBCPS neighborhood school, or a school outside of VBCPS, staff at GRC will transfer the student’s health and academic records to that school upon request from the accepting school. In accordance with the Military Interstate Compact, military connected youth transferring outside of the school division will receive hard copies of academic records and other assistance to support on time graduation
and continued academic success. In addition, military connected students will be offered distance learning opportunities to if they transfer in their senior year to ensure on time graduation from GRC.

8. **A description of how students seeking enrollment after the school year begins will be accommodated.**

Students who seek enrollment after the school year will be considered for enrollment if space is available and no other students are on a waitlist, otherwise students seeking enrollment after the school year begins will be eligible to enter the lottery process for the next academic year. Clarification will be sought at the state level annually to determine if the military interstate compact will allow students transferring to Virginia Beach City Public Schools with active duty or separating parents, priority for enrollment.
VIII. **Displacement:** Describe the plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the public charter school, in instances of the conversion of an existing public school to a public charter school, and for the placement of public charter school pupils, teachers, and employees upon the decision to revoke or fail to renew the charter. (*Section 22.1-212.10,* and *Section 22.1-212.12 Code of Virginia*) The following components must be addressed:

1. Identification of a member of the school’s leadership who will serve as a single point of contact for all activities that may need to take place in order for the school to close, including but not limited to the transfer of students to another school, the management of student records, and the settlement of financial obligations.

   GRC Governing Board President

2. A notification process to parents/guardians of students attending the school and teachers and administrators of the closure date.

   The GRC Governing School Board, in coordination with VBCPS staff, will notify parents in writing at least 60 days prior to the termination of the charter school contract.

3. A notification process to parents/guardians of students attending the public charter school of alternative public school placements within a set time period from the date that the closure is announced.

   The letter sent to parents 60 days prior to the charter termination will include enrollment options for parents. Students will be granted placement in their neighborhood VBCPS at any time upon request, however GRC students will also receive directions and a timeline for applying to other VBCPS out of boundary academy programs if space is available at school division academies.

4. Provisions for ensuring that student records are provided to the parent/guardian or another school identified by the parent or guardian within a set time period. If the student transfers to another school division, provisions for the transfer of the student’s record to the school division to which the student transfers shall be made upon the request of that school division. (*Section 22.1-289, Code of Virginia*).
As a VBCPS public charter school, GRC will transfer student records from our system to other school systems upon written request. The charter will use the same data system as the division and all VBCPS transfer questions will follow division policies, which are aligned with Section 22.1-289, Code of Virginia.

5. **Notification to the local school board of a list of all students in the school and the names of the schools to which these students will transfer.**

Should the GRC charter be terminated or surrendered, the Governing Board will work with the Head of School to provide the VBCPS School Board a list of all students attending the charter and the names of the schools that students will transfer to. The board will also provide this information to the Deputy Superintendent of the school division, who will forward the information where appropriate internally.

6. **A placement plan for school employees that details the level of assistance to be provided within a set period of time from the date of closure. For teachers and administrators, the level of assistance should address finding employment within the school division where the public charter school is located or other public school divisions.**

All employees of GRC will be employees of VBCPS and as such, be allowed the same benefits and employment rights as other VBCPS employees. Transfer rights between schools will be honored in accordance with VBCPS personnel policies and procedures. In the event the charter school closes, staff members, including teachers and administrators, will be given the option of applying for both internal and external position openings within the division. Positions will not be guaranteed. Time spent working at GRC will be accrued and be credited toward their salary scale, pension, and benefits in the same manner as any other school in the division.
7. A close-out plan related to financial obligations and audits, the termination of contracts and leases, and the sale and disposition of assets within a set period of time from the date of closure. The plan shall include the disposition of the school’s records and financial accounts upon closure.

In the event that the GRC charter school closes, VBCPS will provide a financial audit within 60 days of schools closure. All financial obligations, contracts, leases, and sale or donation of assets will be settled within 60 days after the audit. All records, including financial and student level will be turned over the VBCPS legal department for review and retention in compliance with state records retention policies.

IX. Transportation: Describe how the public charter school plans to meet the transportation needs of its pupils. The following components must be addressed:

1. A description of how the transportation of students will be provided: a) by the local school division; b) by the public charter school; c) by the parent(s); or d) through a combination of these options.

To allow all students in the VBCPS division an equal opportunity to attend GRC, the charter will contract with VBCPS on a per pupil bases to provide busing service for students who do not live within walking distance of the school site or who do not elect to travel via private transportation. The existing transportation system in VBCPS will be used when possible.

2. If transportation services will be provided by the public charter school, explain whether the school will contract for transportation with the local education agency or with another entity or have its own means of transportation and indicate whether transportation will be provided to all students attending the school.

As mentioned previously, GRC will contract for transportation services with VBCPS. School division transportation services will be used for daily transportation, and for local field trip opportunities. When not cost prohibitive, private buses will be used for field opportunities.
outside of VBCPS. Transportation will be a privilege, not a right. GRC students, who do not follow VBCPS transportation policies, will be expected to provide personal transportation to continue enrollment.

3. A description of transportation services for students with disabilities in compliance with Section 22.1-221 of the Code of Virginia and the Board’s Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

As a public school with the VBCPS system, GRC will comply with Section 22.1-221 of the Code of Virginia and the VBCPS system policies and procedures regarding the transportation of students with disabilities.

Code of Va., § 22.1-221. Transportation of children with disabilities attending public or private special education programs.

A. Each disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.

B. A school board may, in lieu of providing transportation on an approved school bus, allot funds to pay the reasonable cost of special arrangement transportation. The Board of Education shall reimburse the school board sixty percent of such cost if funds therefor are available.

C. Costs for operating approved school buses while used exclusively for transporting children with disabilities shall be reimbursed according to the regulations promulgated by the Board of Education from such state funds as are appropriated for this purpose. (1994)

Transportation will be provided at no cost and when appropriate, students with disabilities will share transportation arrangements unless a student’s IEP specifically requires specialized transportation. Costs for transportation will be negotiated between GRC and VBCPS to ensure compliance with the Section 22.1-221 of the Code of Virginia and the Board’s Regulations Governing Special Education Programs for Children with Disabilities in Virginia.
X. Economic Soundness: Evidence that the plan for the public charter school is economically sound for both the public charter school and the school division or relevant school divisions. The following components should be addressed:

1. A description of the public charter school’s financial plan, including financial controls and audit requirements in accordance with generally accepted accounting principles.

The budget for GRC is detailed in the Appendix C of this application. The start-up budget and five year financial plan was developed through a series of meetings with VBCPS division leaders, curriculum specialists, accounting representatives, and fiscal officials over the past year. Extensive research was also conducted on the operating and costs and fiscal requirements for Virginia Charter Schools. Ms. Gaitens provided operational expertise regarding anticipated costs unique to the charter model.

All costs are estimated based on current VBCPS fiscal conditions. The school division has not previously operated a charter school and the model proposed has not previously been authorized in the state of Virginia. The budgets for similar national models were researched and aligned with the local economy and state requirements to support this application.

GRC school leaders have supportive relationships with the Deputy Superintendent, the Chief Financial Officer, and the Director of Business Services in the VBCPS Division. The budgetary point of contact is the Director of Business Services/ Chief Financial Officer. They will work with GRC to adjust budget figures though-out the planning period and during the implementation to ensure a financially sustainable and economically viable plan is in place with adequate fiscal controls for the charter school.

As a charter school authorized by VBCPS, GRC will be expected to follow the financial controls and audit requirements of VBCPS, in accordance with generally accepted accounting principles. In addition, an outside audit will be conducted annually and presented to the VBCPS
Governing Board for review. Any findings will require a compliance and monitoring plan to be submitted within 60 days of disclosure to the VBCPS Board.

GRC founders understand that sound fiscal practices are as important as sound academic practices for a sustainable program of instruction. The budget for the school does not assume the approval of federal or private grant funding, nor does it assume private financial donations, although both will be sought.

2. **Proposed start-up and three-year budgets with clearly stated assumptions and information regarding projected revenues and expenditures.**

A start up and five-year budget are attached to demonstrate how the budget will change annually until the school reaches capacity. Assumptions are included on the start-up budget.

Further assumptions are:

**Assumptions:**

- The facilities offered by the VBCPS Division in unused space at Green Run High School will not require modifications or improvements.
- Curricular purchases will include high quality programs from publishers with text approved by VBCPS. Purchases will also include some library and reference materials that will be needed on a daily bases. Access to other library materials will be negotiated in the charter contract.
- P.O.’s will not be processed until June 1 to ensure actual student numbers are taken into consideration regarding curriculum and technology orders. Local vendors will be used to ensure timelines are met when possible.
- Public/Private partnerships will be sought for site based instruction and community outreach.
- Used office furnishings have already been acquired for the school. Some of this furnishing is currently being stored at Birdneck Elementary School.
- When possible, student furnishing will be provided by the VBCPS.
- Costs will be modest for additional school furnishing. Unless a Federal Public Charter School Grant is secured, assets will be purchased or leased from the school division or other regional sources.
- Contractual agreements will be made between GRC and VBCPS to share some instructional staff until the school is at full capacity.
- Contractual agreements will be made between GRC and VBCPS to collaborate on extra-curricular programs and programs that would not be economically feasible based on the
enrollment projections such as NJROTC Programs and athletic programs when allowable.

- Professional development for Administrators and Educational staff is the highest priority for grant development.
- SPED, ELL, and Gifted services will be contracted from VBCPS to support alignment with the rest of the school division.
- Transportation services will be shared with Green Run High School.

3. **Proposed start-up and three-year cash flow projections with clearly stated assumptions and indications of short- and long-term sources of revenue.**

   Please see the attached budget spreadsheet describing proposed start-up and five year cash flow projections. Assumptions and indications of short and long term sources of revenue are conservative.

4. **Evidence of anticipated fundraising contributions, if claimed in this application.**

   Until the conditional GRC charter proposal with VBCPS is approved, the school will not solicit additional funds, thus fundraising contributions are not claimed in this application. The school will apply for fundraising opportunities aligned to the GRC mission and vision, as part of the long term sustainability plan. All grant proposals will be pre-approved by the GRC Governing Board to determine alignment with the mission and vision of the school. Funding, solicited or unsolicited, that does not directly align, will not be accepted.

   GRC is a non-profit approved Virginia Corporation. The charter will pursue non stock 501(c)(3) IRS status. The charter will also pursue an application to be an approved scholarship foundation for the Educational Improvement Scholarship Tax Credit Program to support the school goal of 100% off all students entering college or military service under Article 13.3 of Section 58.1 Code of Virginia.

   A three year Federal Charter School Program grant application will be submitted in Spring 2013 for three years of funding at $200,000 per year. This grant will include an application for funding planning and implementation activities including professional
development, technology, curriculum resources, and furnishing. A 21st Century Program Grant will also be applied for to support Saturday school, summer, and extended school day programs.

Other corporate, private, and foundation support will be solicited for mission driven goals. Ongoing efforts will also be made to secure business, military, and community based partnerships to support student goals and to add value to the educational program.

5. A description of the funding agreement that the public charter school intends to have with the local education agency, including information regarding anticipated local, state, and federal per-pupil-amounts to be received and any information pertaining to the maintenance of facilities. In accordance with Section 22.1-212.14, Section 22.1-212.14 of the Code of Virginia, the per pupil funding provided to the charter school shall be negotiated in the charter agreement and shall be commensurate with the average school-based costs of educating the students in the existing schools in the division or divisions unless the cost of operating the charter school is less than that average school-based cost. To the extent discussions have been held with the school division, please describe the outcome of those discussions. If there have been no discussions to date, please indicate the reason.

Green Run Collegiate is being organized in collaboration with VBCPS. GRC is a non-profit corporation and 501(c) (3) status will be submitted during the planning period. The funding agreement has been under discussion for nearly a year and will be formally adopted by the VBCPS Governing Board as part of the charter contract. The VBCPS budget office provided state, city, sales tax, and federal funding amounts to determine the projected school budget. In Attachment C, the Virginia Beach City Public Schools Average Per Pupil Expenditures for Operations figures are included. These figures are negotiated annually and they are subject to change. When adjusted for indirect costs and federal dollars (secondary schools in Virginia Beach do not receive Title I funding), the per pupil amount for secondary students in the division is approximately $10,192. Funding for the charter school will be equitable with other Virginia Beach secondary school programs.
Federal funding for students with special needs and ELL students will be determined based on current VBCPS funding policies equitably at the same level as all other VBCPS’s. The school division targets Title 1 funding to elementary schools only, thus GRC will receive no Title 1 funds. The charter will have the opportunity to pursue all state, federal, and private grants that align to the charters mission and vision, including a 21st Century Learning Center Grant to support afterschool tutoring, parent engagement, Saturday coursework, and summer programming for all participating youth.

The charter agreement negotiated shall commensurate with the average school based cost of educating students in existing VBCPS. No previous charter schools have been authorized by VBCPS, thus previous agreements cannot be referenced. A revenue sharing agreement was approved by the Virginia Beach School Board with the City of Virginia Beach on November 20, 2012. After the charter application is conditionally approved and during the planning year of the charter, fiscal negotiations will continue on the charter fiscal contract.

Some items that will require ongoing negotiation are:

- Contracts for shared facility use at Green Run High School
- Costs for student accountability information systems
- Cost for Special Education Services based on actual enrollment
- Costs for transportation based on actual enrollment
- Costs for mandatory VBCPS Professional Development
- Costs for testing and assessment
- Costs for financial management
- Costs for contracted services
- Costs for marketing
- Costs for legal services
- Costs for human resources
- Administrative costs
- Indirect costs

As negotiations progress, the school will request autonomy when cost savings can be recognized or if vendors are not in place through the division that align with GRC needs.
Conditional approval of the charter application will result in the development of a charter contract with specific MOU’s to address an equitable funding agreement. Preliminary discussions have taken place to address finalizing official agreements based on actual costs, however until the charter application has been conditionally approved; it would be premature, given the timeline, to finalize an official agreement of the costs.

XII. **Management and Operation:** Describe the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school. *(Section 22.1-212.7, Code of Virginia)* The following components must be addressed to the extent the applicant is able, pending negotiations with the local school board:

1. **A description of any discussions, to date, with the local public school system or local school board where the charter school will be located regarding the management and operation of the public charter school.**

The GRC Charter School application has been developed over the past year in collaboration with the VBCPS Superintendent, the Deputy Superintendent, and the senior leadership staff. A VBCPS Board Member is part of the Governing Board of GRC. In addition, the principal of Green Run High School has committed to serving on the Governing Board, and will transition to the role of Head of School, to facilitate collaboration in the shared facility, the coordination of contacted services, and any shared teacher agreements until the school reaches capacity for a full time Head of School. Each section of the charter has been reviewed by VBCPS department heads for editing and approval of the plan for GRC. Dr. Parker and Ms. Gaitens have also presented the plan to manage the GRC in a publically televised Governing Board session, sought feedback from the school board, and developed a Question and Answer documents based on questions from the board and senior VBCPS Administrators. The plan for the management and operation of the public charter school will be a new experience for VBCPS.
They are aware of their role and responsibility as the authorizer. To ensure full compliance with
state and local policies, the charter school will operate under the direct oversight of the VBCP
School Board.

In accordance with Section 22.1-212.7 part B, an advisory committee is made up of
parents of children enrolled in the school, teachers and administrators working at the school will
report to the GRC Governing Board to collaborate on the administration and management of the
charter school. Until enrollment has been completed, the parents, students, teachers, and
administrators for the advisory committee cannot be fully assembled.

B. A public charter school shall be administered and managed by a management committee,
composed of parents of students enrolled in the school, teachers and administrators working in
the school, and representatives of any community sponsors, in a manner agreed to by the public
charter school applicant and the local school board. Pursuant to a charter contract and as
specified in § 22.1-212.7, a public charter school may operate free from specified school division
policies and state regulations, and, as public schools, shall be subject to the requirements of the
Standards of Quality, including the Standards of Learning and the Standards of Accreditation.

2. A description of the functions, roles, and duties of the management
committee, the school’s leadership, and any other entities shown in the
organizational chart, as defined in Section 22.1-212.6 of the Code of Virginia
and its proposed composition and bylaws.

GRC is a non-profit organization established for the purpose of developing and managing
a public charter school within VBCPS. GRC shall manage operations of the charter school
contracting for services as needed from VBCPS. The charter proposal was designed with
sustainability at the forefront. The plan is not dependent on specific people and is designed as a
model charter school division partnership with designated functions, roles, and duties.

Section 22.1-212.6 C. Pursuant to a charter agreement, a public charter school shall be
responsible for its own operations, including, but not limited to, such budget preparation,
contracts for services, and personnel matters as are specified in the charter agreement. A public
charter school may negotiate and contract with a school division, the governing body of a public
institution of higher education, or any third party for the use of a school building and grounds,
the operation and maintenance thereof, and the provision of any service, activity, or undertaking which the public charter school is required to perform in order to carry out the educational program described in its charter. Any services for which a public charter school contracts with a school division shall not exceed the division's costs to provide such services.

An organizational chart is included in section XII 6 and the by-laws for the non-profit organization are included in the Appendix D of this charter application. Upon adoption of our charter school proposal by VBCPS, the management plan described in this section will be further negotiated in the charter contract with VBCPS. Green Run Collegiate will be managed by its Governing Board members authorized with oversight from the VBCPS School Board. VBCPS contracted administrative support will ensure compliance with VBCPS policies and procedures, allowable charter school flexibility, state and federal charter school compliance, achievement of academic goals, and sustainability. Some members of the management team have been selected, however it would be premature to hire many of the day to day leadership staff until after the charter has been approved.

The Governing Board of GRC will guide the vision and strategic plan for the charter. An advisory committee, community stakeholders, and contracted VBCPS staff will provide continual feedback to evaluate the operation of the charter and to monitor progress toward academic goals in a transparent manner.
## Management Team

<table>
<thead>
<tr>
<th>Title/Function</th>
<th>Role</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Beach City Public School Board</td>
<td>Charter Authorization</td>
<td>Fiscal Support &amp; Oversight Academic Support &amp; Oversight Compliance Monitoring</td>
</tr>
<tr>
<td>Green Run Collegiate Governing Board</td>
<td>Governance of Charter School (5 members): Bios previously shared.</td>
<td>Provide vision and strategic governance under the authorization of the VBCPS board to insure the charter follows all state and local policies.</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>Provide feedback and management support to guide the operation of the charter school. Bios previously shared. Parents, students, and additional educators to be added after enrollment.</td>
<td>Educators, parents, students, and representatives from the VBCPS Divisions senior leadership staff will participate on the advisory committee to the Governing Board to guide leadership decisions.</td>
</tr>
<tr>
<td>Community Stakeholders</td>
<td>Provide feedback and management support to guide the operation of the charter school.</td>
<td>Business leaders, city leaders, military representatives, local and state not for profit leaders, and members of the Virginia Beach community will be contacted regularly and invited to submit feedback on the needs of the community. As the community needs evolve, the charter will adopt policies and procedures aligned with those needs.</td>
</tr>
<tr>
<td>VBCPS Contracted Support</td>
<td>Provide feedback and management support to guide the operation of the charter school.</td>
<td>GRC will be a charter operating under the authorization of VBCPS. The charter will contract with VBCPS for services such as transportation, food service, security, custodial services, human resources, and some professional development. Feedback from each department in VBCPS will be crucial in guiding the operation and successful management of the charter.</td>
</tr>
<tr>
<td>GRC School Leadership</td>
<td>Day to day operation of the charter school.</td>
<td>See Leadership Plan</td>
</tr>
</tbody>
</table>
Leadership Plan

To determine the leadership plan, the developers of the charter looked at successful charter school models with similar programs of instruction and similar student populations. Some leadership positions will need to be part time until the school reaches capacity or large donations/grants are secured. With the resources available through VBCPS, the founders are confident that this model will allow for teacher leaders to take on roles in the school, and the structure will promote “ownership” and culturally responsive learning environment.

The Head of School (Principal) will be a Commonwealth of Virginia certified administrator with at least three years of education experience. Dr. Parker will assume this role during the first year of instruction. The IB Coordinator, Kristine Troch (bio previously included), will ensure that the curriculum that has been adopted is fully instituted. The financial management of the school will be managed by the Head of School and GRC Governing Board, with support from VBCPS Business services and the oversight of the VBCPS Board.

Description of staffing requirements

### Head of School

<table>
<thead>
<tr>
<th>JOB DESCRIPTION</th>
<th>QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
<td>Holds Fingerprint Clearance</td>
</tr>
<tr>
<td>Compliance Reporting</td>
<td>State Certified</td>
</tr>
<tr>
<td>Community Relation</td>
<td>Master’s Degree or Higher</td>
</tr>
<tr>
<td>Manages School Correspondence</td>
<td>Technology Proficient</td>
</tr>
<tr>
<td>Hiring (to ensure a highly qualified staff)</td>
<td>Charter School Experience preferred</td>
</tr>
<tr>
<td>Student Recruitment</td>
<td>Problem Solver</td>
</tr>
<tr>
<td>Parent Collaboration</td>
<td>Advocacy Experience</td>
</tr>
<tr>
<td>Oversees Annual Budget</td>
<td>Likes Children/Students</td>
</tr>
<tr>
<td>Oversees payroll/approved checks/expenditures</td>
<td></td>
</tr>
<tr>
<td>Student Discipline</td>
<td></td>
</tr>
<tr>
<td>Liaison Between GRC/VBCPS</td>
<td></td>
</tr>
</tbody>
</table>
**IB Coordinator**

**JOB DESCRIPTION**
- Curriculum Development
- Student Recruitment
- Community Relations
- Confidentiality of Records
- Special Education Coordinator
- Community Relations
- Assists in Hiring
- Assists with Student Discipline
- Teacher Evaluation
- School Level Professional Development

**QUALIFICATIONS**
- IB Experience
- IB Formal Training.
- Master’s Degree or Higher
- Holds Fingerprint Clearance
- State Certified
- Problem Solver
- Solid Communicator

**School Counselor/AVID Coordinator**

**JOB DESCRIPTION**
- Assistance with Curriculum Development
- Student Recruitment
- Community Relations
- Confidentiality of Records
- Community Relations
- Assists with Student Discipline
- Teacher Evaluation
- School Level Professional Development

**QUALIFICATIONS**
- Certified School Counselor
- AVID Formal Training.
- Master’s Degree or Higher
- Holds Fingerprint Clearance
- Problem Solver
- Understanding of Military Compact
- Solid Communicator

**Operations Manager**

**JOB DESCRIPTION**
- Manages Technology/Student Information
- Interprets and Delivers Data
- Confidentiality of Records
- Test Coordination
- Manages Attendance Records
- Parent Communication
- Liaison for VBCPS Support Services

**QUALIFICATIONS**
- Bachelors Degree/or higher
- Holds Fingerprint Card
- Proficient in Required Tech.
- Solid Communicator
- Fingerprint Clearance
Contracted Special Education/Gifted/ELL Teachers

**JOB DESCRIPTION**
Student Identification
Faculty Trainings
Assisting in State Reporting
Compliance Monitoring
Delivers Instruction

**QUALIFICATIONS**
Bachelor’s Degree or Higher
State Certified
Solid Communicator
Dedicated
Holds Fingerprint Clearance

Classroom Teacher/Mentor

**JOB DESCRIPTION**
Confidentiality of Records
IB Curriculum Development
Facilitates Instruction
Supervises Activities
Manages Advisory Group
Extra-curricular Program Development
Parent Communication

**QUALIFICATIONS**
Bachelor’s Degree or Higher
Holds Fingerprint Clearance
Highly Qual. in assigned area
Appropriate IB Training
Dedicated

Instructional Assistant

**JOB DESCRIPTION**
Supervises Students
Provides one on one Instruction
Works with Small Groups
Other Duties as Assigned

**QUALIFICATIONS**
Highly Qualified
Associates Degree Preferred
Holds Fingerprint Clearance
Dedicated

3. An explanation of how support services will be funded and delivered. These services, include, but are not limited to: 1) food services; 2) school health services; 3) custodial services; 4) extracurricular activities; and 5) security services.

VBCPS will provide the support services listed in this application though contractual agreements with GRC. GRC will follow the School Board policies and procedures regarding food service, health services, custodial services, extracurricular activities, and security.

1) Food Service: GRC will contract with VBCPS for food service. In addition the charter will contract with the school division to process free and reduced lunch services,
breakfasts, and afterschool snacks as necessary should the charter adopt an extended
school day.

2) Health Services: GRC will contract with VB City Government for health services. If
possible, a contractual agreement will be negotiated to allow GRC student access to the
health services available at Green Run High School.

3) Custodial services: The facilities that will be used for GRC are owned by VBCPS. The
facilities agreement for the charter school will include funding to support ongoing
custodial service. The charter will support these services under their budget based on
space used.

4) Extracurricular activities: GRC will offer extracurricular activities and selected
interscholastic sports, arts, and club programs. The Head of School will coordinate these
programs. When allowable, GRC will contract with VBCPS to negotiate fees to support
students participating in extracurricular programs in place within the school division.
Programs unique to GRC will be implemented through teacher sponsors reporting to the
Head of School.

5) Security Services: The facilities agreement at VBCPS for GRC will include all necessary
security personnel to meet the needs of the charter school per VBCPS policies and
procedures. Virginia Beach has a high number of military personnel and security is taken
very seriously at all public schools.
4. An explanation of any partnerships or contractual relationships (education management organization, food services, school health services, custodial services, security services, etc.) central to the school’s operations or mission, including information regarding the relationship of all contractors to the governing board of the public charter school, and information regarding how contractors and the employees of the contractors having direct contact with students will comply with the provisions of Section 22.1-296.1, of the Code of Virginia.

All contractors and partnerships central to the charters operation and mission that will be used for services such as food, health, custodial, security, will be approved through VBCPS and have met Section 22.1-296.1, of the Code of Virginia. Independent contractors will need to be approved through VBCPS. When possible, services will be contracted through VBCPS services ensure the quality of the programs and fingerprint clearance requirements are already on file through human resources.

5. A proposed start-up plan, identifying tasks, timelines, and responsible individuals.

The Development Team of GRC has worked for over a year to educate and negotiate plans for the charter school application. The timelines for the application, approval, and opening of the school are challenging but reasonable. Stakeholders have been supportive of the plan for GRC and the development team discussed the option of opening in 2014. It is the preference of the GRC team and VBCPS that the school plans on opening in 2013. A need for the school has been established and the resources are in place and VBCPS support programs are available to facilitate the move forward to the final planning stages and implementation of the academic program. Enrollment in year one will be modest. Only 100 ninth grade students will be admitted through a lottery with a graduated approach to building a full secondary program over a four year period to allow for staff training and coordination of operational functions within the VBCPS system.
## Projected Timeline

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Task</th>
<th>Responsible Individuals</th>
</tr>
</thead>
</table>
| February 2012            | Propose charter concept to VBCPS Leadership. IB Academy in the Green Run area had been under discussion for at least six months. Charter model appeared to be a good match due to the flexibility offered. | Jill Gaitens  
Project Development                                                                 |
| March 2012               | Present charter concept to VBCPS Superintendent                        | Sheila Magula, Deputy Superintendent                                                          |
| March 2012 – January 2013| Develop Charter Proposal                                              | Sheila Magula  
Jill Gaitens  
George Parker  
Jobynia Caldwell  
Todd Tarkenton  
Leadership Staff at VBCPS                                           |
| December 2012-January 2012 | Identify and hire Head of School and IB Coordinator. | VBCPS Curriculum and Instruction Leadership                                                   |
| Ongoing                  | Community Outreach Sessions/Open Houses at all VBCPS Middle Schools | George Parker                                                                                  |
| Ongoing                  | Fundraising Efforts: Research and apply for federal, state, private, foundation, and VBCPS financial support | Sheila Magula  
Jill Gaitens  
VBCPS Curriculum and Instruction team                                             |
| June 2012                | Present Charter Concept to VBCPS Board and Public                     | George Parker  
Jill Gaitens                                                                                           |
| January 2013             | Submit Charter Proposal to State Review Committee                      | Governing Board                                                                               |
| February 2013            | Launch Website                                                        | Jill Gaitens                                                                                  |
| February 2013            | Submit Formal Charter Proposal to VBCPS                                 | Governing Board                                                                               |
| Ongoing                  | Begin Information on Enrollment Process /Community Leadership Engagement | Governing Board                                                                               |
| February 2013            | Receive State Feedback                                                 | Governing Board                                                                               |
| March 2013               | State Vote on Charter Proposal                                         | State Review Board                                                                            |
| March 2013               | Conditional Approval of Charter from VBCPS                             | VBCPS Board                                                                                  |
| April 2013               | Submit IB Application: See Critical Path in section VI                | GRC/VBCPS Boards                                                                              |
| April 2013               | Complete Charter Contract /Occupy office space at Green Run High School facilities designated for the charter | GRC/VBCPS Boards                                                                              |
| April 2013               | Post Lottery Dates                                                     | Head of School                                                                                |
| April 2013               | Begin Enrollment Application for the Lottery                           | Head of School/Governing Board                                                                |
| Ongoing                  | Staff Search                                                          | Head of School/Governing Board                                                                |
| February 2013-May 2013   | Develop Student and Staff Handbook                                     | Head of School/Governing Board/VBCPS Leadership staff                                         |
| April 2013-School Opening| Develop Curriculum Guide with Staff                                    | Head of School/Staff                                                                          |
| April 2013-Late Summer   | Work with VBCPS to Coordinate Operational Issues/Negotiate Vendor Contracts | Head of School/Governing Board                                                                |
| Spring 2013              | Submit Federal Charter School Grant                                    | Jill Gaitens                                                                                 |
| Spring/Summer 2013       | Professional Development for All Staff Members  
Order curriculum/supplies/furnishing as needed                          | IB Coordinator                                                                                |
| May 2013                 | Hold Lottery for Enrollment if applications for 9th grade exceed 100 eligible youth. | Head of School and Independent organization                                                  |
Advisory committee will review all applications for eligibility prior to the lottery and assist with individual support offered for students selected via the lottery. All parents and students will be notified of their place on waiting list after the lottery.

| May 2013 | Notify students of selection. Students and Parents will be required to attend a one day orientation session and sign an enrollment contract indicating that they understand the rigor of the program, the charter mission and vision, and their responsibilities to secure their enrollment in GRC. Students with IEP or ELL plans will meet with contracted SPED staff to ensure transference of goals and plans. Submit estimated counts to VBCPS Budget Office Finalize Budget for Year One | Head of School/Governing Board |
| August 2013 | Opening of School with 9th Grade (adding a grade level each year until capacity as 9-12 Secondary Program) | All Stakeholders |
| Ongoing | Begin Continuous School Improvement Process/Evaluation of Academic Program | GRC Governing Board |
6. A proposed organization chart that clearly presents the school’s organizational structure, including the lines of authority and reporting between the management committee, staff, any related bodies (such as parent teacher organizations, the school division and any external organizations) that will play a role in managing the school.

Green Run Collegiate Organizational and Feedback Chart

[Diagram of organizational chart with roles and relationships]

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Virginia Beach City Public School Board

GRCA Governing Board of Directors /Management Committee
- President: TBD
- Secretary: TBD
- Treasurer: TBD
- Governing Board Members: George Parker, Jill Gaitens, Bill Brunke, Glenn R. Davis, Hugh Greene

Head of School:

IB Coordinator

Lead Teacher

Teachers

Students

Operations Manager

Staff

Parents

Advisory Committee

Community Stakeholders

VBCPS Contracted Support
7. **Plans for recruiting and developing school leadership and staff.**

Upon authorization from VBCPS, GRC will work directly with the VBCPS Human Resource Department to follow all VBCPS HR policies and procedures requiring posting of open positions, recruiting qualified staff, interview protocols, and hiring procedures. It is not unusual for hundreds of applicants to apply for education positions in Virginia Beach City Public Schools. Board members and senior VBCPS will conduct panel interviews for GRC leadership and staff. At capacity, the school will need 26.8 part and full time teachers, two administrators, one school counselor/AVID Coordinator, and two office staff with the support of part-time personnel as needed. A high level of interest has been expressed by leadership and instructional staff within the division regarding applying for the charter school and some board members may move into leadership or support positions once the charter has been authorized. The Governing Board of the charter will work to balance the staff with experienced, highly regarded internal employees, staff from outside the school division with IB or charter school experience, and staff who represent the diversity of the area. All staff will be expected to serve as mentors and role models for students and this will be considered during both the recruitment and hiring process.

Recruitment efforts will include outreach to graduate schools of education locally and at universities that specialize in preparing charter school leaders and IB educators, specialized programs such as “Building Excellent Schools”, Troops to Teachers, and Teach for America.
XIII. **Employment Terms and Conditions:** Provide an explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees. *(Sections 22.1-212.13, 22.1-296.1, 22.1-296.2, and 22.1-296.4, Code of Virginia)* At the discretion of the local school board, charter school personnel may be employees of the local school board, or boards granting the charter. Any personnel not employed by the local school board shall remain subject to the provisions of §§ 22.1-296.1, 22.1-296.2, and 22.1-296.4. The following components must be addressed:

1. **A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements.**

   GRC will be an intra-division charter school and thus part of the VBCPS Division. GRC has will not elect to manage their own personal policies and procedures, thus all employees will be VBCPS employees. All personnel will be required to meet the qualifications set forth in VBCPS Human Resource policy, including all requirements for licensure. Preliminary discussions have taken place regarding compliance with state law and regulation regarding licensing and endorsements. VBCPS will oversee all hiring of staff, teachers, and school leaders. VBCPS will add additional position descriptions as necessary to staff the charter school.

2. **A plan to provide high-quality professional development programs** *(Section 22.1-253.13:5, Code of Virginia)*.

   **Professional Development Plan**

   GRC will be a unique program designed to prepare all students for college or military service. The academic program will be challenging thus the professional preparation of teachers is designed to build capacity and support the mission of the charter school.

   **School Division Support**

   All GRC teachers will be VBCPS employees and participate in the school divisions required professional learning communities. The Virginia Beach School Board, in conjunction
with division leadership, created the Center for Teacher Leadership to transform professional learning for teachers by teachers. In doing so, the division reaffirmed a desire to respect teachers as professionals. The Professional Learning Program (PLP) reflects this commitment to treat teachers as self-directed, goal-oriented, and active learners. To implement this vision, the division will provide teachers with opportunities to pursue relevant and meaningful experiences that enable them to continuously improve their instructional practice.

As with any new academic program, the administration will make every effort to recruit and hire a diverse and seasoned staff, however; charter schools, historically tend to attract teachers new to the field of education an GRC will explore a partnerships with Teach for America and Troops to teachers to staff the school with motivated, high energy, dedicated, and reliable teachers. Teachers new to the school division will receive the support of the VBCPS Teacher Induction Program.

The VBCPS Induction Program strives to create an environment where collegial, reflective practices are the norm, and where students, teachers, and administrators build a community of reflective and self-directed learners. It is built on the premise that newly appointed teachers know themselves as learners; have a natural, inherent potential to learn; and will be motivated to work collaboratively with their mentors and peers to create the kinds of learning that will result in improved instruction and student achievement.

The VBCPS Induction Program supports novice teachers (teachers with zero years of experience) during their first three years. The program meets state requirements and provides orientation activities, mentoring, access to a network of learning opportunities, and on-going support for professional growth. Teacher learning is supported by building administrators, lead mentors, grade level/department peers, and various K-12 Curriculum Coordinators. The VBCPS
Induction Program also supports teachers new to the VBCPS who have prior teaching experience. The orientation activities, network of learning opportunities, and on-going support for professional growth are differentiated in an effort to provide support for experienced teachers as they transition from other teaching experiences into the VBCPS.

*Professional Development specific to the GRC Program*

All GRC teachers will receive extensive training to implement the International Baccalaureate (IB) and The Achieve Via Individual Determination (AVID) Programs. The IB Program provides three levels of training for teachers and administrators new to the program. All instructional staff and leadership staff new to the IB Program will be required to complete the first level of training upon employment. The second and third levels of training will be completed by the end of the second year of employment.

To support the youth attending the school, all staff will be trained in the AVID Program. One of the elements that truly sets AVID apart from other programs is that AVID is not only a college-readiness system focused on raising achievement for all students; it is also a professional learning organization providing a great resource for AVID districts, schools and teachers. Ongoing professional learning will be critical to supporting student and teacher success at GRC.

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization and reading. AVID curriculum is used in AVID elective classes and in content-area classes (English language arts, math, science, and social studies) in AVID schools. Customized workshops will also be offered based on need, including such things as:
- Design and implementation of an Advisory Committee
- Flexible scheduling
- Project-based learning, place-based learning and constructivist theory
- Standards-Based Assessment and Instruction
- Developing Personal Learning Plans
- Building rigor into student projects
- Planning with the end in mind
- Curriculum Mapping within a PBL context
- Interdisciplinary learning – teaming to facilitate interdisciplinary projects
- How to meet standards and achieve course requirements through interdisciplinary projects
- Theater-based projects
- Team-Building
- Student Voice, Leadership and Democratic Student Government
- Teacher Leadership and Professional Learning Partnerships
- Life and career renewal
- First-aid certifications, crisis planning and risk-assessment

3. **Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation.**

GRC will be part of the VBCPS Division and follow all evaluation policies for teachers and administrators as required, including the use of a performance based evaluation base at least 40% on student achievement in accordance with state guidance. A copy of the VBCPS teacher evaluation document is attached to this application in Appendix E. The division evaluation policy currently in place is:

**Evaluation: Licensed Personnel**

**A. Procedure**

The School Board shall develop a procedure for use by the Superintendent and other administrators to evaluate instructional personnel that is appropriate to the tasks performed by instructional personnel which shall be used by the Superintendent and administrators to evaluate instructional personnel. The process must address: 1) Professional Knowledge; 2) Instructional Planning; 3) Instructional Delivery; 4) Assessment of and for Student Learning; 5) Learning Environment; 6) Professionalism; and 7) Student Academic Progress. The Superintendent shall provide the Board
with a written recommended procedure for evaluation for the Board to consider and adopt.

B. **Evaluator Training**

Beginning September 1, 2000, principals must have received training provided by the Superintendent and his staff, pursuant to Virginia Code § 22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress. Assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also be trained in the evaluation and documentation of employee performance.

C. **Probationary Employees**

Appropriate administrative staff shall annually evaluate probationary teachers by using School Board developed procedures. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.

**Evaluation: Timeline and Schedule**

A. **Evaluation of Administrative/Supervisory Personnel Other Licensed Personnel**

1. **Orientation**

   The evaluation process and procedure will be reviewed with staff members annually.

2. **Schedule of Evaluation (Minimum Evaluation Cycle)**

   a. During the first three years of service in these positions, the employee will be evaluated annually.

   b. Employees with three (3) or more years of experience in these positions within the school division will receive an evaluation every three years.

   c. An individual may request additional evaluations.

   d. Employees may receive an evaluation if on a continuing contract and it is not their year to be evaluated.
B. Evaluation of Teaching Personnel

1. Orientation

The evaluation process and procedure will be reviewed with teachers annually.

2. Schedule of Evaluations

   a. First Year and Second Year Probationary Teachers (P1, P2)

      ▪ (1) By November 1 - First observation completed.
      ▪ (2) By January 15 - Second observation completed.
      ▪ (3) By the last day of the first semester - Interim Evaluation completed using the Teacher Evaluation Instrument. Submit to Department of Human Resources.
      ▪ (4) By March 1 - Third observation completed.
      ▪ (5) By May 15 - Summative Evaluation completed using the Teacher Evaluation Instrument. Submit to Department of Human Resources.

   b. Third Year Probationary Teachers (P3) and Probationary to Continuing Contract Teachers (PC)

      ▪ (1) By April 1 - Observation completed.
      ▪ (2) Prior to last ten teacher workdays - Summative Evaluation completed using the Teacher Evaluation Instrument. Submit to Department of Human Resources.

   c. Continuing Contract Teachers [Formative Year 1 (F1), Formative Year 2 (F2), Summative Year (SY)]

      ▪ (1) Formative Years 1 and 2 - By April 1 two written observations.
(2) Summative Year - By April 1, one written formal observation and one written classroom observation.

(3) Every third years by June 1 - Summative Evaluation completed using the Teacher Evaluation Instrument. Submit to Department of Human Resources.

d. Special Probationary Teachers

(1) Within six weeks of beginning date of probation - one observation.

(2) Within one month following first observation - Interim Evaluation completed using the Teacher Evaluation Instrument. Submit to Department of Human Resources.

(3) Within six teaching weeks of cumulative evaluation - second observation completed.

(4) Within six weeks after second observation - Summative Evaluation completed using the Teacher Evaluation Instrument. Submit to Department of Human Resources.

e. Employees may receive an evaluation if on a continuing contract and it is not their year to be evaluated.

4. Provisions for a human resource policy for the public charter school that is consistent with state and federal law.

Green Run Collegiate Academy will be a part of VBCPS and follow all human resource policies of VBCPS. These policies are consistent with Commonwealth and federal law.

5. Notification to all school employees of the terms and conditions of employment.
GRC will be part of VBCPS and follow all school division policies including the terms and conditions of employment and notification of all employees of the terms and conditions of employment in compliance with state and federal laws.

6. A staffing chart for the school’s first year and a staffing plan for the term of the contract.

The staffing plan will be graduated and use part time staff members and contracted personnel until the school reaches capacity. This will achieve two goals. The students will have the support of highly effective and experience personnel and the school will remain fiscally responsible and sustainable.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(100 students)</td>
<td>(200 students)</td>
<td>(300 students)</td>
<td>(400 students)</td>
<td>(400 Students)</td>
</tr>
</tbody>
</table>

**Administrators**
- 1 FTE Head of School/Curriculum Coordinator
- 1 FTE Head of School
- 1 FTE Curriculum Coordinator
- 1 FTE Head of School
- 1 FTE Curriculum Coordinator
- 1 FTE Head of School
- 1 FTE Curriculum Coordinator
- 1 FTE Head of School
- 1 FTE Curriculum Coordinator

**Office Staff**
- 1 FTE Operations Manager
- 1 FTE Operations Manager
- .5 Office Assistant
- 1 FTE Operations Manager
- 1 Office Assistant
- 1 FTE Operations Manager
- 1 Office Assistant
- 1 FTE Operations Manager
- 1 Office Assistant

**Counselors**
- .5 Counselor/AVID Coordinator
- .5 Counselor/AVID Coordinator
- 1 Counselor/AVID Coordinator
- 1 Counselor/AVID Coordinator
- 1 Counselor/AVID Coordinator

**Teachers**
- .8 FTE English
- .8 FTE Math
- .8 FTE Social Studies
- .8 FTE Science
- .8 FTE World languages
- .8 FTE Technology
- .8 FTE Fine Arts
- .8 FTE H/PE
- .8 FTE English
- .8 FTE Math
- .8 FTE Social studies
- .8 FTE Science
- .8 FTE World Languages
- .8 FTE Technology
- .8 FTE Fine Arts
- .8 FTE H/PE
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge
- .6 FTE Theory of Knowledge

**Support Staff**
- .2 FTE Personal Project Supervisor
- .2FTE Community Action Service Supervisor
- .2 FTE Personal Project Supervisor
- .2FTE Community Action Service Supervisor
- .2 FTE Personal Project Supervisor
- .2FTE Community Action Service Supervisor
- .2 FTE Personal Project Supervisor
- .2FTE Community Action Service Supervisor

**Contracted Instructional Staff from VBCPS**
- .2 FTE Gifted Resource Teacher
- .4 FTE Gifted Resources Teacher
- .6 FTE Gifted Resource Teacher
- .8 FTE Gifted Resource Teacher
- .2 FTE Gifted Resource Teacher
- .4 FTE SPED Teacher
- .6 FTE SPED Teacher
- .8 FTE SPED Teacher
- .2 FTE Gifted Resource Teacher
- .4 FTE SPED Teacher
- .6 FTE SPED Teacher
- .8 FTE SPED Teacher
- .2 FTE Gifted Resource Teacher
- .4 FTE SPED Teacher
- .6 FTE SPED Teacher
- .8 FTE SPED Teacher

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**XIV. Liability and Insurance:** Describe the agreement between the parties regarding their respective legal liability and applicable insurance coverage. ([Section 22.1-212.16, Code of Virginia](http://example.com)) The following components must be addressed:

1. **The types of insurance for the public charter school, its property, its employees, the charter school management committee, and the board and the levels of coverage sought.** Types of insurance include, but are not limited to: a) general liability; b) health; and c) property.

   Green Run Collegiate will have “Directors and Officers” insurance as a not for profit Corporation. At the time the charter application is reviewed by the VBCPS Governing Board, liability insurance will be executed. Upon the authorization of the charter school, VBCPS will provide general liability, health, and property insurance per school division policy. The costs for the level of insurance required will be reimbursed through the GRC school budget.

   § 22.1-212.16. Immunity.

   Public charter schools shall be immune from liability to the same extent as all other public schools in the Commonwealth, and the employees and volunteers in a public charter school are immune from liability to the same extent as the employees and volunteers in a public school. (2002, c. 874.)

   2. **A justification for each type of insurance coverage sought.**

   The level and type of insurance coverage sought will align to the current coverage of all other Virginia Beach City Public Schools. GRC will be a charter authorized by VBCPS and the Charter School will be required to purchase equitable coverage, as required VBCPS. Town Insurance, the provider for VBCPS has indicated that charter school will fall under the umbrella of the local school system for insurance purposes, thus the costs will be minimal annually.

   3. **A description of any plans of the public charter school to provide indemnity for the local school division.**
Any plans for indemnity for GRC will be negotiated as part of the charter contract with VBCPS and are subject to negotiation and approval. VBCPS will determine costs and responsibility for the charter school.

XV. **Disclosures:** Disclose ownership or financial interest in the public charter school by the charter applicant and the governing body, administrators, and other personnel of the proposed public charter school, and require that the applicant and the governing body, administrators, and other personnel of the public charter school shall have a continuing duty to disclose such interests during the term of the charter. The following components must be addressed:

1. **A description of how the applicant and members of the management committee will disclose any ownership or financial interest.**

VBCPS will provide oversight of GRC. The legal department will conduct an annual audit of all operations or an independent auditor will be hired to prepare a report for the VBCPS Governing Board. In accordance with Section 2.2-3114 of the code of Virginia, the school will disclose personal and financial information for all principals and members of the GRC Board of Directors. A policy will be adopted by the GRC Governing Board to not hire any person with a financial interest in the development and leadership of the charter beyond their individual employment terms. All employees will be required to disclose ownership and financial interest in school related interests.

2. **Information regarding the frequency by which such disclosures will be made during the term of the charter (Section 2.2-3114, Code of Virginia).**

The frequency of the disclosures regarding auditing employees and board members for financial interest in the charter school will be annual and in the form required by Virginia law. Each year, the accountant assigned to the school will verify that there is no conflict of interest in the operation or administration of the school.
3. A description of ownership or financial interest of the applicant and/or members of the management committee in the proposed charter school. This includes any relationships that parties may have with vendors performing services at the school.

At the time of this application, GRC Governing Board does not have a financial interest in the development or operation of the charter school. A list of the board of directors is included in the application. The directors are educators, school leaders, and community leaders. Some of our current board members may be employed by the school, with salaries based on VBCPS human resource policies. Employment by the school will require that Governing Board members of the charter resign from the board. They may elect to serve on the advisory panel.

There is no financial interest or gain in the use of the proposed facility, or from contracts or agreements that relate to the school. Prior to contractual agreements, any potential conflicts of interest or relationships with school board members or staff will be vetted and negated through the VBCPS legal department. Failure to disclose a conflict of interest or financial relationship will be grounds for dismissal for any board member or staff member.
Part C: Assurances

Assurances in the Code of Virginia: The assurances in the Code of Virginia represent the policies and procedures that must be developed and addressed in the application by the public charter school to carry out the provisions of the law. By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. No tuition will be charged to students attending the public charter school.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The public charter school policies and procedures will comply with the federal Family Educational Rights and Privacy Act (FERPA) and the records retention schedules for public schools, and that such policies and schedules will be acceptable to the local education agency.
4. The public charter school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations, including the federal Americans with Disabilities Act (ADA), the federal Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the federal Rehabilitation Act of 1973, and the Virginia Freedom of Information Act.
5. The applicant has knowledge of and will comply with the Virginia Conflict of Interest Act.
6. Transportation will be provided consistent with state law and regulation. (Sections 22.1-176, 22.1-182, 22.1-186, 22.1-191, 22.1-221, 22.1-216, 22.1-218, Code of Virginia and the Virginia Board of Education’s Regulation Governing Pupil Transportation)
7. The applicant will provide information regarding the proposed term of its contract with a local school board and notification of closure, should the charter be revoked or fail to be renewed. (Section 22.1-212.12, Code of Virginia

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a public charter school, the applicant expressly assures the Board that:

1. If the application is approved by the local school board, the applicant will take all actions necessary to enter into a contract with the local school board not later than nine months prior to the opening date of the public charter school.
2. If the application is approved by a local school board, the school leadership of the public charter school will be retained on contract no later than 60 days prior to the opening date of the school.
3. If the application is approved by a local school board, all requests for waivers from the Virginia Board of Education will be made by the local school board, on behalf of the applicant, no later than six months prior to the opening date of the school. (This does not preclude a public charter school from working with the local school board to request additional waivers once the school is operational.)
4. Facilities information will be provided, including but not limited to:
   a. Suitable instructional space;
   b. Provisions for library services;
   c. Provisions for the safe administration and storage of student records and student medications;
d. Information regarding compliance with building and fire codes and compliance with the federal *Americans with Disabilities Act* (ADA);

e. General information on emergency evacuation plans;

f. Information regarding site location and preparation;

g. The structure of operation and maintenance services; and

h. Financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred.

5. The public charter school will comply with all provisions of the Virginia Board of Education’s *Regulations Governing Special Education Programs For Children With Disabilities in Virginia*.

6. The applicant will provide a model Student Code of Conduct policy that addresses student behavior, discipline, and participation in school activities. The plan should identify the role of teachers and administrators in discipline and mentoring and must demonstrate compliance with the code of conduct policy of the applicable school board.

Pursuant to the requirements, I hereby certify that to the best of my knowledge the information in this application is correct, and that the applicant has addressed all application elements that pertain to the proposed public charter school, and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Jill Gaitens

Signature of Authorized Official: Jill Gaitens

Title: Governing Board

Member

Date: 01/11/2013