



Village & Valor
ACADEMY

A Village of Possibility

The founding story of Village & Valor Academy

RICHMOND, VIRGINIA | OPENING FALL 2027



Dear families and friends,



A few years ago, a third-grader told me he had nothing worth writing about. Then he mentioned the Saturday mornings he spent helping his grandfather repair bicycles. He knew how to find a loose chain, test a brake and explain what needed fixing. He had a story. He needed someone to help him see it.

I thought about that conversation long after the school day ended. During 18 years as a teacher, literacy coach and school leader, I had met so many children with that same spark. I wanted to build a school where their knowledge and experiences could become the starting point for serious learning.

Village & Valor grew from that hope. Here, children will learn to read carefully, write clearly, solve difficult problems and explain their thinking. They will study people whose lives reflect their own. They will learn from the artists, business owners, scientists and neighbors who make Richmond a place worth knowing.

As a Black educator and Richmond native, I know how much it matters for a child to be seen and taken seriously. I also know the work that strong instruction requires. Our school brings those commitments together, every day.

We open in fall 2027. If you are considering a school for your child, or an investment in Richmond's children, I hope these pages give you a sense of the village we are building. There is room for you here.

Dr. Nia Carter
Founder & Head of School

A few chairs around a kitchen table.

Growing up in Richmond, Nia Carter watched her grandmother make room at the kitchen table. A neighbor came for help with a letter. A cousin brought a difficult homework assignment. Someone stayed to talk about a new business idea.

There was always another chair, and usually another question.

Years later, Dr. Carter returned to that memory while planning Village & Valor. A school could offer that same sense of welcome, with the structure and teaching children need to grow. Families could bring what they knew. Teachers could connect it to what children were learning.

“A child's world is full of knowledge. School can help them discover how to use it.”

OUR PURPOSE

Rooted in community. Ready for the world.

Our mission is to prepare children to think deeply, learn confidently and contribute to their communities through rigorous academics, cultural affirmation and learning connected to the world around them.

Our vision is a Richmond where every child can grow up with excellent teaching, a strong sense of belonging and adults who help them imagine a future worth working toward.

We want children to leave us ready to ask better questions and pursue the answers.

A small school. A clear purpose.

Village & Valor is a planned independent, nonreligious elementary school in Richmond, Virginia. We welcome families from all backgrounds and place particular care on helping children of color feel represented, challenged and known.

K-5

Kindergarten through grade five

Fall 2027

Planned opening

96

Students in our first-year plan

16

Planned students per classroom

Six classrooms, one for each grade. These are founding-year planning assumptions.

A strong reader has more doors to open.



Reading begins with careful instruction in sounds, letters and words. As children grow, they learn to follow an argument, notice an author's choices and discuss what a text leaves them wondering.

Writing gives them a way to join the conversation. They draft stories, explain discoveries and revise their work with help from a teacher.

Small groups give teachers time to notice the next step each child needs, from decoding a new word to strengthening a thoughtful paragraph.

Show us how you figured it out.

An answer matters. So does the reasoning behind it. Students use objects, drawings, numbers and words to make their thinking visible.

In science, they make predictions, keep records and look for evidence. A garden bed becomes a place to study soil and growth. A classroom structure becomes a test of strength and design.

Teachers connect these experiences to a clear sequence of skills. Children practice the fundamentals, then use them in situations that give the work a purpose.



Their stories belong in the room.

Children should encounter books, histories, discoveries and works of art that reflect their lives and introduce them to people beyond their own experience.

At Village & Valor, Black history and contributions are woven throughout the year. Students study Richmond's neighborhoods, listen to family stories and learn how people have shaped their communities.

Teachers make room for the names children use, the languages their families speak and the questions they bring. That sense of belonging helps children participate, take academic risks and listen with care to others.

Who made this discovery? Whose story have we heard? What else should we learn?

A day with room to think and move.

8:15

Morning meeting

A greeting, a question and a shared plan.

8:35

Reading and writing

Direct teaching, small groups and independent practice.

10:15

Mathematics

Skill practice and problems worth explaining.

11:15

Lunch and outdoor play

Time to eat, move and reconnect.

12:15

Science and social studies

Experiments, research and careful observation.

1:15

Arts and village projects

Making, exploring and learning with community experts.

2:30

Reflection and dismissal

What did we learn? What comes next?

Illustrative schedule. Timing and activities vary by grade.

Meet Avery.

GRADE 3

A careful observer finding her voice

Avery notices things other people walk past. She wonders why some trees shade the sidewalk and others grow in empty lots. She fills the edges of her notebook with drawings.

She has plenty to say. Saying it in front of a group still feels hard.



Her question becomes a field guide.

During a neighborhood walk, Avery asks why the same kinds of trees appear on certain streets. Her teacher writes down the question. Back in class, Avery and a partner compare photographs, read short articles and speak with a local gardener.

Avery drafts a page for the class field guide. Her teacher helps her replace a vague sentence with a precise description. She practices reading it with a friend, then shares it at the family showcase.

The first sentence comes out quietly. The next one is easier.

*“I found something out,
and I can help you see it too.”*

Research, informational writing, revision and speaking to an audience.

Meet Miles.

GRADE 1

A curious child becoming a reader

Miles can tell you exactly how to plant a bean. He knows the names of every tool in his grandfather's shed. But when a book has too many unfamiliar words, he asks someone else to read it.

His curiosity gives his teacher a place to begin.



One sound. Then another. Then a whole page.

Miles works with his teacher in a small reading group. They practice blending sounds, reading words with familiar spelling patterns and rereading short passages.

The practice is steady. His teacher checks what he can do and plans the next lesson. At home, his family receives a short reading routine and a book matched to the patterns he has learned.

One evening, Miles reads a whole page about plants to his grandfather. He goes back to the beginning and reads it again. This time, he wants to be the person telling the story.

Explicit reading instruction, frequent practice, teacher feedback and family partnership.

Meet Zoe.

GRADE 4

An entrepreneur with a lot of ideas

Zoe wants the student market to have a name, a sign and a very good reason for people to stop. She sketches three logos before the first planning meeting.

Her next question is practical: how much should the class charge?



An idea needs a little math.

A local business owner helps Zoe's class think about the market. What will they spend? How much can they sell? What happens if something is left over?

Zoe learns that enthusiasm belongs beside a careful plan. She compares supply costs, checks the group's calculations and writes a short description of what they are selling.

On market day, she makes change for a customer. Later, the class compares its budget with the actual results and discusses what it would do differently. Zoe already has an idea for the next market.

Budgeting, measurement, persuasive writing, collaboration and reflection.

Richmond gives us more to study.



A neighborhood walk begins with questions prepared in class. Students look closely, take notes and learn to distinguish an observation from an assumption.

They might interview a longtime resident, examine a public mural or document how a community garden changes through the seasons. Back at school, they compare sources and turn what they learned into writing, maps or presentations.

Field experiences grow from classroom instruction. Each one gives students a reason to use the knowledge they are building.

The people around us have something to teach.



Village Fellows will work with teachers to connect their expertise to classroom learning. A visit begins with a purpose, and teachers guide the work before and after it.

An architect

Helps students measure, sketch and test a model.

A local artist

Helps students make work for a real audience.

A chef

Connects fractions, recipes and family food traditions.

An entrepreneur

Explains how an idea becomes a plan.

Being known changes a school day.

Teachers learn how children approach a hard task, what helps them return after a setback and when they need a different explanation.

Our plan includes small classes, clear routines, outdoor play and time to practice resolving disagreements. Students learn to name a feeling, ask for help and repair a mistake.

When a child needs more support, we will work with the family to understand the need and plan next steps. Honest communication helps us respond thoughtfully.

We expect effort. We teach the skills that make effort possible.

A conversation that continues.

Families know things about their children that a teacher needs to hear. We begin with a conversation about strengths, hopes and the experiences a child brings to school.

During the year, our planned family partnership includes regular classroom updates, two formal conferences and student-led showcases. Teachers will share specific examples of progress and name the next steps.

We will invite families to contribute stories, skills and ideas in ways that fit their schedules. A strong school relationship has room for questions as well as celebrations.

“What are you noticing at home? Here is what we are noticing at school.”

Start with a conversation.

Choosing a school is personal. We want families to understand how we teach, what we value and how we will work together before deciding whether Village & Valor is the right fit.

01 **Get to know us**

Attend an information session or meet with the founding team. Bring your questions.

02 **Tell us about your child**

Share your child's interests, school experience and the support that helps them learn.

03 **Plan for the year**

Review enrollment, tuition assistance and the transition into a new classroom.

Our first-year plan is 96 students across kindergarten through grade five.

A family should be able to picture a way in.

Our sample first-year plan sets annual tuition at \$14,000. The planned annual cost to educate one child is \$18,000. Philanthropy supports the difference and helps make need-based tuition assistance possible.

A \$14,000 full tuition award would cover a family's tuition. A \$7,000 partial award would cover half. Awards would depend on family circumstances and available funding.

The founding plan includes a \$200,000 tuition assistance pool. One possible allocation is 10 full awards of \$14,000 and eight partial awards of \$7,500, reaching 18 students.

ANNUAL TUITION

\$14,000

COST PER CHILD

\$18,000

Illustrative financial plan. Tuition, awards and funding levels are fictional examples.

A FOUNDING INVESTMENT

\$750,000 to open with care.

Our model combines family tuition with philanthropic support. Founding gifts would support the recurring program gap, tuition assistance and the work of opening a new school.

Program support

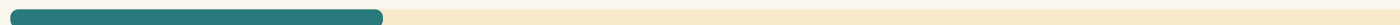
\$384,000



The \$4,000 gap between cost and tuition, across 96 students.

Tuition assistance

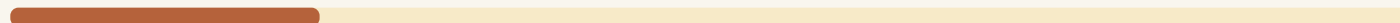
\$200,000



Need-based full and partial tuition awards.

Opening costs

\$166,000



Classroom setup, books, equipment and launch preparation.

Annual program cost \$1,728,000 + opening costs \$166,000 = \$1,894,000. Net tuition of \$1,144,000 + founding gifts of \$750,000 = \$1,894,000.

Illustrative first-year model: 96 students at \$18,000 cost and \$14,000 tuition, less \$200,000 in tuition assistance.

An investment a child can feel.

A gift may become the book a child wants to reread, the materials that let a class test an idea, or the tuition assistance that makes enrollment possible. These examples show how different levels of support could help.

\$1,000

Help stock a classroom library.

\$3,500

The equivalent of one quarter of a student's annual tuition.

\$7,000

The equivalent of half a student's annual tuition.

\$14,000

The equivalent of one full annual tuition award.

\$50,000

Support a combination of access, classroom resources and launch needs.

Illustrative gift examples. Final allocations would follow the school's funding priorities and any agreed restrictions.

174 supporters. One founding village.

A founding campaign can bring together gifts of many sizes. This is one way a community of 174 supporters could reach the sample \$750,000 goal.

SUPPORTERS	GIFT EACH	TOTAL
100	\$1,000	\$100,000
50	\$5,000	\$250,000
20	\$10,000	\$200,000
4	\$50,000	\$200,000
174 supporters		\$750,000

Every gift becomes part of the same work: opening classrooms and keeping them accessible.

You should know what your support makes possible.

A founding gift begins a relationship. Our planned reporting will connect the resources people contribute to the school they help build.

Before opening

Updates on hiring, classroom readiness, enrollment and the founding campaign.

During the school year

Examples of student work, program milestones and the use of tuition assistance.

At year's end

An annual financial and impact summary, including the next year's priorities.

We will share children's work and stories with family permission and protect private student information.

A few things you may be wondering.

When will the school open?

The founding plan calls for fall 2027, with kindergarten through grade five.

Who is welcome?

Families from all backgrounds. The school is independent and nonreligious, with a strong commitment to cultural affirmation.

Will tuition assistance be available?

The plan includes full and partial need-based awards. Availability would depend on funding and family circumstances.

How can community members participate?

Through the planned Village Fellows program, learning visits, classroom projects and founding support.

What will children learn?

Reading, writing, mathematics, science and social studies, with arts, outdoor play and projects that put learning to use.

THERE IS ROOM FOR YOU HERE

Help us build their village.

For a child, a school is the teacher who remembers a question. The friend who helps rehearse a sentence. The neighbor who shows how an idea becomes something real.

We are building Village & Valor so those relationships can support excellent teaching, every day.

If you are a family, come imagine your child's place here. If you are a supporter, come help make that place possible. If you have a skill to share, we would like to know what it is.

We look forward to meeting you.



Village & Valor
ACADEMY

Big expectations. Deep roots. Bright futures.

A new K-5 school in Richmond, Virginia, where rigorous learning, cultural pride and community expertise help children grow into confident thinkers.



Explore our school.

Scan to visit the example website and discover the vision behind Village & Valor.

This book is a fictional AI demonstration. Village & Valor Academy, Dr. Nia Carter, founder anecdotes and student stories are invented. Photographs are illustrative and do not depict enrolled students or school staff. Enrollment, staffing, schedules, tuition, budgets and giving examples are fictional planning assumptions. No student outcomes, donor commitments or operational results are actual.