



NORTH CAROLINA CHARTER SCHOOL APPLICATION

VERITAS Community School

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

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

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: VERITAS Community School

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated: VERITAS Community School, Inc.

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Katy Ridnouer

Title/Relationship to nonprofit: Founder and Chairperson of Board

Mailing address: 2943 Providence Trail Lane
Charlotte NC 28270

Primary telephone: 980-333-1939 Alternative telephone: 704-383-7525

E-Mail address: kathy@ridnouer.com

Name of county and local education agency (LEA) in which charter school will reside:

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? VERITAS Community School, Inc.

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	K,01,02,03	200
Second Year	K,01,02,03,04	250
Third Year	K,01,02,03,04,05	300
Fourth Year	K,01,02,03,04,05	300
Fifth Year	K,01,02,03,04,05	300
Sixth Year	K,01,02,03,04,05	300
Seventh Year	K,01,02,03,04,05	300
Eight Year	K,01,02,03,04,05	300
Ninth Year	K,01,02,03,04,05	300
Tenth Year	K,01,02,03,04,05	300

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

katyridnouer
Signature

Founder and Chairperson
Title

katyridnouer
Printed Name

12/04/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

VERITAS Community School empowers the scholar and athlete in every child to excel academically through daily wellness practices within a peaceful environment.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Academic Achievement

To build a sense of cohesion and diversity, VERITAS will open a community-centered school in the former Villa Heights Elementary School or other suitable building within our targeted neighborhoods of Villa Heights, Belmont, Optimist Park, Plaza-Midwood, and North Davidson (NoDa). Students will benefit from the small, socioeconomically diverse school. Through our Three Pillars: Targeted Academics, Health and Wellness, and Peaceful Classroom, VERITAS will improve academic achievement and quality of life for all students.

The five assigned schools for our targeted neighborhoods report a striking difference in academic achievement in comparison to that of magnet schools. Only 49% of students attending the assigned schools are reading on or above grade level while 88% of students in magnet schools are reading on or above grade level, a 37 percentage point difference. Math achievement follows a similar pattern with students in magnet schools achieving 22 percentage points higher than students in assigned schools (Appendix A, A-1).

Furthermore, magnet schools are oftentimes an unattainable choice for many children in our targeted neighborhoods because there is a 1,300 student wait list for the six magnet schools in the area, representing 41% of the total seats (CMS, Planning Services). The magnet schools draw from the same population as the assigned schools, providing both impetus and inspiration to create a school that offers a data-driven, academically challenging program for even more children in our targeted neighborhoods.

Racial and Socioeconomic Integration

The assigned schools lack racial and socioeconomic diversity with 96% of

their student population identifying as African American, Hispanic, or Other, and 4% identifying as white. 91% of their students are Economically Disadvantaged Students (EDS). By contrast, the magnet school student population is more racially and socioeconomically integrated with 80% of students being African American, Hispanic, and Other, and 34% EDS. In aggregate, our targeted neighborhoods are racially (African American 39%/white 54%) and economically diverse (median neighborhood annual incomes of \$19K to \$81K) (Census, 2010). VERITAS will serve all students of these neighborhoods, for we believe students perform better when the school reflects the community. Research confirms that "integrated schools have academic, social, and psychological benefits for all students" (Tefera, et al, 2011, page 4). Furthermore, Mickelson and Bottia found "that students of all socioeconomic statuses, races, ethnicities, and grade levels were likely to have higher mathematics performance if they attended socioeconomically and racially integrated schools" (2010). To ease the integration of a diverse student body, we will implement the Peaceful People Curriculum which teaches students how to define and create peace for themselves and those around them, essential skills for creating an academic environment (Peaceful Schools).

Health and Wellness

Exercise and a balanced, healthy diet stimulate alert and active bodies and minds in students, leading to higher academic achievement. VERITAS has modeled its Health and Wellness Pillar after the model developed at Namaste Charter School, which ranks in the top 10% of Chicagos 64 charter and contract schools (Chicago School Report Card, 2013). In addition to the successful practices at Namaste, VERITAS board has developed practices based on the research of Dr. John Ratey who found that exercise "sparks the master molecule of the learning process" (p.43) by doing the following: Optimizing (a students) mindset; preparing and encouraging nerve cells to log in new information (i.e., learning); and promoting cognitive flexibility (p.53). For these reasons, at VERITAS, physical activity wont be an option; it will be the underpinning to student engagement, sustained attention, and ultimately, student achievement.

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

VERITAS will enroll 200 students the first year, 250 the second year, and a maximum of 300 students in its third year and beyond. The LEA has a total enrollment of 141,171 with 69,585 of those students in the K-5 grades that VERITAS will serve. Our school population will reflect .4% of this segment of the LEAs elementary aged student population (CMS, Fast Facts).

Small schools, which are defined as schools with 400 or fewer students (Grauer, 2012), improve the lives of students and the entire community in the following ways:

- raising student achievement
- reducing incidents of violence and disruptive behavior
- combating anonymity and isolation and, conversely, increase the sense of belonging

- increasing attendance rates
- elevating teacher satisfaction
- improving school climate
- operating most cost-effectively
- increasing parents and community involvement (Bracey, p. 413).

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

VERITAS' mission is to empower the scholar and athlete in every child to excel academically through daily wellness practices within a peaceful environment. In contrast, "The mission of Charlotte Mecklenburg Schools is to maximize academic achievement by every student in every school" (CMS, Fast Facts).

While CMS focuses solely on academic achievement, VERITAS focuses on building the identity of students as both scholars and athletes. We will teach the whole child to seek understanding within himself and the world around him, providing opportunities for daily health and wellness education and practice in a peaceful environment where learning, creativity, and inspiration will thrive, inspiring children to become change agents for their generation. As a result of attending to and informing students of the physical and socio-emotional aspects of themselves, they will be both more ready and more capable to achieve academically.

One of the assigned public schools for our community is Walter G. Byers Elementary School, and its mission is "to prepare students for graduation" (CMS, Walter G. Byers ES). At VERITAS, we view elementary school as the launching pad for life, not just middle and high school. We view graduation as a goal, but most importantly, it is a gateway to a responsible and inspiring adulthood.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

students.

6. *Encourage the use of different and innovative teaching methods.*

Professional Opportunities

In a small school such as VERITAS, teachers will be part of a Professional Learning Community (PLC) where teachers become leaders in their areas of expertise. As teachers become familiar with VERITAS Three Pillars (Targeted Academics, Health and Wellness, and Peaceful Classroom) and augment their skill sets and levels of expertise, they will be asked to lead small- or large-group workshops, lesson planning sessions, and test group sessions when new curricula or other programming is being developed. All teachers will be trained in our Three Pillars whereby more experienced teachers will mentor new teachers. In this way, teachers' ideas will be valued and will influence VERITAS' programming, creating an education laboratory that will inspire the professional educator to fine tune his or her delivery and planning of lesson plans, student and family outreach, and personal, professional development. In turn, teachers will earn a salary that is five percent higher than the salary being offered by the LEA. Moreover, VERITAS students will benefit from teachers who are not only compensated well, challenged, and inspired but are also highly qualified and engaging.

School Accountability and Student Achievement

VERITAS is an institution which is accountable to parents, students, VERITAS colleagues, the larger community, and to the State Board of Education. We will participate in the ABC accountability program, including the latest end-of-grade testing requirements. We will also use formative, summative, quarterly, and authentic assessments to both assess individual and whole-school progress and to guide instructional programming.

Expanded Parent and Student Choice

Oftentimes in VERITAS' target population, low-income, African American students are told that they are "At-Risk," and the middle- to upper-income white students are told that they are "Gifted." Both groups of students are cheated out of the opportunity to define truth for themselves. Veritas is the Latin word for truth, and truth is what VERITAS students will be seeking as they become scholars and athletes who work collaboratively in a peaceful environment. This will be facilitated through the intention of developing a student body that mirrors the neighborhoods, for the neighborhoods are racially and socioeconomically integrated while the schools are segregated.

Segregation positively benefits the middle- and upper-income, white students and the low-income African-American students when those students attend school together; however, school segregation negatively impacts the low-income, African American students when they are the primary school demographic as is the case in the assigned schools. Oftentimes, parents of white students in our targeted neighborhoods enroll their children in magnet schools that offer project- and interest-based curricula in a high-achieving environment, and the community receives the implicit message that these students are advantaged. Their End of Grade scores, which are higher than the

district average, confirm this message. Alternatively, African American students in our targeted neighborhoods are predominantly enrolled in their assigned schools that offer rote learning focused on the traditional 3 R's (reading, writing, and arithmetic) within a low-achieving environment. This sends the implicit message that these students are academically disadvantaged, and some view their academic achievement, which is lower than the district average, as evidence of their ability level. In the end, each group of students receives the distinct message that they have a label, a truth, that has been predetermined and will decide the course of their school life, albeit positively or negatively.

Methods for Improving Student Learning

Our Three Pillars have been designed to provide a foundational curriculum. The First Pillar, Targeted Academics, will drive high academic standards through differentiated, collaborative, and inquiry-based instruction. In addition, we will institute regularly scheduled and individualized performance assessments to be used as guides for individualized instruction, using assessment data (M.A.P. Testing) as a means of challenging the gifted student and offering remediation to the at-risk student. This will be achieved through project-based learning using the Expeditionary Learning model as a means of offering varying levels of challenge within the same class and teachers promoting high-level tasks and active roles in the classroom, piquing student curiosity in and the exploration of subjects.

Exercise serves as a means of optimizing learning conditions as it is "positively associated with cognition, academic achievement, behavior, and psychosocial functioning outcomes" (Lees, et al, 2013). The Second Pillar, Fitness and Wellness, will improve learning through daily programming that includes structured intervals throughout the day when students are out of their seats and moving to facilitate alertness and well-being.

The Third Pillar, the Peaceful Classroom, promotes the use of The Peaceful People curriculum (Peaceful Schools), a classroom-based practice of a socio-emotional education program that promotes healthy social development, prevents youth violence, and fosters positive community relationships. This gives teachers and students a common language to solve problems peacefully and collaboratively, raising students' sense of safety and ultimately, grades and performance on achievement tests (Ratner, et al, 2006).

Learning Opportunities for Each Student

VERITAS will provide remediation and enrichment opportunities to create a successful learning environment for each student, especially for those students who have been identified as "gifted" or "at-risk". Through our use of assessment data and targeted academics delivered through the Expeditionary Learning Model, VERITAS teachers will take students through a modeled, guided, and independent process that will empower students to achieve academically. The school will teach content standards and connect them to 21st Century skills, giving students opportunities to inquire into topics in-depth, explore open-ended questions, and allow students to have a voice in the way work is completed. In addition to providing these opportunities, we will regularly assess each student to offer insight into the individual need of each student, from the gifted student to the at-risk

student. A Literacy Interventionist and an Exceptional Children's teacher will plan collaboratively with the classroom teacher and the parent to create an education plan that will promote academic growth at a developmentally appropriate pace, using Bloom's Taxonomy as a guide for scaffolding instruction.

Different and Innovative Teaching Methods

Teachers will receive extensive training in professional development offerings each Friday after the students leave for early dismissal at one o'clock. Through the use of in-house expertise and outside consultants, VERITAS will create a Professional Learning Community (PLC) within which teachers will become leaders in their areas of expertise through continuous opportunity to grow professionally, increasing both the breadth and depth of their expertise. Through the use of grade-level, subject-based, and whole-school training, teachers will develop PLCs large and small within our school in which VERITAS teachers will execute and personalize ideas shared in training. As our professional development and school program develop, we will form partnerships with local education programs. Our goal is for VERITAS to serve as not only a source for student teacher training but also a source of research and development for university students

Goals for the Proposed Charter School:

- 1. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Goal 1: Overall Student Academic Proficiency

Objectives:

3rd, 4th, and 5th grade students scoring at or above grade level on the NC EOG Reading exam:

- 60% (or more) in 2015-2016
- 65% (or more) in 2016-2017
- 90% (or more) in 2017-2018

3rd, 4th, and 5th grade students scoring at or above grade level on the NC EOG Math exam:

- 65% (or more) in 2015-2016
- 65% (or more) in 2016-2017
- 75% (or more) in 2018-2019
- 90% (or more) in 2019-2020

Students in all grade levels performing at or above standard in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills:

- 65% (or more) in 2015-2016
- 75% (or more) in 2016-2017
- 90% (or more) in 2017-2018

Goal 2: School and Individual Student Academic Growth

Objective:

VERITAS will meet or exceed expected school composite growth as measured by North Carolina's READY Accountability Model.

Objective:

50% or more of student population will, individually, meet or exceed expected growth in reading, math and science as measured by North Carolina's READY Accountability Model.

Goal 3: All Students Improve in their Awareness of Health and Wellness Best Practices and Apply Those Best Practices to their Individual Lives

Objectives:

K-1: Students will be assessed quarterly on their ability to learn, remember, and demonstrate understanding of healthy practices and the benefits of fitness and exercise.

2-3: Students will apply what they have learned and understand about health and wellness by a personal analysis and will set and monitor goals in written logs.

4-5: Students will be assessed on their ability to evaluate the core components of VERITAS health and wellness curriculum and will synthesize understanding in a culminating 5th grade project.

Supplemental measurement tools will be used to measure programming methodology for health and wellness goals:

- CDCs PE Curriculum Analysis Tool
- National Association for Sport and Physical Education recommendations
- School Meals initiative review, USDA Meal Program

Goal 4: Classroom and Community Environment is Safe, Welcoming, Engaging, and Promotes Student Learning

Objective:

The Peaceful People curriculum will be implemented to cultivate a peaceful environment through whole-school lessons for students and teachers. Student work will be documented (i.e., writing exercises, journals, and classroom seminars); the Principal and teachers will be evaluated (i.e, rubric).

Objective:

School audits of safety protocols (i.e., lockdowns and fire drills) will be conducted on a monthly basis, and response times by first aid and CPR trained staff will be documented. Logs of school audits will be maintained.

Goal 5: Staff, Students, Parents, and Community Members all play a part in Student Achievement and School Safety

Objective:

In year one, VERITAS will encourage parents and community members to volunteer for the school at least one hour per month, for a total of 2000 volunteer hours. Our goal is to increase the total number by 10% each following year. Logs will be maintained.

Objective:

VERITAS will develop 5 community partnerships during year 1 and will add 5 additional during its first 5 years of existence. The School Director's annual report will update the Board on community partnerships.

Goal 6: VERITAS will apply sound financial discipline in all aspects of school budgeting and in all aspects of executing the VERITAS mission.

Objective:

An annual audit of the financial statements will be completed without material findings and prior years finding in a timely manner.

Objective:

VERITAS will meet annual budget targets each fiscal year. Budgets will be submitted annually to the NC DPI. VERITAS will target establishing a general fund balance of 3-month operating expenses by year 5.

Communicating Status of Objectives to the Board and Other Stakeholders:

An annual report will be developed that offers a status update on each Objective and a summary of data from the methods of measurement.

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

The VERITAS governing board will know it is succeeding in its mission in the following ways:

1. Targeted Academics:

- A school composite of at least 60% of students proficient on North Carolina End-of Grade Test scores in year 1, gradually increasing to at least 90% of students proficient by year 5.

- At least 60% of students in all grade levels will have reading fluency on or above grade level in oral reading fluency Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency exams by the end of year 1 gradually increasing to at least 90% of students proficient by year 5.

- End-of-Grade Test scores in Reading, Math, and Science will meet or exceed expected growth as measured by North Carolina's READY Accountability model each year.

2. Health and Wellness:

- All kindergarten and first grade students demonstrate competency in their understanding of basic health and wellness content.

- All students meet or exceed their individualized health and wellness goals (as measured by student health and wellness logs).

- All fifth grade students successfully complete their end-of-grade health and wellness synthesis project.

3. Peaceful Classroom and School:

- VERITAS will consistently pass its monthly safety audits.
- VERITAS teachers and administration will consistently (more than 60% of the time) be at or above standard (as measured by a Peaceful Classroom curriculum rubric) in their implementation of the Peaceful Classroom curriculum.
- VERITAS will log a total of at least 2000 volunteer hours during its first year of existence with an additional 10% of the total hours reached during one school year being added to the total number of hours for subsequent schools years.
- VERITAS will develop strong, lasting community partnerships with at least five organizations during its first year of existence with an additional five partnerships added within the first five years.

Regular updates on Objectives will be provided at VERITAS' monthly Board meetings. In addition, VERITAS' School Director will develop an annual report that offers a status update on each Objective and a summary of data from the methods of measurement that the Board will use as an additional means to determine if VERITAS is working toward attaining its mission statement.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

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

At the core of the instructional program for VERITAS Community School are our Three Pillars essential to empowering our students to be lifelong learners and change agents of their local and global communities. These Pillars are: 1) Targeted Instruction, 2) Health and Wellness, and 3) a Peaceful Classroom. To achieve these goals, VERITAS will utilize the following curricular approaches:

- The Expeditionary Learning model, which utilizes pre-assessment followed by modeled learning, guided learning, and independent learning to take students to their next level of learning;
- Daily fluency practice for students performing below grade level;
- A balanced literacy approach, utilizing read-alouds, guided reading, independent reading, and vocabulary building to strengthen student reading comprehension;
- The use of leveled reading books (such as Fountas and Pinnell) and student/book Lexile leveling designed to match students with a range of books at an appropriate reading level;
- A hands-on math curriculum that provides students a sound understanding of concrete mathematical concepts before transitioning to abstract operations;
- Independent studies and problem-based learning experiences designed to enrich the learning of accelerated learners;
- Socratic and Paideia seminars which afford students the opportunity for a more meaningful understanding of text;
- The integration of curriculum (i.e., science experiments requiring math application) encouraging students to see the interconnectedness of curriculum;
- The integration of arts (music, art, and theater) into the core curriculum, using arts as a tool to increase core student skills (i.e., dramatic plays increasing reading fluency); and
- An inquiry-based science curriculum which incorporates hands-on

experiments and the scientific process to enhance student understanding of key science concepts.

Instructional Methods:

VERITAS is committed to raising the level of academic achievement through curriculum tailored to assess each student's current level of performance and individualized adaptations designed to appropriately challenge and optimize all students learning. Students performing above grade level will be provided enriched and accelerated learning that encourages them to explore their natural, intrinsic curiosities. Students performing below grade level will be provided the support and resources they need in order to raise their level of performance. Each student's present-level of learning will be determined through the Common Core standard-based pre-assessment, Measures of Academic Progress (MAP). MAP data will be used to ability-group students according to need (remediation vs. acceleration) and provide students additional resources. Resources provided to students may range from small group or individualized instruction to independent studies or problem-based research (for accelerated learners) as well as technology-based interventions.

Another key tenet of the VERITAS education plan will be an emphasis on Health and Wellness which will begin with many students arriving to school with the Walking School Bus, providing students a safe way to travel to and from school and fostering a sense of community. Students will progress through a health and wellness curriculum in which they set personal health goals and learn healthy habits that will help them achieve their goals. Melding Bloom's taxonomy with our health and wellness curriculum, students in kindergarten and first grade will be expected to learn, recognize, and comprehend foundational best practices in creating a healthy lifestyle; second and third grade students will be expected to analyze their own health and wellness practices and apply what they have learned toward forging a healthier lifestyle; and fourth and fifth grade students will be expected to evaluate the practices of their school and neighborhood communities and create a sustainable plan for improving school and community practices.

K-5 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

VERITAS will utilize a variety of methods in its curriculum and instructional design. While students will be housed in traditional classrooms based on age, the very nature of the classroom structure will be such that students are provided opportunities for enrichment and remediation within their classroom environment. Recognizing the importance of kindergarten in building the foundation of success, VERITAS will make deliberate efforts to limit kindergarten class size to no more than 18 students per class. Classes in grades 1-5 will ideally consist of 24 students. Teacher assistants and additional staff resources, such as literacy interventionist and special education teachers, will be purposefully deployed to assist in providing small group and individual remediation and acceleration.

VERITAS will implement the Expeditionary Learning model which is designed to meet students where they are academically and take them to, and beyond, the next steps in their educational journey. At-risk, on-grade-level, and above-grade-level students will be continually assessed through quarterly MAP testing, and they will be guided to the next stages in their academic journey through a process of pre-assessment, modeled learning (in reading, math, and all content areas), guided learning, independent practice, and post-assessment.

Within both the classroom and school environments, emphasis will be placed on creating and maintaining a peaceful learning environment that encourages student productivity and high academic achievement. Classroom teachers will explicitly teach (through modeling, role playing, team building activities, and daily class meetings) the tenets of a peaceful classroom environment including, but not limited to, self-respect, student-initiated conflict resolution, and positive talk among students. By overtly empowering students to manage their own behavior and peer interactions beginning as early as kindergarten and fostering classroom and school environments that are peaceful in nature, it is the expectation that VERITAS students will be more focused, on task, and ready to learn.

Provide a synopsis of the planned curriculum, including:

- 1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
- 2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

VERITAS will draw its student population from neighborhoods where fewer than 50% of students attending their assigned schools are reading on or above grade level (Appendix A, A-1). In addition, three out of the five targeted neighborhoods officially qualify as "food deserts," which are defined as urban areas devoid of readily available access to fresh fruits, vegetables, and other healthy whole foods. VERITAS teachers will address the needs of its targeted student population by infusing Targeted Academics with the explicit teaching of Health and Wellness practices.

From the moment they first enroll, students at VERITAS will be pre-assessed to determine their level of performance. Pre-assessment data will then be used to determine what resources students are provided with as they are guided through the Expeditionary Learning method that models skills, guides students in their understanding of those skills, and provides students meaningful opportunities to acquire and enhance their own skill-set. The VERITAS Health and Wellness curriculum will follow a Revised Bloom's taxonomy model of providing students with knowledge about healthy practices and then teaching students to analyze, apply, and utilize what they have learned about such practices.

In accordance with North Carolina's Accountability Model, VERITAS' emphasis on Targeted Academics is designed with the goal of ensuring all students are performing on or above grade level in math and language arts by the completion of third, fourth, and fifth grade and that all students meet or exceed expected growth in language arts and math (as measured by the North

Carolina end-of-grade). Specifically, the faculty of VERITAS will utilize MAP testing as well as concept/unit post-assessment data on students to determine the educational resources those students receive. Students shown to be performing proficiently or higher will be afforded enrichment opportunities that allow them to explore curricular topics in more depth through problem-based learning, independent studies, and research projects. Students performing below proficiency will be provided small group and individualized instruction (through the purposeful use of technological interventions, instructional support staff, and parent and community volunteers) designed to aid them in reaching their end-of-grade goals.

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

At VERITAS, our teachers are our most valuable resource, and it is our expectation that these professionals have a sound understanding of the Common Core state standards and North Carolina Essential Standards as well as research-based strategies to utilize in implementing such curricula. Since teachers will be expected to have a firm grounding in basic curricular knowledge and teaching skill-set, emphasis will be placed on ensuring ALL teachers master VERITAS' unique and innovative curricular approaches, specifically:

- Data usage and Targeted Instruction Research supports the notion that effective data usage and resource allocation lead to higher academic achievement. A key component of our Targeted Academics approach is that VERITAS teachers will be expected to learn and master effective gathering of pre- and post-assessment data on student performance (i.e., MAP testing results), using that data to continually group students by ability and then allocate resources (instructional time, instructional staff, technology, etc.) in such a manner to ensure that students receive the appropriate supports to meet or exceed North Carolina accountability measures.

- Health and Wellness Research also shows that a school that nurtures the scholar and athlete in every child is more likely to not only improve the personal health of its student body but also drive increased academic achievement. VERITAS' emphasis on the correlation between health and wellness and learning will be areas of growth for many teachers accustomed to merely teaching what can be deemed a more basic elementary curriculum. Consequently, teachers will need to master both research supporting the correlation between exercise and high academic achievement and best practices in implementing such a curriculum in the classroom and school setting.

- Peaceful Classroom Students who learn in a peaceful environment thrive academically. The Peaceful Classroom curriculum empowers students to take more control over their own behavior and results in a classroom culture in which behavioral outcomes are a shared responsibility of both the teacher and learners. Consequently, we will explicitly educate VERITAS teachers on the Peaceful Classroom philosophy, including strategies to minimize conflict and create a respectful, responsible classroom culture that minimizes behavioral distractions.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar is tied to the VERITAS mission as the extended school days on Mondays through Thursdays allow for interspersed opportunities for students to move, re-energizing their minds and bodies. The early release on Fridays enable parents to schedule vacations and family trips without disrupting the learning environment at VERITAS; in addition, the early release allows for professional development opportunities to be deliberately planned, executed, and implemented for the entire school, giving rise to whole-school implementation, feedback, and assessment of new curricula and teaching strategies. For those families who need it, after-school enrichment activities will be held after each school day, including Fridays. As a result of responses in surveys from parents and community members (A-3), VERITAS will be offering art, music, and dance classes as after-school programs.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

VERITAS will implement the Response to Intervention (RTI) model to assist with students who are at risk of not making academic and social progress according to the Common Core standards. A Student Intervention Team (SIT) will be created to guide the RTI process, and they will collaborate to support a process to enable all students to grow and progress.

Phase 1-To begin the RTI process, teachers will evaluate a student's strengths and weaknesses through observations, classroom evidence/data, and assessments, one of which must be a DIBELS assessment appropriate for their grade level. Once these abilities are gauged, the students teacher will develop a Personalized Education Plan (PEP). The PEP will state observed strengths, weaknesses, goals, research-based classroom interventions and multiple measurable assessments, including a monthly DIBELS assessment. The teacher will collect data from the research-based instruction and assessments, providing evidence of the student's rate of growth.

Phase 2-If progress is not achieved through in-class interventions, the teacher will collaborate with SIT to develop a Progress Monitoring Plan (PMP). The SIT will provide interventions in accordance with the PMP. The PMP will be adjusted to meet the student's needs at least two different times by the SIT.

Phase 3-If progress is not evident after classroom interventions (PEP) and Student Intervention Team interventions (PMP), the student will be referred

for eligibility testing for a 504 plan or Individual Education Plan.

All students attending VERITAS will be evaluated with an assessment to determine a baseline of their ability by a regular education teacher within fifteen days of their enrollment period. Teachers will be trained in the RTI model to ensure every teacher applies the RTI model when signs are evident for any student.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Methods for identifying ELL students:

VERITAS will ensure quality student engagement and academic progress for all English Language Learner (ELL) students. ELL students will have quality instruction that will progress them from limited English proficiency to fluent English proficiency.

As stated in the NC State Board Policy, GCS-K-000 (16 NCAC 6D.0106), each child and his or her family will be sent a home language survey to complete at the beginning of the year. Based on the survey, VERITAS will assess each student who has a second language spoken at home using a research-based assessment such as WIDA ACCESS placement test. Based on the assessment, VERITAS will provide student services and resources to those students who qualify to meet their specific needs.

Specific Instructional Programs, Practices, and Strategies:

VERITAS will ensure growth for all identified ELL students through effective instructional practices. VERITAS will develop a schedule and curriculum that allows ELL students to participate in an immersion-based classroom, along with participating in specific language curriculum with a qualified teacher. VERITAS will hire an English as a Second Language certified teacher to provide services to accommodate their modifications. In either setting, emphasis will be placed on quality instruction of the Common Core State Standards to increase the academic progression of an ELL student. VERITAS plans to use a variety of interventions to ensure growth in the Common Core from an ELL student. They are as follows:

- small group setting with ELL students' teacher or Literacy Interventionist;
- community engagement with tutors and volunteers;
- collaboration among general teachers, ELL students' teacher, and Literacy Interventionist;
- after-school programming; and
- educational camps during seasonal breaks.

Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL student services.

Each ELL students will have Personalized Education Plans (PEP) in order for teachers and interventionists to monitor growth and identify effective instructional teaching methods. If the modifications in the plans do not promote growth in the Common Core Standards, the PEP will be modified by the teacher or SIT. These modifications may include classroom structure, instruction, assignments and home/school connection facilitated by the Wellness/Community Engagement Facilitator. Students who are eligible to exit from the ELL program must reach the specified score based from the NC State Board policy GCS-A-012.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

VERITAS recognizes the importance of meeting the range of different learning needs for intellectually gifted students. Teachers will plan on using the Expeditionary Learning model at an appropriate level of Bloom's Taxonomy for all students based on individual ability levels and forms of intelligence as measured through Gardners Multiple Intelligences. In grades Kindergarten through grade 5, the teacher will be responsible for expediting learning using the Common Core standards while, at the same time, reaching gifted students needs. Expeditionary Learning will especially challenge intellectually gifted students as they progress through Bloom's Taxonomy, from remembering to creating; meanwhile, teachers will encourage students to move from a factual understanding to conceptual and onto procedural until they reach metacognitive, a step that each student will be invited to reach but that each gifted student will be expected to reach. While all students will be taught the Common Core standards and Project-Based Learning, gifted students will use be expected will not only create and evaluate ideas for the subject/content for which they are responsible to master, they will also analyze developed ideas and then synthesize the information in ways that improve those ideas, leading to the creation of new ideas.

Plans for monitoring and evaluating the progress and success of intellectually gifted students.

In Kindergarten, VERITAS will collect data from each student through the Wechsler-Intelligence Scale for Children-III (WISC-III). Also in Kindergarten and then through grade two, students will be assessed for qualifying gifted abilities, and those students displaying above grade-level skills will be challenged beyond grade level expectations.

At the beginning of third grade students will be evaluated to determine their ability as academically/intellectually gifted students. Students will need to meet one of the following pathways:

- Pathway 1: Score in the 98th percentile for age range on the WISC-III.
- Pathway 2: Meet three of the following four criteria areas

- Area A: Score in the 93rd percentile for age range on the WISC-III.
- Area B: Score in the 90th percentile for age range on the WISC-III in math content or reading content.
- Area C: Score in the 85th percentile for age on the Woodcock Johnson assessment in Math or Reading
- Area D: Reading and math classroom grade averages are As and a teacher gives recommendation letter describing classroom evidence that shows signs of Intellectual Giftedness.

Each year, the parents will receive notification of the services their student qualify for and will receive. Each child who is Intellectually Gifted will be placed on a Personalized Education Plan (PEP). The plan will show academic goals and a time frame to meet the goals. When the PEP is created, the student and parent will develop the goals with the assistance of the teacher to guide the goal, so it is realistic and corresponds to the Common Core standard.

Exceptional Children

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

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

VERITAS will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, G.S 115C-238.29F(g)(5) and the 'Child Find' mandate. Exceptional students and those who are found to qualify for services under Section 504 will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will have their needs met in the least restrictive environment possible. An array of services will be available for exceptional students including physical, occupational, speech/language, fine and gross motor, printing/writing, and visual perceptual training and therapy.

As stated in our budget, VERITAS will hire special education teachers and other contracted resources as needed to work with exceptional students;

provide psychological and/or educational testing to meet the needs of exceptional students; and address the therapeutic needs of exceptional students as these services are found necessary. Within our professional development program, all teachers will participate in training to inform and equip them to better meet the needs of exceptional students in their classrooms. With VERITAS' individualized and data-driven model, the needs of exceptional students will be met in the regular classroom; however, if inclusion is not an appropriate setting, another setting will be provided, depending on what is deemed both appropriate and least restrictive.

An Individualized Education Program (IEP) or a 504 Plan will be developed for every enrolled student who requires or receives exceptional education services, depending on the results of an appropriate battery of tests given by a licensed professional. The IEP will be implemented to provide services designed to address and meet the needs of exceptional students. Those who qualify for exceptional student services will be placed in programs according to their needs. Parent input and consent will be included throughout the IEP process, and parents will be informed quarterly about their child's progress toward his or her stated goals in the IEP. To ensure that all students have access to the general curriculum, VERITAS will provide specialized materials and equipment as specified in the IEP or 504 Plan. All programs for exceptional children will be regularly evaluated to determine their effectiveness in assisting students in reaching their individualized goals.

Per NC 115C-107.3, VERITAS will report "identified" and "suspected" children to the Governor and General Assembly annually by October 15. Student evaluations and assessments will be completed through the RTI process, by the SIT, and the student's parent/s. As NC115C-109.5 requires, VERITAS will notify parents throughout the process of any initiation, change, or refusal of initiation or change. If the RTI process is not effective, VERITAS will provide a licensed specialist to implement appropriate assessments to identify the student for the specific need following the EasyIEP (a web-based program). Whether or not the student qualifies, the parent will be notified of the results and the steps that will be taken to move the student forward academically, as stated in NC 115C-109.5.

All student records, including those for students with IEPs and 504 Plans, will be maintained and secured by the Principal, and requests for access to student records must be made in writing to the Principal. A copy of a student's IEP or 504 Plan will be distributed electronically to the student's general education teachers, special education teachers, and related service providers for plan implementation as they have "legitimate education interests" in accordance to The Federal Educational Rights and Privacy Act. The student's parents will also receive a copy.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and*

reported to the student, parents and relevant staff.

4. Describe the proposed plan for providing related services.

The intent of VERITAS is to empower every student to excel academically through targeted instruction. We know all children can learn through appropriate curriculum and support, which we will strive to provide. Curriculum and intervention will be research-based from scholarly journals and historically successful programs.

Students will learn in the least restrictive environment, which will range from a whole class environment to a one-on-one environment based on the students' accommodations. Exceptional children will have annual IEP meetings to determine their classroom environment setting and licensed specialist.

Faculty and staff members will be trained and educated to follow any IEP that includes their participation, allowing those students with an IEP to receive a Free and Appropriate Public Education. A licensed specialist familiar with the IEP will conduct observations and audits to ensure quality modifications and accommodations.

IEP meetings will include the parent and will be held once a year. Every three years the student will be re-evaluated by the School Improvement Team. A caseload manager will collect meeting notes if the parent is not present, and information from the meeting will be shared with the parent, specifically changes to the IEP plan. Besides IEP-focused meetings, general teachers and interventionists will contact the parent with grades and student work twice each marking period to share the students progress. IEP goals will be reported to the parents each marking period.

VERITAS will provide a licensed specialist(s) to provide services to special education students. Licensed professionals (social workers, psychologists, speech therapists) will be contracted by a needs basis.

Student Performance Standards

- 1. Describe the student performance standards for the school as a whole.*
- 2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
- 3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
- 4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

2015-2016: VERITAS will focus on improving the literacy abilities of students in all grade levels (K-3) with the goal of 60% of students in all grade levels performing at or above standard in reading fluency as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency exams and 60% of 3rd graders performing at or above standard in reading comprehension as measured by the North Carolina End-of-Grade (NC EOG) test in reading.

2016-2017: VERITAS will continue its focus on improving the literacy (reading and writing) abilities of students in all grade levels (K-4). 75% of students in all grade levels will be performing at or above standard in reading fluency as measured by DIBELS, and 75% of 3rd and 4th graders will be performing at or above standard in reading comprehension as measured by the NC EOG test.

2017-2018: VERITAS will continue its focus on best practices in literacy with the goal of 90% of students in all grade levels performing at or above standard in reading fluency as measured by DIBELS and 90% of 3rd, 4th, and 5th graders performing at or above standard in reading comprehension as measured by the NC EOG test.

2018-2019: Performance goals will be as follows:

Literacy:

90% of all current 3rd, 4th, and 5th graders at or above standard in reading (NC EOG).

90% of all current kindergarten students, 1st graders, and 2nd graders at or above standard in reading (DIBELS).

Math:

75% of all students at or above standard in math by the end of their 3rd, 4th, and 5th grade years (NC EOG).

2019-2020 Performance goals for the school will be as follows:

Literacy:

90% of all current 3rd, 4th, and 5th graders at or above standard in reading (NC EOG).

90% of all current kindergarten students, 1st graders, and 2nd graders at or above standard in reading (DIBELS).

Math:

90% of all students at or above standard in math by the end of their 3rd, 4th, and 5th grade years (NC EOG).

In addition to state and federally mandated tests, VERITAS will also make use of DIBELS and Measures of Academic Progress (MAP) testing to gauge the reading fluency and comprehension levels of its kindergarten through second grade students. Data derived will be used to group students and will also be used to determine what resources students are provided. Grade-level teams will also develop Common Assessments in reading, mathematics, and all content areas based on the Common Core national standards as well as North Carolina Essential Standards, which will serve as post-assessments to gauge student progress and will also be used to regroup students for additional re-teaching and/or remediation.

VERITAS will couple academic skills with the Revised Bloom's Taxonomy hierarchy for the following fitness/wellness standards:

Kindergarten/1st Grade The ability to remember and understand core components of health and wellness curriculum.

2nd Grade/3rd Grade The ability to apply and analyze the core components of health and wellness curriculum.

4th Grade/5th Grade The ability to evaluate the core components of health and wellness curriculum and synthesize their knowledge of health and wellness into a culminating fifth grade project.

Policies for Grade Level Promotion In accordance with NC law, VERITAS' student promotion from grade to grade will be based upon the following criteria:

All students in grades kindergarten through 2nd will be administered a summative evaluation at the conclusion of the school year. All 4th grade students will be administered State-approved standardized tests in both reading comprehension and mathematics. All promotion and retention decision-making authority will rest with the VERITAS Principal. Pending the outcome of student summative evaluation, students in grades kindergarten through 2nd and 4th grade will be promoted or retained based upon the following criteria:

- Limited English Proficient students with fewer than two years of ESL instruction will be promoted to the subsequent grade unless a strong case can be made demonstrating what benefits could be derived from their retention.

- Students with disabilities, as identified by Individualized Education Plans (IEPs) will be given alternative assessments.

- Students who have been previously retained will be exempt from being retained more than once in grades kindergarten through 3rd.

- Students in grades kindergarten through 2nd or 4th grade scoring substandard on their end-of-the-year summative evaluation or State-approved standardized test in reading comprehension and who do not fit into one of the categories described above will be referred to VERITAS retention/promotion committee for further evaluation.

In accordance with state law, students in 3rd grade will be retained if they fail to demonstrate reading proficiency on the State-approved standardized test of reading comprehension. Students may be exempt from mandatory third-grade retention if they meet any of the following good cause exemptions:

- Limited English Proficient.

LEP students with fewer than two years of ESL instruction will be promoted to the subsequent grade unless a strong case can be made demonstrating what benefits could be derived from their retention.

- Students with disabilities.

Students with IEPs will be given alternative assessments.

- Students who demonstrate third grade reading proficiency on an alternative assessment of reading comprehension.

These students may be exempt from mandatory retention in 3rd grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level.

- Students who have previously been retained in kindergarten, first, second or third grade OR have received reading intervention. These students may be exempt from mandatory retention in 3rd grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level.

- Students who demonstrate third grade reading proficiency through a student reading portfolio. VERITAS shall keep parents and guardians aware of the reading progress of their child, of all school-based interventions, and of what efforts they can be making at home to aid in their child's literacy progression. As policy, the staff and faculty of VERITAS will not wait until a child is at-risk for retention to inform parents of below-grade-level performance.

Exit Standards

ALL students exiting VERITAS must fulfill the following requirements:

- On or above grade level reading comprehension as demonstrated by a State-approved standardized test of reading comprehension OR an alternative assessment of reading comprehension OR reading proficiency demonstrated through a reading portfolio.

- On or above grade level math skills as demonstrated by a State-approved standardized test of math OR an alternative assessment of math OR math proficiency demonstrated through a math portfolio.

- A comprehensive fitness/wellness culminating project that appropriately synthesizes what a child has learned about fitness/wellness topics and extends their learning into a meaningful, real-world relevant application of their learning. All projects will be graded with a performance rubric by a project committee. Students receiving a failing grade will be given resources to amend and resubmit it for reevaluation.

Students may be exempt from portions of VERITAS' exit standards if they meet either of the following good cause exemptions:

- Limited English Proficient. LEP students with fewer than two years of ESL instruction may be exited unless a strong case can be made demonstrating what benefits could be derived from their retention.

- Students with disabilities. Students with IEPs will be given alternative assessments.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

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

VERITAS will hold all stakeholders accountable for sharing responsibility with teachers to create a peaceful learning environment that promotes and optimizes academic achievement. Stakeholders include VERITAS employees, students, students' families, and the community. Students will be taught how to make positive, productive decisions that promote scholarly learning and a peaceful environment. VERITAS will incorporate a peaceful environment composed of specific verbal and body language; as a result, students will be able to focus and maintain engagement during challenging learning activities and innovative teaching at VERITAS. Students will learn not only academics and wellness but also effective communication and conflict resolution skills through the following principles of the Peaceful People curriculum: Cooperation, Assertion, Responsibility, Empathy, and Self-control. Students and employees will be committed to a peaceful learning environment to ensure excellence in academics and wellness. All staff will be trained by Peaceful People consultants to model effective communication and conflict resolution skills and offer students the opportunity to practice these skills to empower them to create a peaceful school environment.

The following behaviors will not be tolerated at or during a VERITAS related event, and students may be suspended or expelled from VERITAS for the following offenses:

- Possess, use, provide, or sell students a firearm, weapon, or destructive device;
- Unlawfully possess, use, sell students, provide, or be under the influence of any controlled substance or intoxicant, including alcohol, drugs and tobacco;
- Unlawfully arrange or negotiate to sell students any controlled substance or intoxicant, including alcohol, drugs, and tobacco, and then sell students or furnish another liquid, substance or material that represents the controlled substance or intoxicant;
- Cause or attempt to cause physical assault and/or bullying/harassment which includes fighting, threatening behavior, assaulting students or adults;
- Commit theft or extortion and/or knowingly accept stolen materials;
- Cause or attempt to cause damage to school or other private property on school grounds;
- Perform an obscene act or engage in profanity or vulgarity;
- Unlawfully arrange or negotiate to sell students any drug paraphernalia;
- Disrupt school activities by causing or participating in riots or chaos;
- Use of fire;
- Trespassing;
- Unauthorized use of the computer;
- Knowingly participate in gang activity
- Pornography and/or sexual behavior;

- Bomb threat or false alarm; and
- Refusal to allow search with reasonable suspicion of personal possessions or school-loaned materials.

According to G.S. 115C-107.7, students with disabilities can only be suspended for inappropriate behavior if leadership deems it necessary in accordance to federal law and regulations (G.S. 115C-391). The school will adhere to practices that both abide by the law and promote logical consequences when responding to disciplinary matters that are aligned with the VERITAS mission. In actions involving suspension or expulsion of a special needs child for more than ten days in a school year, we will ensure that the student has available all due process rights (G.S. 115C-109.6).

Students who have been suspended may appeal the suspension beyond the Principal to the VERITAS Board of Directors which will determine the final decision, unless the suspension warrants the involvement of the judiciary system. This appeal must be made within five school days of the suspension notice. The appeal shall be written and clearly focused on the issues raised regarding the suspension. The VERITAS Board shall make a reasonable effort to hear the appeal within seven days of the request. At minimum two Board members shall hear the appeal, and they will record the decision.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: VERITAS Community School, Inc.

Mailing Address: 2943 Providence Trail Lane

City/State/Zip: Charlotte NC 28270

Street Address: 2943 Providence Trail Lane

Phone: 980-333-1939

Fax:

Name of registered agent and address: Katy Ridnouer
2943 Providence Trail Lane
Charlotte, NC 28270

FEDERAL TAX ID: 46-3823049

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix E)
 No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Tierney Everhart	Director	MECKLENBURG	Middle School

			Teacher
Terrance McCaffery	Treasurer	MECKLENBURG	International Banker
Daniel Barber	Vice Chairperson	MECKLENBURG	Elementary School Teacher
Katy Ridnouer	Founder and Chairperson	MECKLENBURG	Community College Instructor and Author
Vanecie Delva	Secretary	Out of State	Business Sales Operations Associate

Please provide the following in this location of the APPLICATION:

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

The VERITAS Board of Directors will be the governing body and oversee all functions of the charter school. The Board shall decide matters related to the operations of the school, including budgeting, curriculum, and operating procedures. The Board will also hire, supervise, set compensation, and terminate the Lead Administrator: the School Director.

The Board is responsible for carrying out the duties in Article 5. Section 9. Duties of the Board of Directors.

Officers of the Corporation shall be Chairperson, Vice Chairperson, Secretary, Treasurer, and School Director as defined Article VII: Officers of the Bylaws. The School Director will serve as an ex officio, non-voting member of the board. The Principal will not be an officer or member of the board and will be hired and supervised by the School Director.

Chairperson: The Chairperson shall preside over all meetings of the Board of Directors. He or she shall work closely with the School Director and the other Board members. The Chairperson shall keep abreast of the needs of the school and will serve as a liaison between the school and the Board to assure smooth and accurate communication. The Chairperson shall supervise the control and management of the Corporation in accordance with the Bylaws.

Vice Chairperson: The Vice Chairperson, unless otherwise determined by the Board, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of that office. The Vice Chairperson shall perform such other duties and have such other powers as the Board shall designate.

Secretary: The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board. He or she shall be responsible to give all notices required by law and by the bylaws, unless otherwise stated in the Bylaws. The Secretary shall have general charge of the corporate books and records and of the corporate seal, and shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall

also perform such other duties as are assigned by the Board.

Treasurer: The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit, or disburse the same under the direction of the Board.

School Director: The School Director shall be responsible in general for the overall operation of the school including but not limited to:

- Recommends the hiring and the dismissal of non-instructional employees and the Principal to the Board.
- Responsible for compliance with the charter of the State of North Carolina.
- Works closely with colleagues in establishing school policies and procedures.
- Responsible for keeping the Board of Directors well informed of the overall progress of the school as well as its financial and material needs.

- Coordinates fundraising activities.
- Ensures that VERITAS is in compliance with all North Carolina Department of Public Instruction testing regulations.
- Performs such other duties as are assigned by the Board.

Principal: The Principal will not be a Board member and will be hired and supervised by the School Director. The Principal recommends the hiring and the dismissal of instructional employees to the Board. The Principal shall develop and implement curricular activities and promote educational development of each student and professional development for teachers. The Principal will be the liaison for parents on academics related matters.

Committees: The Board will create committees including but not limited to Executive, Nominating, Finance, and Audit. See Article X: Committees of the Bylaws for structure and role of these committees.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The initial Board of Director consists of five (5) members: Katy Ridnouer (Founder and Chairperson), Dan Barber (Vice Chairperson), Terrance McCaffery (Treasurer), Vanecie Delva (Secretary), and Tierney Everhart (Director). The Board shall never be fewer than five members (excluding the School Director, who shall serve as an ex officio non-voting member of the Board). The number of Directors may be increased at any time by majority vote of the Board but not more than twelve.

The current Board governance will ensure the school will be an educational and operational success through quantitative measures of success. The Board will ensure the success of the school and school leadership through EOG scores, community support, and outreach. The Board will ensure active and effective representation of key stakeholders by encouraging community members and parents to be a part of and take leadership roles within the formulated committees.

VERITAS current governing board is replete with a diverse occupational background, including finance, education, and technology. This wide array of expertise will ensure diverse thought and innovation while providing leadership to carry out the goals and objectives set forth by VERITAS. The Board is committed to the education of all students and will see that the policies of the Corporation are carried out with imagination and dedication. The Board will supervise the School Director and collaborate with the community in an effort to successfully see the mission and vision to fruition. With over 35 years of teaching experience, the Board is passionate about providing choice for community members and ensuring that students are equipped with the necessary tools for success. Please find below a short biography of each current VERITAS Board member (See Appendix G for detail):

Katy Ridnour, M.Ed., Chairperson

A 20-year, North Carolina certified teacher currently serving as an English instructor at Central Piedmont Community College. Shes taught in a school for students with learning differences, on a reservation with adult women seeking a GED, at West Charlotte High School, and at Wilson Middle School. She has also run her own tutoring business, is the author of four books, and has led in-services for educators throughout the United States.

Dan Barber, M.A., Vice Chairperson

A National Board certified elementary teacher who has earned his Academically and Intellectually Gifted licensure and his North Carolina Administrative Add-On License. He was named Teacher of the Year in 2008, is a Professional Development Master Teacher, manages a summer English language program at Tufts University in the summer, and twice has served as a guest lecturer in Wuhan Foreign Language School in China.

Vanecie B. Delva, B.A., Secretary

A Duke graduate and a businesswoman with Red Ventures, she is quickly rising in the ranks of the professional world. She was a Presidential Freedom, Ford, and Coca Cola Regional Scholar. She is the founder of a high school public speaking curriculum called "Speak up". She serves on the VERITAS Board because she wants to continue her efforts to give back and serve her community.

Terrance McCaffery, CPA, Treasurer

A Senior Vice President with Wells Fargo with over twenty years of experience in accounting and controls, information technology, bank operations, and project management. He has opened a European Union licensed bank in Ireland and commercial banking branch in Canada. He currently supports Wells Fargo international offices across the globe.

Tierney Everhart, M.A., Director

A veteran teacher who lives in the neighborhood VERITAS is working to serve, Villa Heights. She is passionate about reaching and teaching children. She taught at Shamrock Gardens for six years and now teaches 6th grade at Monroe Middle School. She knows the needs of the Villa Heights community and the needs of the children who live there.

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

The founder of the Board, Katy Ridnouer, recruited each Board member based on demonstrated need and overall fit with the VERITAS mission as her guide. In the event an officer position is vacant before the regular meeting of the Board of Directors, the Board shall call a special meeting to replace such vacancy.

The current Board will first recruit replacements locally by candidates who demonstrate skill sets needed by and passion for VERITAS. New Board members will be nominated and voted on by the Board by a majority vote of the remaining Board members. The new member of the Board will then serve the remainder of the unexpired term of the member of the Board who is being replaced. This occurrence will take place no more than 60 days after notification of vacancy. The newly recruited replacement will be required to meet the Board before voting commencing. Any replacements will have to meet minimum monthly commitments, have a diverse background, and have a passion for education; most importantly, future Board members must believe and understand the mission of VERITAS.

4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Board shall hold regular monthly meetings.

5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).

New Board members will attend Board training to be properly acclimated to the expectations set forth in accordance with the VERITAS Bylaws (Article V. Section 9). Before the school year commences, Board members will be required to complete Board training which will consist of education about the origin of the school, the VERITAS mission, information about the community in which we propose to serve as well as a commitment to serving as visionaries for VERITAS.

We will proactively engage in professional development sessions. Additionally, Board members will be participate in required training webinars offered by the NCDPI Office of Charter Schools as deemed necessary and appropriate in an effort to keep all Board members abreast of new policies and/or tools from NCDPI and/or other sources. Additionally, the Board will partner with other advocacy organizations and groups to continuously learn how to be an effective and cohesive Board.

Timeline:

The VERITAS Board will implement the following:

On an ongoing basis, the Board shall provide all board members with the information they need to perform effectively, including the following:

- The Board will develop a Board member manual.
- The Board will develop a variety of orientation/training strategies, which may include but not limited to the following:
 - New Board member orientation.
 - Ongoing board education training.
 - Mini-seminars on special interest topics.
 - Access to pertinent publications and conferences.

A month prior to the beginning of the school year, the Board will be trained on charter school governance, financial oversight, operations, and legal responsibility.

On a quarterly basis, ongoing training will be provided for the Board in topics most pertinent to the success of VERITAS.

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

In accordance with VERITAS Bylaws, in the case of financial interest, in connection with any actual or possible conflict of interest, any interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement. After recognition of a conflict of interest, the following steps will be taken:

- An interested person may make a presentation at the governing Board or committee meeting, but after the presentation, he/she shall recuse him- or herself from the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- After exercising due diligence, the governing Board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Existing Relationship: The Founder/Chairperson and Treasurer are married. In the event that there is an actual or perceived conflict of interest, these parties will recuse themselves as required by the VERITAS Bylaws, Article VIII: Code of Conduct and Conflict of Interest.

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

The Board will first implement important policies as required by North Carolina law, the Articles of Incorporation and the charter contract. The Board will then create policies as they align with the VERITAS mission. According to our bylaws, all matters before the Board shall be approved by a majority vote. Electronic vote by the Directors will be accepted and counted. The Board shall elect a chairperson from the members of the Board at each annual meeting of the Board. All decisions will be vetted with the governing Board and approved in accordance with the VERITAS Bylaws.

To ensure that the Board is in compliance with legal and successful practices, the Board will recruit additional expertise and resources from the community (i.e., lawyers and CPAs) through committees, and for due diligence, research to ensure that the governing body and school are in compliance with North Carolina law. Committee members will be instrumental in extending recommendations for implementation. Our committee will be responsible for updating the Executive Board with any policy changes. This structure will ensure that we are always in compliance and affective as a governing body.

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

VERITAS will develop a parent-teacher association (PTA) to facilitate parental engagement through volunteering, fundraising, and establishing lasting community partnerships. The PTA will assist in the planning of school-wide events pertaining to the academic and athletic success of VERITAS students. The PTA will aid in such things as (but may not be limited to): the planning and execution of fundraising events, sponsorship of school clubs and organizations, assisting in the organizing of special events, assisting in the sponsorship and running of afterschool activities and classes (for students and parents alike), and aiding in the upkeep and maintenance of the community garden.

The PTA will report to the School Director and will advise the Principal on matters related to instruction and academics. Regular meetings of the PTA will be held on, at a minimum, of once a month. All interested parents or legal guardians of current VERITAS students as well as currently employed VERITAS teachers are invited to be a part of the PTA. The PTA will act as an independent entity with its own elected leadership body but may be assigned tasks or duties by the School Director.

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

VERITAS general grievance policy for parents and staff is to meet with an immediate supervisor of the conflict to make a good-faith effort to resolve the matter. Parents should first meet with the child's teacher or school principal. If a grievance still remains after the meeting, parents can request, in writing, to meet with the VERITAS Board. Within 30 days of the grievance, the Board will communicate a time and place to all parties involved to meet. The final resolution will be determined by the Board.

In the case of a staff member grievance, he or she will consult with their immediate supervisor in writing to express his or her concerns; then he or she will meet in person to make a good-faith effort to resolve the issue. However, if a resolution is not finalized, the staff member has the right to meet with the VERITAS Board through a written request. The Board will respond to the request within 30 days by scheduling a hearing of a place and time to the staff member. A final decision will be made by the Board as a result of the hearing and grievance process.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the

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

2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Great care will be given to soliciting and hiring of teachers who embody the VERITAS mission to educate the scholar and athlete within each child. Teaching candidates will be solicited through a variety of methods: print and Internet advertisements, professional associations, social media, and relationships with local colleges and universities. Recognizing the need for teachers to advance in their career as well as possible mitigating circumstances which may cause teachers to change schools, VERITAS will also put in place a succession plan for its teaching force which will allow us to continually deliver high quality of instruction even when faced with the possibility of a fluctuating workforce.

The ability to retain effective high-quality teachers is directly linked to the value teachers feel they bring to their school and profession. Consequently, much of VERITAS professional development will be lead by members of the faculty who have demonstrated strengths in specific areas. Efforts will be made to minimize administrative portions of meetings, so focus can be placed on the continual improvement of curriculum and instruction. VERITAS will seek to establish quality, lasting relationships with local teacher-training colleges and universities to provide avenues for student teacher opportunities at VERITAS. These relationships with local institutions will serve three purposes:

- 1) To lend value to the work of VERITAS teachers as they will be afforded opportunities to mentor aspiring teachers;
- 2) To provide student-teachers the opportunity to hone their craft in an environment committed to the success of its students and staff; and
- 3) To provide VERITAS with potentially high-quality internal teaching candidates, who have been vetted through an apprenticeship process, to fill vacancies which may come open as the school expands and/or faculty members advance or move-on.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

The VERITAS School Director will be the only employee who reports directly to the VERITAS Board of Directors, and the Principal will report to the School Director. The School Director has the authority to recommend the hiring and the dismissal of non-instructional employees and the Principal to the Board of Directors. The Principal has the authority to recommend for the hiring and the dismissal of instructional employees to the Board. Recommendations for new hires will be made to the Board of Directors by the School Director and the Principal based on the new employee screening process described below. A simple majority of Board member votes will be needed to approve the hiring of new employees. The VERITAS Board of Directors will also be responsible for setting the salary of all new hires.

The VERITAS Board of Directors will hold official responsibility for the hiring and dismissal of employees. In addition, the Board will handle all employee grievance appeals. A simple majority of Board member votes will be needed to terminate the contract of an employee recommended for dismissal. Dismissed employees have the right to appeal their termination to the Board of Directors. Employees with grievances may also appeal any grievance decisions if they are not satisfied with the outcome of their initial grievance decisions. The Board of Directors maintains the right to accept or reject any grievance or termination hearing requests.

The VERITAS Board of Directors maintains the right to perform periodic walkthroughs of the school provided such walkthroughs do not disturb the normal day-to-day operations of the school nor disrupt instruction.

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

School personnel will be solicited through a variety of methods: print, Internet, professional associations, and social media. Detailed position descriptions will be posted on our school website and will include minimum qualifications necessary for posted job openings as well as desired

qualities for each position. A hiring committee will vet all school personnel candidates, and a candidate pool will be created consisting of applicants meeting the qualifications for positions as well as the desired qualities. Applicants placed in the candidate pool will be invited to interviews with the hiring committee. Interview questions will be tailored toward ensuring candidates reflect the VERITAS values and possess the skill set to perform effectively. Feedback from all hiring committee members will be weighed with any additional sources of feedback (references, former employers, etc.) to ensure VERITAS is hiring the highest-quality teachers.

Once a suitable, highly-qualified candidate has been identified for a position, that individuals name and recommended position will be submitted to the VERITAS Board for approval. A simple majority of the Board will be needed to approve a candidates hiring. The Board will be responsible for setting the salary of all new hires with a salary that commensurate with each candidates academic qualifications and professional experience.

VERITAS will conduct a criminal background check from a State Bureau of Investigation or other qualified agency. New hires will also be asked to produce proof of citizenship/authorization for employment. Throughout the candidate screening, interview and hiring process, the VERITAS School Director, Principal, and Board will adhere to all North Carolina statutes regarding hiring practices and will select the best candidate for each advertised position without regard to race, religion, sex, or handicap unrelated to the job for which a candidate is being hired.

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

In an effort to recruit high-quality teachers and support staff, VERITAS Community School plans to offer salaries, which are 5% higher than the Local Education Agency, Charlotte Mecklenburg Schools. VERITAS will also join the North Carolina state health insurance plan as well as the North Carolina state retirement plan and will offer state health insurance and retirement plans to all qualified individuals.

Below are the anticipated salary ranges offered to prospective employees.

Administration:

Director \$60,000 \$70,000
Principal \$55,000 \$65,000

Instructional Staff:

Teachers (Kindergarten through 5th; Wellness/Community Engagement, Exceptional Children, Literacy Interventionist) -- \$35,000 \$49,000
Teacher Assistants \$25,000 \$28,000

Non-Instructional Staff:

Custodial Staff \$22,000 \$26,000
Chef \$35,000 \$45,000
Finance and Reporting Officer \$38,000 \$42,000
Office Manager \$25,000 \$28,000
Food Services \$22,000 \$26,000

6. Provide the procedures for employee grievance and/or termination.

All employees of VERITAS are "at will" employees and may resign at any time.

Employees who wish to resign must give at least two weeks notice of their resignation. VERITAS retains the right to terminate the employment of any employee for reasons including, but not limited to, poor performance, misconduct, incompetence, neglect of duty, or repeated violations of the policies or procedures outlined in the employee handbook so long as such termination does not violate Federal or State law. All VERITAS employees are employed by contract and may be terminated or non-renewed at the end of the contract period. VERITAS also reserves the right to alter the organizational structure of the school and eliminate school positions when it deems it necessary.

All recommendations for termination will be made to the Board by the School Director or the Principal. Once VERITAS has decided to terminate an employee prior to that employees contract expiration, that employee must be given written notice of his or her termination.

Employees wishing to file grievances must follow the following process:

1) Employees must first file a grievance, in writing, with their immediate supervisor. A meeting will be set up between the employee and his or her supervisor, and a good-faith effort will be made by the supervisor and employee to resolve or address the employees concern.

2) If, after meeting with their immediate supervisor, a grievance remains unresolved, an employee may then request, in writing, a hearing with the Board. If the request for a hearing is granted, the Board will have 30 days, from the time at which the grievance is filed, to schedule and hold the hearing. The Board will give written notice of the time and place of the hearing to the grievant and school administration. Following a grievance hearing, the decisions of the Board will be communicated in writing to all parties within 30 days. The final decision of the Board will represent the final step in the grievance process.

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

VERITAS will actively seek out professionals for the followings part-time or consultative positions: school psychologist/counselor, ESL teachers (this positions weekly hours will be contingent on the size of ELL population), Exceptional Childrens Teacher (this positions weekly hours will be contingent on the size of EC population; this position will also have the dual responsibility of providing programming for gifted population), speech pathologist, and/or occupational therapists. When such partnerships are forged, the funding of these positions will be based on the number of hours or percentage of the week each person/position spends working with VERITAS students.

During its first two years of operation, the Finance and Reporting Officer will also hold the responsibilities of the Office Manager. Until funding is available, the Wellness Facilitator will also retain the title of Community Engagement Facilitator and will fulfill the roles of both positions.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

Through its Pillar of Targeted Academics, VERITAS is committed to ensuring highly qualified staff to meet the needs of its Exceptional Children (EC), English Language Learner (ELL), and Academically and Intellectually Gifted (AIG) student populations. The number of positions dedicated to these

populations as well as the number of hours such individuals will be working with these populations will be based upon the number of VERITAS students in each respective area. Out of deference to the relatively small size of VERITAS school population, hiring preference will be given to teachers holding a teaching certification in more than one of the certification areas (EC, ELL, or AIG). In the absence of such candidates, VERITAS will endeavor to provide teachers with opportunities to become dual-certified in more than one of the high-needs areas listed above. Whenever possible, efforts will also be made to share staff with other local area schools.

9. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

The School Director will hold a Masters Degree and have a demonstrated history of leadership. In addition, the School Director should possess a passion for the VERITAS Vision, excellent interpersonal and organizational skills, and strong oral and written communication skills. Among the responsibilities of the School Director will be:

- Serving as the spokesperson for VERITAS.
- Having regular written communication with parents/school community.
- Serving as the primary community contact for school-wide matters or concerns.
- Supporting the Principal in resolving faculty-related issues and networking with the local community to develop and support activities at the school.
- Recommending the hiring and the dismissal of non-instructional employees and the Principal to the Board.
- Developing and supporting a strategic plan for enrollment growth, building awareness of the school in the local community, and forging relationships with external partners.
- Having a presence in classrooms, including observations to support teachers, and occasional teaching.
- Attending all board-related meetings, functions, and events, and serving as an ex-officio member of the VERITAS Board.
- Developing and implementing the strategic plan for future school years, including identifying initiatives and priorities that support the health of the school and ongoing strategic manifestation of the schools vision.
- Ensuring VERITAS is in compliance with all NC DPI testing regulations.
- Supervising all non-instructional personnel.

The Principal will hold a Masters Degree and a North Carolina Administrative License. Among the responsibilities of the Principal will be:

- Directly supervising all school instructional personnel and indirectly supervising all non-instructional personnel.
- Developing and implementing curricular activities.
- Promoting educational development of each student, and overseeing the day-to-day implementation of curriculum.
- Planning and implementing staff professional development, taking responsibility for professional growth and development of instructional staff, and providing instructional staff with activities which facilitate professional growth and enhance the quality of the instructional program.
- Defining the responsibilities of instructional positions and recruiting, retaining qualified staff to fill all instructional positions, and the evaluation of instructional staff.

- Recommending the hiring and the dismissal of instructional employees to the Board.
- Ensuring VERITAS is in compliance with North Carolina teaching regulations and ensuring that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program.
- Orientating, evaluating, and assisting new staff, providing opportunity for their input on important school decisions.
- Ensuring that student progress in the instructional program is tracked, that student data is collected on a regular basis and that data is used to group students and make informed instructional decisions.

Teachers will be highly motivated and highly qualified individuals. All VERITAS teachers will hold a Bachelors degree from a four-year institution, and VERITAS will seek candidates who are fully licensed or certified by the state. Preference will be given to teaching candidates with unique skills or a strong background in teaching the grade level or subject matter they have applied for. Teachers will be responsible for developing innovative curriculum with individualized delivery. Teachers will be responsible for incorporating the tenets of health and wellness and the peaceful classroom environment into their standard curriculum as well as compacting curriculum into meaningful units and lessons. Teachers will be responsible for managing high classroom expectations and delivering content and instruction that encourages self-directed learning.

The Wellness and Community Engagement Facilitator will be a highly motivated and highly qualified teacher with a physical education or health and fitness background. The Wellness Facilitator will also hold the title and responsibility of Community Engagement Facilitator and will be responsible for forging community partnerships (with the VERITAS School Director) and parent involvement and thus must also have a background or experience working with outside constituencies and forming such lasting relationships.

The Literacy Interventionist will be a highly motivated and highly qualified teacher with a background in literacy. The Literacy Interventionist must also have experience with data management and utilization as they will be responsible for assessing students in areas of reading, managing the data collected from students in reading, and serving as a resource to other teachers in the development of strategies to improve student reading performance.

VERITAS will also contract with a part-time Language Instructor to provide Mandarin instruction to students. This individual must have teaching experience as well as a sound knowledge and understanding of the Mandarin language.

The Financial and Reporting Officer will hold a bachelors degree in Accounting from a four-year institution; preference will be given to a candidate with a CPA. VERITAS will actively seek candidates who are relevant regulatory reporting experience. This person will be responsible for VERITAS compliance with all accounting and reporting requirements including Uniform Education Reporting System (UERS), Student Information, Data Entry and Management, and NC Employment Security Commission (ESC) reporting. The Financial and Reporting Officer should possess strong data analysis and

technical skills. The Financial and Reporting Officer reports to the School Director and has reporting responsibilities to the Board of Director and Audit Committee. The Financial and Reporting Officer will ensure compliance with generally accepted standards of fiscal management (NC Gen. Stat. 115C-238.29G(a)(2))

The Office Manager will have clerical experience and strong interpersonal communication skills. He or she will be adept at multi-tasking and must be cordial and approachable (to students, other staff members, parents, and community members) and effective at managing customer concerns. The office manager must also be organized as he or she will be responsible for managing student records.

Teacher Assistants will hold a high school diploma or its equivalent and/or an associates degree from an accredited institution. Preference will be given to individuals holding advanced degrees or with several years of demonstrated experience working with children. Teacher assistants will have strong clerical skills or experience and will be responsible for aiding teachers in all clerical aspects. Teacher assistants must also possess strong interpersonal skills to aid them in managing small groups of students and aiding teachers in the implementation of all tenets of VERITAS curriculum.

The Chef will hold a high school diploma or equivalent and/or an associates degree from an accredited institution. The Chef will have professional culinary training from a trade school, training program, or culinary institute or equivalent experience. The Chef will have a passion for food and for the health of our students. As an integral part of the Health and Wellness portion of our curriculum, preference will be given to an individual with experience in developing a nutritious and healthy menu on a budget or with experience teaching healthy habits to children.

The Custodian will hold a high school diploma or its equivalent and/or an associates degree from an accredited institution. Preference will be given to those with several years of demonstrated experience working as a custodian, especially in a school environment.

Staff Evaluation and Professional Development

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

The maintaining of all teacher licensure requirements will be the responsibility of the VERITAS Principal. VERITAS professional development schedule, including topics and presenters, will also be the responsibility of the school Principal.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

The scope of the VERITAS mission does not merely encompass its work with students but also recognizes the value of the schoolhouse as a training ground for teachers and aspiring teachers. Consequently, once teachers have been hired, great care will be given to ensuring that every teacher receives individualized professional development suited to their skill set, strengths, and weaknesses. All VERITAS teachers will work with the Principal

to set individualized goals related to areas of weakness, areas of interest, and areas of need (as evidenced by data gathered on students from each preceding school year) at the beginning of each school year. The Principal will then work with teachers to provide professional development opportunities which aid such teachers in fulfilling their goals. At the same time, the Principal will work with the VERITAS teaching force to allow them to showcase their strengths by providing professional development for other teachers as well as mentoring other teachers, instructional assistants, and student teachers.

In addition, we will forge relationships with local colleges and universities that house teacher training programs as a means for teacher candidates to participate in student teaching opportunities and conduct in-depth education research.

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

VERITAS is committed to ensuring its teaching force is supported in its efforts to provide students with innovative instruction that drives meaningful academic gains. Each Friday afternoon (1:00pm-4:30pm) will be dedicated to staff professional development, and the following schedule will be adhered to:

- Announcements and administrative updates and/or reminders will be limited to 10-15 minutes.

- Professional development topics, aligned to the Three Pillars, will be presented in whole-group or small-group fashion. The majority of professional development will be presented by in-school experts on given topics and ALL professional development time will be focused on improving instructional practices and driving positive student outcomes. On a periodic basis, outside experts will be brought in to work with the staff and/or staff members will be sent to other schools.

- Following the presentation of professional development topics, teachers will convene in their grade level teams and discuss ways in which topics covered can be effectively implemented in the classroom setting.

- Each grade level team will be expected to produce tangible examples of how they plan on implementing what they have learned.

- The following weeks professional development class teachers will be asked to share how they utilized the information and to rate the effectiveness of the topic, approach, or strategy in improving student learning outcomes.

The VERITAS educational approach is both unique and innovative. Ample training and professional development will be necessary to support the effective implementation of the education program. By adhering to a professional development program that aligns with its Expeditionary Learning program of modeled, guided, and independent learning, the VERITAS program will effectively support the implementation of its unique curriculum.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will*

be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

July and August 2015: During the period leading up to its school opening, VERITAS will offer several optional workshops and training aligned to its Three Pillars of Targeted Academics, Health and Wellness, and a Peaceful Classroom curriculum.

August 2015 (prior to school opening):

The following professional development topics will be discussed prior to the opening of VERITAS in August of 2015. In adherence to the VERITAS Expeditionary Learning curricular approach which will stress modeled learning followed by guided learning followed by independent learning, our staff developments will take a similar approach (with curricular topics being introduced, modeled, guided followed by opportunities for staff and teachers to explore these curricular approaches on their own or in small teams):

Day 1:

New Staff Orientation - All new VERITAS hires will be required to participate in a new staff orientation. The first half of this orientation will be dedicated to informing new staff members of the VERITAS mission, vision, and education philosophies. New staff members will be given the tools they need to successfully acclimate to the VERITAS learning environment. The second half of this orientation will allow new staff members to spend some time in their position, meet the other team members they will be working alongside, and spend some time prepare their classrooms or work stations to meet the high expectations set forth at VERITAS.

Day 2:

Health and Wellness Curricular Training - The mission of VERITAS is to empower the scholar and athlete in every child. Day 2 of our pre-school opening training will center on providing teachers and staff members the necessary tools to ensure students are active and making informed decisions about their health and wellness. As this topic will be both an intentional school-wide focus and integrated into other areas of the curriculum, including classroom practices, teachers and staff members will be taught deliberate ways in which this pillar of learning can be successfully incorporated into all facets of the school environment.

Day 3:

Peaceful Classroom - In alignment with our mission, all VERITAS teachers and staff will be trained on the Peaceful Classroom curriculum and given the experience and tools necessary to establish and personalize the tools to create a classroom environment that is peaceful in a way that reflects the personality of the individual teacher.

Day 4:

Expeditionary Learning Model Training - VERITAS teachers will be given targeted training to ensure that the instructional design of their teaching follows the Expeditionary Learning model. In such a model, academics are targeted by student need (remediation, grade/age-level, or acceleration) and student interest and follow a pattern of modeled learning, guided learning, and independent exploration. Students are constantly grouped and regrouped based on topic/skill competency with appropriate levels of teacher

instruction, guidance, and facilitation given. Students with a demonstrated understanding of core concepts or skills are provided the tools to accelerate their own learning. Problem and project-based learning are stressed as tools to enhance student learning and their understanding of the real world applicability of curricular topics or content.

Day 5:

Data Usage Training - The effective use of data to drive Targeted Academics will be a core tenet of the VERITAS approach to learning. Therefore, Day 5 of our pre-school opening professional development will be dedicated to effective means for collecting and utilizing data.

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

At VERITAS, it is expected that teachers will have a total of 14 full, dedicated professional development days interspersed throughout the course of the school year. Prior to the start of the school year, VERITAS will have five professional development days before students return to school to make teachers aware of aspects of the VERITAS curriculum and other necessary beginning-of-the-school-year updates. VERITAS will have an additional three days of professional development time at the conclusion of each school year during which the year may be recapped, goals for the year may be examined and reflected upon, and new goals for the forthcoming school year may be set. In addition to the 8 beginning and end of the school year professional development dates, VERITAS will also have an additional 6 dedicated professional development days spaced out over the course of the school year. Additionally, VERITAS will have an approximate total (depending on the school year calendar) of thirty-five half-day sessions of professional development, each held on a Friday afternoon from 1-4:30pm (students will be dismissed early). Full-day professional development days will be approximately 7 hours in length while half-day professional development days will be 3 hours in length. Consequently, over the course of the school year, VERITAS teachers will receive an (approximate) total of 225 hours of professional development.

Enrollment and Marketing:

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

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

The marketing plan of VERITAS Community School has two goals: to raise awareness and engagement in VERITAS as a means of attracting future students and to inspire stakeholders of our targeted neighborhoods to partner with us as VERITAS comes to fruition, for they serve as our connection to potential

families and students. Our methodology of marketing centers around community and parent engagement that will help us secure sufficient students in grades kindergarten through fifth grade in our targeted communities. We will ensure that parents, future students, and community partners in the Belmont, Villa Heights, Optimist Park, NoDa, and Plaza-Midwood areas are fully informed about and engaged in upcoming events through on-site and off-site marketing strategies.

VERITAS has begun and will continue to meet with stakeholders in a variety of settings to ignite conversations and interest in our school (Appendix A, A-4). We have attended neighborhood festivals, church services, and neighborhood meetings as separate means to engage the community about VERITAS. In addition, we have walked the individual neighborhoods and knocked on doors, sharing our flyer and talking about the VERITAS mission (Appendix T, T-6). We have met stakeholders at local coffee shops, in local restaurants, in people's homes, and in churches. Furthermore, we engaged the community via our Facebook page and on NextDoor, a neighborhood-specific social media site, where we have addressed community-specific concerns as well as clarified our Three Pillars. We have posted videos from Dr. John Ratey, author of SPARK, and links to the Expeditionary Learning Model site, the Peaceful People Curriculum site, and sites that promote health and wellness.

In addition, we wrote an article for a neighborhood website, The Villa Heights Voice, to advertise about the school and our Community Meeting that we held on October 27th at NoDa Brewery, a local business that allowed us to use their space free of charge (A-4). We posted Community Meeting invitations on our Facebook page and passed out flyers in the five targeted neighborhoods (T-7).

On the day of the Community Meeting, community members were greeted by a VERITAS Board member in his or her VERITAS shirt in the school colors of eggplant and leaf. They were invited to sit and discuss the ten informational cards with VERITAS frequently asked questions that were laid out on each table. Members from each of the five targeted neighborhoods attended our meeting, including local Board of Education member, Dr. Joyce Waddell. In our presentation, we offered our needs analysis, the VERITAS mission, and next steps. After that we engaged in an hour-long question and answer session, thanked everyone for attending, and invited everybody to speak with a Board member individually.

Thus far, we have met with over 300 parents and community members in our targeted communities. Feedback from administered and online surveys (A-3) indicates that these stakeholders are overwhelmingly supportive of the VERITAS mission and are very interested in a community school. We will collaborate additionally with other community stakeholders to engage neighborhood members, including parents since our grass roots approach has thus far been successful in our quest to engage community stakeholders and educate families about VERITAS. The school will be promoted and publicized with the intention of reaching each segment of our targeted neighborhoods population. Each neighborhood association will be contacted, and the following houses of worship will be contacted: St. Pauls Baptist, Watershed, Plaza Presbyterian, Kilgo Methodist Church, Siegle Avenue Presbyterian, Fifteenth Street Church of God, and Greater Meyers Chapel

Pentecostal.

VERITAS will also create a website where we will further leverage social media to reach out to families in the neighboring communities.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

VERITAS Community School believes that raising a well-rounded scholar and athlete involves many members of the community. We commit to fostering a partnership between parents, teachers, students, and the greater community to create an environment in which parents can engage in school activities, teachers are given the freedom to be innovative, and students are provided the structure and the opportunity to learn.

We believe that it is essential that we reach as many prospective students and their families as possible (A-4). We have engaged over 300 community members who have agreed to commit their time and effort to make sure that our vision comes to fruition. Our volunteers will be the driving force behind continuously engaging families in the community and constantly keeping them informed about our school. We will continue our Community Meetings on a quarterly basis from the time the school is approved until it the school is opened, and we will continue communicating updates about VERITAS via face-to face conversations, flyers, email, the school website, and social media. VERITAS believes that parent engagement is vital to the academic achievement of the student population; therefore, they will create an engaging and inviting parent involvement program that will offer opportunities for them to share a meal, to be informed, or share a skill. For example, every week parents from a certain grade level will be invited for Family Breakfast where they can eat with their child and his or her teacher; then, when the child goes to class, the parent can stay for a workshop that focuses on a topic VERITAS chose through results of a parent survey. This could include parenting skills, resume building skills, or information on curriculum. In addition, parents will be invited to contribute their time with the intention of making all parents feel as the vital part of the school community that they are. Some parents will have specific skills and resources to share, while other parents will not. We will endeavor to offer volunteer opportunities that suit every skill level and comfort level.

Parents will be invited to attend special events, and some events, such as the 5th grade Middle School Fair, will require a parent for the student to attend. Our Wellness/Community Engagement Facilitator will lead the task of creating programs that are both necessary and engaging, and the faculty, staff, and administration will join the facilitator in communicating the welcome in person and via email and social media with parents and community members.

We will make every effort to get to know parents in a venue that they are most comfortable, including in school, homes, community centers, and

churches. We will ask every parent to complete an "Involvement Information sheet" in which we request their commitment to fully engage in their child's education to gauge areas in which they would like to assist or learn. We will encourage parents to lead workshops in order to foster an environment of collaborative learning among families.

We pledge to provide parents with meaningful information about their child's progress and special events, such as testing programs, field trips, after-school activities, and opportunities for remediation and enrichment. We will welcome parent input into the decisions made about their child. In turn, we will seek information from parents about their child's strengths, talents, and needs, and we will ask parents to keep their child's teacher informed of absences, medication issues, and family changes. If parents are not getting the information they need from school or have information to share that will improve our ability to teach their child, we will encourage parents to contact our teachers or administrators to rectify the situation. VERITAS commits to active participation from parents and is open to feedback.

Admissions Policy

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

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

VERITAS will not discriminate against any student on the basis of ethnicity, national origin, gender, or ability. The school will not limit admission to students on the basis of intellectual ability, physical ability, measures of achievement or aptitude, athletic performance, race, creed, gender, national origin, religion, or ancestry. Due to the diverse racial and socioeconomic demographic of our targeted neighborhoods, the school will take the steps necessary to create a school population that reflects the community in which it serves.

VERITAS will hold open enrollment through March 11, 2015. Open house sessions and enrollment applications will be posted on the school's website in February, 2015. If the number of registrants exceeds the number of openings, a public lottery will be held to determine admissions.

The lottery for the 2015-2016 school year is open to the public, will be conducted in public, and will occur during our monthly board meetings on Wednesday, March 18, 2015 at 7p.m. unless a more suitable time and place has been suggested and deemed appropriate by the VERITAS Board.

The lottery process will be provided to the parents in advance and will be explained prior to the beginning of the lottery process. After the

explanation, time will be allowed for questions from parents and concerned parties.

All names will be assigned a registration number when the registration was received, and on the day of the lottery, each number will be randomly drawn by grade level. Students will be admitted based on the order of selection beginning with Kindergarten.

If the lottery process is deemed to be taking a considerable amount of time, breaks will be planned which will allow for time to re-explain the lottery process to those for whom an explanation is necessary.

VERITAS will have a segregation of duties in the lottery process whereby one Board member draws the name or number, one records it, and another announces it. If possible, a non-affiliated community member will be asked to assist in one of the aforementioned roles.

The lottery will continue until all names are drawn, and students who have not been accepted will be placed on a waiting list in the order in which their names are drawn. If spaces become available due to withdrawal or transfer, the school will contact students on the waiting list in the order in which they appear and offer the seats to those students.

If VERITAS becomes aware of an error after the lottery process, the Board will take steps to rectify that situation up to re-doing the grade-level lottery to ensure fairness of all involved stakeholders.

VERITAS will give one registration number to families who have registered two or more children, so if their number is drawn in the lottery, all children in the family will be offered a space in the school. Registrations will be date and time stamped upon submission, and students will be admitted in the order in which the registrations are received. VERITAS will give priority registration to children of the school's principal, teachers, staff and initial members of the charter school's board of directors (in the first year only).

If openings remain available after the close of open enrollment or become available, registrations will be accepted on a first come, first served basis until there are no further openings. Registrations received once the openings have been filled will be placed on a waiting list in the order in which they were received.

Annually, the members of the board will analyze student demographic enrollment statistics and revise the marketing plan to ensure that VERITAS reflects the demographics of the community in which we serve.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 01	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 02	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 03	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 04	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 05	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
	200			250			300			300			300		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

The VERITAS Community School will be a community-centered school, and as such, we will partner with parents, community members, volunteers and staff to facilitate multiple, safe, and friendly transportation options for our students. VERITAS' transportation plan ensures that no child is denied access to school due to lack of transportation. Our community survey results have shown safety to be of primary importance to our targeted student population, and we have taken this concern into account when developing the plan (Appendix A, A-3).

VERITAS will organize "walking school buses" for the children in the Villa Heights, Belmont and Optimist Park neighborhoods, which are located within a one-mile walking zone. Students will be organized by street and will be grouped into "walking school buses" where designated parents and/or community volunteers will serve as the chaperones leading and concluding a line of children as they walk to school. There will be no fewer than two adult chaperones in a "walking school bus," and parents participating in the program will be required to supply written consent allowing their child to participate.

Walking to school together fosters closer ties with community members and the habit of daily fitness for our students and the community. Students will arrive to school energized and ready to learn.

For children who reside in the NoDa and Plaza-Midwood neighborhoods, which are outside of the one-mile walking distance, transportation is less of an obstacle. VERITAS will coordinate car pool committees to assist parents in securing transportation to school.

The targeted school location is also readily accessible by Charlotte Area Transportation (CAT) public bus service, and the LYNX Blue Line Extension, Charlottes light rail, is projected to reach the community in 2017. If families utilize these public transportation options, staff will meet the child and parent at the nearest stop and escort the child to school.

VERITAS does not anticipate providing school bus service.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

VERITAS commits to nurturing the whole child. Our emphasis on the relationship between a healthy body and high academic achievement will be

reflected in our school lunch plan as follows.

- We will hire a trained chef not only to prepare fresh meals but also to serve as food educator, interacting with students on a daily basis to educate them on healthy food choices and the connection between good health and academic achievement.

- A portion of our operating budget is allocated to Food Services (\$1.50/student/day) to ensure the success of our mission to provide fresh and nutritious meals, so all children develop healthy eating habits and are physically equipped to grow as scholars and athletes. The budget does NOT include Federal funds from the USDA Free and Reduced Lunch program, but we do plan to participate. A minimal fee to purchase meals may be charged to students not qualifying for the Free and Reduced Lunch program. VERITAS will partner with local farmers via the USDA Farm to School Program, local suppliers, and will establish a school garden to ensure sources of fresh produce at the lowest prices.

- In alignment with Namaste Charter School's lunch policy, students and families will be coached toward making healthy bagged lunch choices. Compliance to these guidelines will be incorporated into school policy.

- VERITAS will comply with the Healthy, Hunger Free Kids Act of 2010 and participate in the National School Lunch Program. Our lunch program shall be under the jurisdiction of the Division of School Support, of the Child Nutrition Services of the Department of Public Instruction, and in accordance with federal guidelines as established by the Food and Nutrition Service of the United States Department of Agriculture. The food program will be operated on a non-profit basis. Any earning above the cost of operations will be used to reduce the cost of the food.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,367.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,381.00
Property Insurance	\$152,000		\$400.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00

Other	\$1,000,000	\$6,994.00
Total Cost		\$11,655.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

katyridnouer 12/04/2013

(Board Chair Signature) (Date)

Facility:

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

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

VERITAS' intent is to lease the former Villa Heights Elementary School building from the LEA, Charlotte Mecklenburg Schools (CMS), free of charge or at de minimus monthly rent. VERITAS has used historical actuals of this building to estimate utilities and maintenance cost for budgeting purposes. Our budget also includes debt servicing on leasehold improvements to renovate and retrofit the facility to ensure student and staff safety and optimize a peaceful learning environment.

The building is currently being used as office space by CMS administrators and is not available for lease. The VERITAS Board has been in discussions with the CMS Facilities Planning & Real Estate team, who have been positive and accommodating in assisting us with our budgeting and planning efforts for this application.

Upon preliminary approval of VERITAS' Charter, the Board of Directors will execute the following plan to obtain a lease of the former Villa Heights Elementary School building as the home for VERITAS Community School:

- 1) Execute lease agreement with LEA.

* Engage LEA Facilities Planning & Real Estate team to determine if building has become available for lease. If available, VERITAS will begin

negotiation for lease.

* Pursue with LEA Facilities Planning & Real Estate team possible options to make the building available to VERITAS, starting with the 2015-2016 school year if building is not currently available for lease.

* Submit a formal facility request to the LEA Board of Education for the use of the building.

* Directly contact LEA Board of Education board members to obtain support for VERITAS mission and solidify support for the facility request. VERITAS has already engaged two of the board members who represent our targeted neighborhoods as part of our community engagement efforts.

* Build on already strong community support to establish a neighborhood committee to join VERITAS in presenting the facility request at the LEA Board of Education meeting. Our community survey showed 98.9% respondents viewed "re-opening of a neighborhood school in the former Villa Heights Elementary School building" as a positive or very positive impact to the community (Appendix A, A-3).

* Appeal to the local Board of County Commissioners in accordance G.S. 115C-238.29E (e) if local Board of Education rejects our facility request.

2) Engage the School Planning Office for technical and planning assistance for building renovations necessary to meet all health and safety requirements of the state and local building codes.

3) Engage general contractor to execute school renovation.

4) Obtain leasehold improvement financing from local financial institution.

5) Undertake necessary renovations.

6) Pass all required inspections and ensure no outstanding building code violation for educational occupancy.

7) Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to beginning the first day of school.

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

VERITAS' preferred facility plan is to lease a preexisting school building from the LEA to minimize the leasehold improvement required to prepare a building for students and to also improve the surrounding community by repurposing an existing, underutilized building. The secondary facility plan would be to lease and renovate a non-school building at a lower than market rate due to the tax benefit afforded the landlord for real property wholly and exclusively used for educational purposes. The tertiary plan is to acquire land within the community and build a new school building.

In the case that the permanent Villa Heights school building is not

available for occupancy in time, the VERITAS Board of Directors will execute the following plan to identify and acquire adequate accommodates to open the school:

1. Engage a realtor familiar with the target community and with the occupancy requirements for education use to identify potential commercial properties.
2. Contact private schools, churches, pre-schools, and community centers serving the targeted area to identify available and suitable facilities. VERITAS has already engaged three local churches that may have suitable space.
3. Explore feasibility of mobile classrooms on empty lots in the neighborhood. There are large parcels of vacant land in the targeted neighborhoods that would be suitable for mobile classrooms.
4. Determine cost of renovation to comply with all building code requirements and obtain Certificate of Occupancy for Educational Use for each identified option.
5. Perform a feasibility study on each option to determine economic viability and VERITAS' ability to execute its mission and associated programing for the targeted community.
6. Execute contingent facility option that is economically viable and best services the VERITAS mission.
7. Pass all required inspections and ensure no outstanding building code violations for educational occupancy.
8. Obtain Certificate of Occupancy for Educational Use and submit to the Office of Charter Schools prior to beginning the first day of school.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2015-16

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE
PROPOSED
CHARTER
SCHOOL**

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1 600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	200	\$916,554.00
Local Funds	\$2,318.43	200	\$463,686.00
Federal EC Funds	\$3,743.48	20	\$74,869.60
Totals			\$1,455,109.60

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$916,554	\$1,145,693	\$1,374,831	\$1,374,831	\$1,374,831
-Local Per Pupil Funds	\$463,686	\$579,608	\$695,529	\$695,529	\$695,529
-Exceptional Children & Federal Funds	\$74,870	\$93,587	\$112,304	\$112,304	\$112,304
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,455,110	\$1,818,888	\$2,182,664	\$2,182,664	\$2,182,664

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
School Director	1	\$63,000	\$63,000	1	\$64,890	\$64,890	1	\$66,837	\$66,837	1	\$68,842	\$68,842	1	\$70,907	\$70,907
Principal	1	\$58,000	\$58,000	1	\$59,740	\$59,740	1	\$61,532	\$61,532	1	\$63,378	\$63,378	1	\$65,280	\$65,280
Finance And Reporting Officer	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Chef	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
Custodian	1	\$24,000	\$24,000	1	\$24,720	\$24,720	1	\$25,462	\$25,462	1	\$26,225	\$26,225	1	\$27,012	\$27,012
Food Service Staff	0	\$0	\$0	1	\$25,375	\$25,375	1	\$26,136	\$26,136	1	\$26,920	\$26,920	1	\$27,728	\$27,728
Office Manager	0	\$0	\$0	0	\$0	\$0	1	\$26,136	\$26,136	1	\$26,920	\$26,920	1	\$27,728	\$27,728
A - Total Admin and Support:	5	\$225,000	\$225,000	6	\$257,125	\$257,125	7	\$290,975	\$290,975	7	\$299,703	\$299,703	7	\$308,695	\$308,695
Instructional Personnel:															
Teacher	9	\$40,000	\$360,000	11	\$41,200	\$453,200	13	\$42,436	\$551,668	13	\$43,709	\$568,217	13	\$45,020	\$585,260
Teacher Assistants	4	\$26,000	\$104,000	5	\$26,780	\$133,900	6	\$27,583	\$165,498	6	\$28,411	\$170,466	6	\$29,263	\$175,578
Exceptional Children Teacher(s)	1	\$44,000	\$44,000	1	\$45,320	\$45,320	1	\$46,680	\$46,680	1	\$48,080	\$48,080	1	\$49,522	\$49,522
Literacy Interventionist	1	\$35,000	\$35,000	2	\$36,050	\$72,100	2	\$37,132	\$74,264	2	\$38,245	\$76,490	2	\$39,393	\$78,786
Wellness/Community Engagement	1	\$35,000	\$35,000	1	\$36,050	\$36,050	1	\$37,132	\$37,132	1	\$38,245	\$38,245	1	\$39,393	\$39,393
B - Total Instructional Personnel:	16	\$180,000	\$578,000	20	\$185,400	\$740,570	23	\$190,963	\$875,242	23	\$196,690	\$901,498	23	\$202,591	\$928,539
A+B = C - Total Admin, Support and Instructional	21	\$405,000	\$803,000	26	\$442,525	\$997,695	30	\$481,938	\$1,166,217	30	\$496,393	\$1,201,201	30	\$511,286	\$1,237,234

VERITAS Community School

Personnel:															
Administrative & Support Benefits															
Retirement Plan--NC State	5	\$5,617	\$28,085	6	\$5,637	\$33,822	7	\$5,711	\$39,977	7	\$5,882	\$41,174	7	\$6,058	\$42,406
Health Insurance	5	\$5,285	\$26,425	6	\$5,285	\$31,710	7	\$5,285	\$36,995	7	\$5,285	\$36,995	7	\$5,285	\$36,995
Medicare	5	\$554	\$2,770	6	\$556	\$3,336	7	\$564	\$3,948	7	\$581	\$4,067	7	\$598	\$4,186
Social Security	5	\$2,371	\$11,855	6	\$2,379	\$14,274	7	\$2,410	\$16,870	7	\$2,482	\$17,374	7	\$2,557	\$17,899
D - Total Admin and Support Benefits:	20	\$13,827	\$69,135	24	\$13,857	\$83,142	28	\$13,970	\$97,790	28	\$14,230	\$99,610	28	\$14,498	\$101,486
Instructional Personnel Benefits:															
Retirement Plan--NC State	16	\$5,617	\$89,872	20	\$5,637	\$112,740	23	\$5,711	\$131,353	23	\$5,882	\$135,286	23	\$6,058	\$139,334
Health Insurance	16	\$5,285	\$84,560	20	\$5,285	\$105,700	23	\$5,285	\$121,555	23	\$5,285	\$121,555	23	\$5,285	\$121,555
Medicare	16	\$554	\$8,864	20	\$556	\$11,120	23	\$564	\$12,972	23	\$581	\$13,363	23	\$598	\$13,754
Social Security	16	\$2,371	\$37,936	20	\$2,379	\$47,580	23	\$2,410	\$55,430	23	\$2,482	\$57,086	23	\$2,557	\$58,811
E - Total Instructional Personnel Benefits:	64	\$13,827	\$221,232	80	\$13,857	\$277,140	92	\$13,970	\$321,310	92	\$14,230	\$327,290	92	\$14,498	\$333,454
D+E = F - Total Personnel Benefits	84	\$27,654	\$290,367	104	\$27,714	\$360,282	120	\$27,940	\$419,100	120	\$28,460	\$426,900	120	\$28,996	\$434,940
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	25	\$483,982	\$294,135	30	\$565,357	\$340,267	35	\$616,195	\$388,765	35	\$625,183	\$399,313	35	\$634,443	\$410,181
B+E = H - Total Instructional Personnel (Salary & Benefits)	80	\$269,827	\$799,232	100	\$287,257	\$1,017,710	115	\$295,933	\$1,196,552	115	\$301,920	\$1,228,788	115	\$308,089	\$1,261,993
G+H = J - TOTAL PERSONNEL	105	\$753,809	\$1,093,367	130	\$852,614	\$1,357,977	150	\$912,128	\$1,585,317	150	\$927,103	\$1,628,101	150	\$942,532	\$1,672,174

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Facilities	Utilities	\$47,000	\$53,000	\$53,000	\$53,000	\$53,000
	Maintenance	\$24,000	\$26,000	\$26,000	\$26,000	\$26,000
	Rent And Debt Servicing	\$70,000	\$100,000	\$100,000	\$100,000	\$100,000
	Equipment And Furniture	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Security System	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000
Professional Contract	Insurance (Appendix O)	\$11,655	\$12,000	\$15,000	\$15,000	\$15,000
	Audit Service	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Accounting Service	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Legal Counsel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Office:	Office Supplies	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Professional Contract	Food Services	\$55,500	\$69,375	\$83,250	\$83,250	\$83,250
	K - TOTAL Administrative & Support Operations	\$245,155	\$294,375	\$311,250	\$311,250	\$311,250
	Instructional:					
Instructional Contract	Foreign Language Teacher	\$20,000	\$22,000	\$25,000	\$25,000	\$25,000
	Professional Education	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	Ec Instructional Support	\$10,000	\$30,000	\$30,000	\$30,000	\$30,000
Classroom Technology	Computers - I pads - Smartboards	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
Books And Supplies	Books And Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	L - TOTAL Instructional Operations	\$76,000	\$88,000	\$91,000	\$91,000	\$91,000
	K+L = M - TOTAL OPERATIONS	\$321,155	\$382,375	\$402,250	\$402,250	\$402,250

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,093,367	\$1,357,977	\$1,585,317	\$1,628,101	\$1,672,174
M - TOTAL OPERATIONS	\$321,155	\$382,375	\$402,250	\$402,250	\$402,250
J+ M =N TOTAL EXPENDITURES	\$1,414,522	\$1,740,352	\$1,987,567	\$2,030,351	\$2,074,424
Z - TOTAL REVENUE	\$1,455,110	\$1,818,888	\$2,182,664	\$2,182,664	\$2,182,664
Z - N = SURPLUS / (DEFICIT)	\$40,588	\$78,536	\$195,097	\$152,313	\$108,240

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

VERITAS is projecting 200 K-3 students year one, 250 K-4 year two, and 300 K-5 year three and beyond. Studies support that small schools (under 400 students) benefit the students, teachers and community in many ways, including raising student achievement, reducing incidents of violence and disruptive behavior, elevating teacher satisfaction, operating more cost effectively, and increasing parents and community involvement (Bracey, p. 413). These are all factors that are supportive of VERITAS' Three Pillars of Targeted Academics, Health and Wellness, and Peaceful Classroom. These outcomes also align directly with the legislated purposes of a charter school of improving student learning and creating new professional opportunities for teachers.

VERITAS has performed extensive community outreach in the five targeted neighborhoods and has received overwhelming support of the VERITAS mission and the need for a neighborhood school to serve the area. Of parents surveyed, 68.3% were not satisfied with "current school choice for your community" and 98.8% were supportive of "a walkable school for the community children" (Appendix A, A-3). The demand for school choice is also evidenced in the 1,300 student wait list for the six magnet schools in the area (41% of total seats) (CMS Planning Services).

The five assigned schools serving these neighborhoods are not the parents' first educational choice. Only 46% of public school students from the targeted area are enrolled in their assigned school. In contrast, the county average is 75%. In the largest and more affluent neighborhood in our target area only 17% of public school students are enrolled in their assigned school (Charlotte-Mecklenburg Quality of Life Study).

VERITAS' projected enrollment of 300 students represents only 4% of the 7,200 K-8 public school students in the schools serving our target community (5 assigned, 6 magnet and 3 charter), and this does not include the large number of students attending private school (NC School Report Cards 2011-2012). According to the 2012 Charlotte-Mecklenburg Quality of Life Study, 26% of children in the largest and more affluent neighborhood in our target area attend private schools.

North Carolina law requires at least 65 students for a Charter School to open, and VERITAS' breakeven point is 159 students or 80% of our year one projected enrollment. We are confident the demand for school choice and the absence of a neighborhood school in our targeted community will support VERITAS' projected student enrollment.

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

VERITAS will first mitigate the need for contingency funding by establishing and monitoring a detailed financial budget that aligns hiring and other variable expenses with a conservative projection of student enrollment. The Board's Finance Committee will work with the School Director to establish and monitor the budget to ensure financial health of VERITAS.

The Finance Committee will also secure a line of credit from a local financial institution for at least three months of operating expenses to guarantee the availability of funds to meet the daily operational needs of the school in the event of funding gap.

VERITAS plans to apply for state, federal and private grants as well as other fundraising activity to supplement our educational programs. Based on the analysis of successful charter schools, we target raising an additional 25% in total funds above the state and local allotments. These supplemental funds are NOT included in the budget assumptions for this application.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

No, VERITAS budget assumes no additional source of funds other than federal, state and local allocations.

The federal funds included in the budget assumes 10% of our students qualifying as Exceptional Children.

The budget assumes VERITAS would not meet the minimum to qualify for Limited English Proficiency funding given the demographics of the targeted communities.

The budget also assumes federal, state, and local per student allocations would not increase over year one's allocations but did assume a 3% per year salary increase.

Provide the student to teacher ratio that the budget is built on.

17:1 student to teacher for K and 25:1 for 1 to 5

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

VERITAS intends to contract for auditing, accounting, Exceptional Children instructional support, food, and foreign language services. These services will supplement the full-time exceptional children teacher, support the full-time chef, and allow VERITAS to offer foreign language programming. Estimates for these contract expenditures are included in the budget.

The School Director or other members of the Board of Directors will solicit at least three (3) bids through a Request for Proposal (RFP) process for provision of contract services. The RFP will include submission of client references, accreditation, insurances and costs for services. Bids will then be submitted to and approved by the Board of Directors (See Bylaws Article XI. Section 2. Bid Process).

To prevent conflict of interest issues and provide sufficient checks and balances, accounting, and auditing services will be provided by separate firms.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget aligns with the VERITAS mission by including a full-time Literacy Interventionist and teacher assistants to ensure that the Targeted Academics Pillar is met with a continuous focus on literacy; full time wellness/community engagement and chef positions focus on and measure the Health and Wellness Pillar in our school and community and professional development budget to facilitate the Peaceful Classroom Pillar that creates an environment that is conducive to learning.

Qualified and effective teachers are key to the success of VERITAS and to the success of the students we will serve. This is incorporated into our weekly calendar with time specifically allocated to professional development and is also reflected in our salary structure. Salary budgets are based on the LEAs salary schedule, plus 5% (Fiscal Year 2013-2014 North Carolina Public School Salary Schedule). The schedule provides higher salary for advanced degrees, which VERITAS will continue even if the LEA discontinues this practice. The budget also assumes a 3% annual salary increase but no annual increase in the State and Local Allotments.

It is our intent to lease the former Villa Height Elementary school (41,061 sq. ft. and 12 classrooms) as the home for VERITAS Community School. The VERITAS budget estimates utilities and maintenance based on historical actuals for this building and includes debt servicing on leasehold improvements to renovate and retrofit the facility to ensure student and staff safety and optimize a peaceful learning environment. This building is situated within the target community on over five acres of land. This makes it a highly "walkable school" with ample space for outdoor physical activity and gardening aligning with our Health and Wellness Pillar.

A portion of our operating budget is allocated to Food Services (\$1.50/student/day) to ensure the success of our mission to provide fresh, delicious, and nutritious meals, so all children develop healthy eating habits and are physically equipped to grow as scholars and athletes. The budget does NOT include Federal funds from the USDA Free and Reduced Lunch program but we do anticipate about half our students will qualify for this program. We do plan to participate in the program as well as other programs such as USDA Farms to Schools.

The budget assumes Full-Time employees will elect to participate in the North Carolina State Health and Retirement Plans.

VERITAS will organize "walking school busses" and coordinate car pools and

public transportation pickups using existing staff resources. Transportation expenses are not included in the budget.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

VERITAS' goal is to have a general fund balance of 25% or three month's annual operating expenses by year five. Our goal is to contribute at least 5% total revenues annually (2.5% the first year) to build the general fund balance over time. The budget assumes 2.5% contribution the first year and at least 5% annually thereafter.

A line of credit from a local financial institution will be obtained to cover any delays in funding gaps while the general fund balance is being established.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

VERITAS' preferred facility plan is to lease a preexisting school building from the LEA to minimize the leasehold improvement and renovation costs required to prepare a building for students. The secondary facility plan would be to lease and renovate a non-school building at a lower than market rate due to the tax benefit afforded the landlord for real property wholly and exclusively used for educational purposes. The tertiary plan is to acquire land within the community and build a new school building.

The leasehold improvements, renovations and/or the building of a facility will be financed through a loan from a local financial institution. In addition, VERITAS allocated funding in the annual operating budget for leasing of equipment, furniture, and security systems. However, we do anticipate securing a loan from a local financial institution for initial fixed asset purchases.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

VERITAS will not have assets from other sources.

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

In compliance with General Statute 115C-238.29B (b) (6) and 115C-238.29F (f), the VERITAS Board of Directors will establish policies and procedures for financial and program audits to ensure compliance with the following: 1) the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools. These audit requirements may include the requirements of the School Budget and Fiscal Control Act; and 2) reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

The Board of Directors will establish two committees to oversee VERITAS' financial and control infrastructure: the Audit Committee and the Finance Committee.

The Audit Committee will oversee the audit work and perform the following functions:

- * Follow procedures outlined in Question 5 of the Finance Narrative to solicit at least three (3) bids through Request for Proposal (RFP) process for audit services.
- * Obtain Board of Director approval and appoint auditors.
- * Establish the audit fees.
- * Approve the audit plan.
- * Review all material and written communication between the external auditors and VERITAS.
- * Review with the Board of Directors and management annual financial statements and audit results.
- * Evaluate the performance of the external auditors on an annual basis.
- * Review and obtain approval of the Board of Directors on the Return of Organization Exempt From Income Tax (Form 990).

The VERITAS budget includes costs for an independent, external auditor to conduct the annual audit in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.

The Finance Committee shall consist of non-employee board members who have the appropriate expertise and independence. Members of the Finance Committee will include but are not limited to the Chairperson and Treasurer. The responsibility of the Finance Committee is to:

- * Work with the School Director and Financial and Reporting Officer to prepare a detailed annual budget that aligns hiring and other variable expenses with a conservative projection of student enrollment.
- * Develop strategic financial plans to ensure financial viability and future success of VERITAS.
- * Monitor the cash flow and overall financial health of VERITAS and adjust accordingly.
- * Monitor General Fund Balance and ensure VERITAS meets its annual

contribution goals.

* Obtain and monitor a contingency funding line of credit with a local financial institution.

* Monitor compliance to all reporting requirement.

The VERITAS budget also includes costs for a full-time Financial and Reporting Officer who will be dedicated to day-to-day accounting and reporting functions including Uniform Education Reporting System (UERS), Student Information, Testing and N.C. Employment Security Commission (ESC) reporting. He or she will ensure compliance with generally accepted standards of fiscal management (NC Gen. Stat. 115C-238.29G(a)(2)) and provide reasonable assurance regarding the achievement and maintenance of the standards spelled out in the Charter School Finance Guide 2010.

The budget also includes the costs of accounting services to ensure accurate accounting and reporting including training for Integrated Software Information Systems (ISIS) Financial Software.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

VERITAS does not have any known or anticipate any possible related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

J. Ronald Martin, CPA
1850 E. Third Street
Suite 305
Charlotte, NC 28204
(704) 375-6405 (office)
(704) 375-5827 (fax)

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

katyridnouer

Date: 12/04/2013

Applicant Signature:

The foregoing application is submitted on behalf of VERITAS Community School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: katyridnouer

Board Position: Founder and Chairperson

Signature: _____

Date: 12/04/2013

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

Notary Public

Official Seal

My commission expires: _____, 20_____.

