Organization Information

Organization Name *

Virtual Horizons Charter School of North Carolina

Telephone

8015038032

Fax

Address

6053 Windlass Circle

Unit/Suite

Zip Code

84074

City

Tooele

State

Utah

Primary Contact Name *

Kimberly Christiansen Tafiti

Opening Year *

2026

Is Management Organization Used

○ Yes   ⦿ No

Primary Contact Relation To Board *

Board Member

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

Kim@oasisxre.com

Management Organization Phone

Primary Contact Phone *

8015038032

Management Organization Email

PrimaryContact Address *

6053 Windlass Circle

Unit/Suite *

Zip Code *

84074

City *

Tooele

State *

Utah

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Jason Guffy	1613 Daniels Road Lincolnton NC	28092	jason@morcor.biz	MBA International Business
Kimberly Christiansen Tafiti	6053 Windlass Circle Stansbury Park UT	84074	kim@oasisxre.com	COO and Educational Technology Expert
Dennis English	5 Gingerwood Lane Durham NC	27713	dennis@innerbanksstrategies.com	MPA and Senior Consultant
Connor OBrien	120 Parkview Drive Park City UT	84098	connor.m.obrien@gmail.com	MBA in Finance
Rene Daughtry	2204 Rocky Bay Court Cary NC	27519	rdaughtr@cisco.com	Technologist and VP of Business and Community Engagement

1. Application Contact Information

Q1.Name of Proposed Charter School

Virtual Horizons Charter School of North Carolina

Q2.Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)
• The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

801-503-8032

Q3.Geographic County in which charter school will reside

This is a virtual school where students learn from their place of residence. Instruction and classes are held in the virtual realm where students learn synchronously with teachers and classmates. Asynchronous learning is also utilized both inside and outside the virtual realm. Students receive a virtual reality headset, laptop computer, internet connection, and the materials they need for learning.

Q4.LEA/District Name

We are proposing a statewide virtual reality charter school where students attend from their place of residence. It is envisioned that students will be able to attend from any location within the state. Initially, we intend to recruit from the Raleigh/Durham, Greensboro, and Charlotte Mecklenberg areas, but any student is welcome to enroll from wherever they may live.

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

The location for the central office will be determined at the time that we hire the Executive Director and other key charter school staff. The school itself is virtual, but we plan to have a central office for administrators. We will locate the central office near key personnel.

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

A for profit or nonprofit, nongovernmental entity that provides:

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

b. technical assistance to operating charter schools, including specific and

limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

○ Yes

◉ No

Q10.Projected School Opening Month

August 2026

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

○ Yes (Year-Round)

◉ No

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

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

Resources

X▤
Enrollment Summar...

Applicant Evidence :

X▤
NC - Enrollment Sum...

Uploaded on **4/24/2024**
by **Kim Tafiti**

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

900 enrolled students and 4-12 grades.

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

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

Resources

X⬚
Enrollment Demogr...

Applicant Evidence :

X⬚
NC-Enrollment Dem...

Uploaded on **4/24/2024**
by **Kim Tafiti**

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

VHCS will open 350 spots in year 1 (26-27) in grades 4-8, increasing both spots available and grade levels offered over 5 years, to a max of 900 students served in grades 4-12. Each year, it is anticipated that current VHCS students will move up a grade level and additional new students will enroll as grade level offerings increase.

VHCS's plan to open with grades 4-12 is deliberate and based on our analysis of key stakeholder surveys who participated in a pilot program held in a school in Arizona. This proved to be advantageous in the outcomes for students. Because VHCS believes in the importance of social connections for students, we will provide opportunities for in-person connections by offering field trips, guest speakers, collaborative projects, and activities at community centers or other gathering places around the state.

The enrollment summary chart reflects a projected breakout. While VHCS will adhere to the total enrollment maximums, actual numbers in each grade level may vary. The proposed grade configuration does match the state of North Carolina grade configuration, as this is a state-wide school.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

◉ I certify

◯ I do not certify

Q17. Explanation (optional)

2. Non-Profit Corporation Information

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

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

Q18.Organization Type

- ◉ Non-Profit Corporation

- ○ Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State
- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

Virtual Horizons Charter School of North Carolina

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

- ○ Yes

- ◉ No

Q21.The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:
- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- ○ Yes

- ◉ No

Applicant Comments :
Upon approval of the charter, we will apply for federal tax-exempt status.

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

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

Total Files Count: 10

Applicant Comments :

VHCS will apply for Federal Tax-Exempt Status upon approval by the NCDPI Charter School Review Board.

Applicant Evidence :

NC VHCS Articles_of_...

Uploaded on **4/26/2024**
by **Kim Tafiti**

Q23. Name of Registered Agent and Address

- **As listed with the NC Secretary of State**

  Dennis Morgan English

  5 Gingerwood Lane, Durham, NC 27713

Q24. Federal Tax ID

  99-2556403

3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUlKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26.Requirements
The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:
(1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
(2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

- ○ Yes

- ◉ No

4. Conversion

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

○ Yes

◉ No

5. Replication

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

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

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

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

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

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

○ Standard

○ Fast-Track

◉ No, this is not a replication

6. Alternative

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

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

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

○ Yes

◉ No

7. EMO/CMO

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

○ Yes

◉ No

8. Remote Academies

§ 115C-218.120(a). Remote charter academies.
A charter that includes a remote charter academy may do any of the following:

(1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.

(2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.

(3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.
Is the school you're applying to create a remote charter academy?

- ◉ Yes
- ○ No

Q86. Indicate which status is appropriate for the Remote Academy application.

- ◉ FULL VIRTUAL -- Full virtual: the school has no physical building where students meet with each other or with teachers, all instruction is virtual.

- ○ FACE VIRTUAL -- Virtual with face-to face options: the school focuses on a systematic program of virtual instruction but includes some physical meetings among students and teachers.

Q88.
If "FACE VIRTUAL" is selected, where will the physical meetings/instruction take place? Please provide street address, if known. If unknown, provide county and potential zip codes.

Not Applicable

Q89.
Which of the following enrollment areas will the remote charter academy use to to enroll students?

◉ A statewide remote charter academy that admits students in accordance with G.S. 115C-218.45

○ A regional remote charter academy that, notwithstanding G.S. 115C-218.45(a), admits students only from the county in which the charter school facility is located and the counties of the State geographically contiguous to that county.

Q90.Indicate which grade levels the proposed remote academy will serve. [*115C-218.120(c)*]

☐ Kindergarten

☐ 1st

☐ 2nd

☐ 3rd

☑ 4th

☑ 5th

☑ 6th

☑ 7th

☑ 8th

☑ 9th

☑ 10th

☑ 11th

☑ 12th

Q91.
Pursuant to H259-2023, remote academies are required to meet the following requirements to operate.

Please confirm, by selecting each box below, the applicant understands the following enrollment requirements must be met by the remote academy § 115C-218.121:

☑ All students enrolled in the remote academy must have parental consent.

☑ A Board of Directors shall require an admissions application to secure parental consent prior to enrollment of a student in a remote academy.

☑ A remote academy must identify charateristics for successful remote learning and establish criteria for admittance to a remote charter academy and must make that information available to parents.

☑ A student may not be denied admission to the remote academy solely on the basis that the student is a child with a disability.

☑ Students with a disability that are admitted to the remote academy must have an IEP team that plans for successful student entry and the provision of accommodations necessary to provide for a free and appropriate public education.

Q92.
Pursuant to H259-2023, remote academies are required to meet the following requirements to operate.

Please confirm, by selecting each box below, the applicant understands the following must be provided to students in the remote academy § 115C-218.122:

☑ Any hardware or software needed to participate in the remote academy is provided by the school.

☑ Access to a learning management platform that enables monitoring of student performance and school-owned devices, as well as allows video conferencing and supervised text-based chat for synchronous communication is provided.

☑ Access to the internet that is available during instructional hours, evenings, and weekends.

☑ Technical support during instructional hours.

☑ Adaptive or assistive devices, transportation, and in-person services as required by the program or plan are provided for children with an individualized education plan (IEP).

Q93. Please confirm, by selecting each box below, the applicant understands the following requirements must be met by the remote academy:

☑ The remote academy does not charge rental fees for hardware or software.

☑ If students are charged damage fees for use or abuse of software, it must be clearly outlined in the local board policy.

☑ The remote academy satisfies the minimum required number of instructional days or hours for the school calendar through remote instruction.

☑ All employees of the remote academy meet the same licensure and evaluation requirements as required for in-person employees of the local school administrative unit.

Q94. **Please confirm, by selecting each box below, that the applicant understands the remote academy must have sufficient staff in the following roles:**

- ☑ Instructional Technology Facilitator 115C-218.122(d)(1)

- ☑ School Library Media Coordinator 115C-218.122(d)(2)

- ☑ Data Manager 115C-218.122(d)(3)

- ☑ Remote technicians to provide technical support throughout the instructional day 115C-218.122(d)(4)

Q95. **How will the remote academy monitor enrollment?**

The school registrar will manage enrollment. Families that wish to enroll their students will receive an information packet detailing the policies of the school, including the school calendar and attendance policies. Before a student is enrolled, families must sign and agree to the policies of the school stating they understand and agree to the school's attendance policy. Daily attendance is taken as students join their home room class and each class they are enrolled in per their course schedule. In the virtual reality setting, students receive a daily class schedule and it is mandatory that they join each virtual class session. Teachers and students are attending classes synchronously, just as it is in an in-person school.

Q96. **How will the remote academy monitor calendar compliance?**

Students will be enrolled in virtual reality classes and receive a daily course/class schedule with assigned teachers. They will receive a school calendar indicating the days school is in session and that students are expected to be in attendance in their classes. Teachers will take attendance in each class period. Students and families will receive the school's attendance policy as part of the enrollment packet and will sign a waiver stating they understand and agree to the school's attendance policy.

Q97.

How will the remote academy monitor daily attendance?

Note: Remote Academies are subject to policies outlined in the NC School Attendance and Student Accounting Manual and NC State Board of Education policies.

Students will be enrolled in virtual reality classes and receive a daily course/class schedule with assigned teachers. They will receive a school calendar indicating the days school is in session and that students are expected to be in attendance in their classes. Teachers will take attendance in each class period. Students and families will receive the school's attendance policy as part of the enrollment packet and will sign a waiver stating they understand and agree to the school's attendance policy.

Q98.

How will the remote academy monitor course credit accrual, progress toward graduation (if applicable), and course completion? (Required if RA serves grades 9-12)

VHCS will employ several methods to monitor course credit accrual, progress toward graduation, and course completion for students in grades 9-12:

Online Learning Platform: VHCS will utilize an online learning platform such as Canvas, Google Classroom, or another learning platform to be determined. Teachers and students will access their course schedule, materials, submit assignments, take quizzes or exams, and track their progress in the learning platform. Class attendance in the virtual reality platform and any assignments or assessments completed therein will be reflected in the learning management system. These platforms have built-in features to monitor completion rates and provide detailed analytics on student performance.

Regular Assessments: Implementing regular assessments, quizzes, exams, or projects throughout the course to evaluate students' understanding of the material and ensure they are progressing adequately. Formative and summative assessment data is provided to teachers, admins, students and families to assist in monitoring and supporting each student per their unique needs. Individual learning plans are informed by the respective data and assist each student in achieving their academic goals.

Attendance Tracking: Monitoring students' attendance in synchronous virtual reality classrooms and through any video conferencing tools like Google Meet, Zoom or Microsoft Teams that the school and/or teacher wish to use. Attendance records can help identify students who may be in jeopardy of not meeting the required instructional days, falling behind or struggling to engage with the course material, and may need additional support and monitoring.

Individual Learning Plans: Developing individualized learning plans for each student, outlining their academic goals, course selections, and progress toward graduation requirements. Regular reviews of ILPs can help students stay on track and address any challenges or obstacles they may encounter.

Advisor / Counselor Support: Assigning each student an advisor or counselor who can provide academic guidance, support, and mentorship throughout their time in VHCS. Advisors can monitor students' progress, intervene if they are at risk of falling behind, and provide additional resources or support as needed. Advisors / Counselors are also available to help students plan their course schedule in light of their college and career goals, ensuring that they not only meet their graduation requirements, but are preparing themselves for the next level of education, trade, or career path they choose.

Parent/Guardian Communication: Establishing open communication channels with parents or guardians to keep them informed about their child's academic progress, including course credits earned, grades achieved, and any concerns or areas for improvement. Regular updates can help ensure parents are actively involved in supporting their child's education.

Q99.

List the hardware and software that students will need to participate in the remote academy.

Each student will receive a technology kit free of charge that include the hardware and software they will need to participate in the school.

Hardware:

- Virtual Reality Headset
- Laptop computer
- Internet connection/router, as needed

Software: The virtual reality headset will arrive with all of the device management and curriculum software a student will need to participate in virtual reality learning. The software includes, but may not be limited to:

- Device and Security Management Software: Arbor XR, Manage XR or something similar.
- Engage Spatial Platform for use in synchronous classrooms, PD and training events, onboarding and other educational purposes.
- Victory XR including but not limited to VXR Labs, VXR Academy, and any CTE courses a student may be enrolled in.
- Optima Domi VR curriculum or something similar
- Prism VR math curriculum or something similar

The virtual reality headsets are secured through a device management platform that locks a student into the classes and content. The VR Education field is emerging and VHCS intends to use best of breed software solutions. As such, the VHCS Board and Executive Director will review the software and curriculum providers frequently to ensure they are meeting the rigor and leading-edge requirements we have for our students.

Additional software programs:

- Canvas Learning Management System.
- Student Information System, such as PowerSchool, Infinite Campus, Skyward, or similar that is to be determined by the VHCS Board of Directors.
- School managed Google Workspace and Email for creating documents, presentations, databases, tables, graphics, videos, etc.

Students and families will receive, as part of the enrollment process, an acceptable use policy, hardware use and care policy, attendance and participation policies, school calendar, and other relevant school policies. Students and families will be required to accept and state that they understand and will adhere to all school policies prior to acceptance into the school.

Q100.
Please indicate which learning management platform the remote academy will use to deliver synchronous and asynchronous instruction. If the platform the remote academy

is using is not listed, please select 'Other' and provide the name.

- ☑ Canvas
- ☐ SeeSaw
- ☐ Haiku
- ☐ Blackboard
- ☐ Google Classroom
- ☐ Moodle
- ☐ Schoolology
- ☐ Other

Applicant Comments :

The Canvas Learning System works well with virtual reality learning platforms and this will be our primary learning management system.

Q101.

Provide the source of online content for each grade level and subject area. Use the following format to complete your answers:

- **Grade Level, Subject Area- Content Source**
- **Examples**
- **1st Grade, ELA/Reading - EdMentum**
- **3rd Grade, Social Studies & Science- Teacher-created**

VHCS will offer statewide online instruction, through virtual reality immersive learning, daily monitored synchronous and asynchronous assignments, online intervention, and SPED support.

VHCS will provide virtual reality classes that include immersive and hands-on learning activities and academic support to students throughout North Carolina, regardless of location or economic means, by providing (1) Virtual Reality headsets, (2) laptop computers, and (3) Internet access support, through Wi-Fi or satellite routers as needed. Subject matter expert teachers will teach Virtual Reality classes. Virtual Horizons teachers will also implement highly engaging and closely monitored asynchronous assignments to provide practice and reinforcement of content and skills learned during class meetings. VHCS's overarching educational philosophy is to:

- foster lifelong learning
- build learner confidence and growth mindset
- build metacognitive skills that empower students to gradually take ownership of their education
- promote positive relationships between students, parents, and peers

VHCS believes in using best-of-breed virtual reality curriculum and content for experiential teaching and learning. The table below represents potential curriculum providers that the school *may* utilize in the respective subjects. Curriculum providers will follow a selection process before being approved by the VHCS Board of Directors. Virtual Reality Education is emerging and more curriculum and content providers will surface, at which time, the VHCS Board may choose to utilize different providers given the rapid development in this area. Further, VHCS curriculum specialists and teachers will have the ability to leverage thousands of VR 3D objects and assets to build their units and lesson plans, all aligned to the North Carolina Academic Standards and High School Graduation Requirements.

Grade Levels	English Language Arts	Mathematics	Science	Humanities (World Cultures and Languages, History, Social Studies, etc.)

4-8	Victory XR / Optima Domi / or something similar Enriched with literature such as fables, myths, cultural stories, legends, fiction, and non-fiction books and stories	Victory XR / Optima Domi / or something similar	Victory XR / Optima Domi / or something similar	Victory XR / Optima Domi / or something similar
9-12	Victory XR Labs and Academy / Optima Domi / or something similar	Victory XR Labs and Academy / Optima Domi / or something similar	Victory XR Labs and Academy / Optima Domi / or something similar	Victory XR Labs and Academy / Optima Domi / or something similar

Q102.
How will learning take place synchronously and asynchronously?

Synchronous Online Classes: VHCS will provide virtual reality classes in core academic and elective subjects. Students receive a daily course schedule and log in to the virtual reality classroom for a 20-30 minute lesson. Students do not spend the entire school day inside the Virtual Reality headset. Virtual Horizons teachers are specifically trained in the best methods of virtual reality, as well as in highly engaging learning activities for a virtual classroom. Students and families are trained in-person as part of the enrollment process on how to use and access the technology tools they receive, including the Virtual Reality headset and hand controls, laptop computer or tablet, and any WIFI/Satellite Internet equipment they need.

Virtual Reality classes will be focused on immersive experiential learning activities and problem-solving with teachers and peers. Class activities will include whole class, small group, and individualized instruction right within the virtual reality setting. During synchronous class periods, students will have the opportunity for peer collaboration on projects, group editing of authentic writing assignments, creation of group presentations or skits, science experiments, and exponential learning experiences. VHCS will provide paraprofessionals both online and in-person as needed to aid students who need extra help and mentoring. Paraprofessionals, teachers, and technical support staff will be available during school hours, as well as during after school virtual office hours. Students with an IEP will receive service and support during synchronous learning periods per their IEP where aids have the ability to join them virtually in the session and can also be available in-person, as needed.

Asynchronous Assignments (Homework): Students do not spend the entire school day in Virtual Reality. When students are not attending virtual reality classes, part of their school day will be filled with asynchronous assignments, which will be monitored daily and weekly based in the learning management system. These homework assignments reinforce content and skills introduced in virtual reality classes and come with detailed instructions to guide students. Teachers will be available in daily office hours to respond to any questions regarding asynchronous assignments. Engaging and easily monitored asynchronous learning activities include: Virtual Reality simulations, experiences, and activities, Blooket games, Kahoot! secure digital discussion boards, FlipGrid videos, continuation of projects started during class, reading and writing assignments, and daily and weekly skills practice assignments. Asynchronous assignments are closely monitored by class teachers and are due on the learning management system.

Q103.
What measures will be used to ensure that synchronous and asynchronous remote instruction support learning growth that continues towards mastery of the standard course of study?

Digital, 21st-Century Collaboration: VHCS will take experiential learning to the next level by creating immersive virtual reality classes that encourage collaboration among students and teachers. VR eliminates the possibility of students logging onto their computer and having their cameras off or disengaging in the learning. VR encourages movement and the engagement of all the senses. Zoom and most online programs don't have an adequate solution for students turning on their computers and not truly engaging. Virtual reality doesn't just provide a solution, it eliminates the issue entirely. Students will engage together in hands-on activities learning experiences and then follow up with collaborative projects and secure discussion boards outside of class meetings. Teachers will guide and monitor students while using the technology to collaborate and accomplish learning goals. Paraprofessionals will guide parents and students in selecting appropriate classes. Each student will be individually graded and assessed based on his/her grade level standards. Both formative and summative assessments will be utilized just as they would in an in-person setting. Students will be assessed at regular intervals to understand baseline, mid, and end of year progress. Progress is monitored by class teachers, paraprofessionals, and SPED teachers as appropriate, through a secure student management system.

Units: Classes will be taught in 20–30-minute increments based on subject matter. Because virtual reality is immersive by nature, students will only need 20–30-minute increments of immersive time. For example, when studying biology, students have the ability to dissect an atom and therefore are able to immediately be transported to the interior of the atom. It takes a relatively brief time to understand the inner workings of an atom. Students will then exit virtual reality to begin asynchronous assignments to help ensure the learning of the lesson. They will immerse themselves in and out of units many times daily. Core standards (i.e., ELA, math, science, history, etc.) will be met within the metrics set by the North Carolina State Board of Education.

Assessment: Teachers will leverage formative and summative assessments for data-driven instructional decisions to ensure each student receives the support, intervention, or acceleration they need to achieve their learning and student growth goals. Elementary teachers utilize beginning of year assessments provide a baseline to measure growth at the mid-year and end-of-year marks. Middle and High School teachers have clear and measurable learning objectives defined in their course outlines to assess student achievement and mastery of course objectives and academic standards. Assessment data will be used to place students in their challenge groups to ensure students are receiving adequate support, instruction, intervention, and opportunities for acceleration to meet their individual learning and growth goals.

Q104.
Describe the professional development that will be provided to those teaching in the remote academy related to the pedagogy of providing remote instruction.

A recent study by the Rand Corporation, a leading research nonprofit, found that, "teachers matter more in student achievement than any other aspect of schooling." Further, "When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership" (Education, 2022). The heart of VHCS is continual personal growth and achievement for our teachers. Our teachers participate in ongoing professional development through a variety of certifications including virtual reality core certification, art, and elective virtual reality certification, and CTE virtual reality certification. VHCS believes that teachers who continually refine their craft become expert teachers who are fully engaged in student learning and school success.

Virtual Reality Specific Professional Development - VHCS provides ongoing professional development opportunities for all teachers to encourage continuous growth and improvement. Training in Virtual Reality teaching is well-established and includes:

- Online training
- Certification programs through colleges and universities
- Teacher conferences throughout the country
- Victory XR Certification Programs
- Collaboration with other Victory XR users and advocates

Supplemental Training in Virtual Reality:

- Contract with experts in virtual reality learning for targeted learning goals and subject matter
- Contract with experts in multisensory lesson planning
- Training from experts on how to incorporate movement in the classroom
- Training in educating special populations and multiple intelligences in virtual reality

In addition to quarterly school-wide professional development, the Executive Director will collaborate with each teacher to create a personal professional development plan which includes objectives for teaching in the given academic year and a schedule for completing North Carolina State licensure (as appropriate), and other training opportunities.

Involvement of Teachers through Committees: Teachers play a supportive role to each other and participate in school governance through the Leadership Team, Student Success Team, and various committees throughout the year. The Leadership Team meets once a month and is made up of the Executive Director, one representative from each grade level, specialty teachers, and a representative from the Special Education department. This team helps determine professional development needs, student and schoolwide needs, and additional needs for the faculty. The Student Success Team supports teachers in instruction that leads to student achievement and growth. It is made up of the executive director, one teacher representative from the grades (4-6), one from the grades (7-9), and one from grades (8-12) and any specialized staff members, such as the school psychologist, occupational therapist, or speech therapist. Teachers consult this group for support concerning struggling students who do not hold IEPs. The group may conduct a study and provide other needed support to the teacher as he/she supports the student.

Q105.

What are the criteria for admission to the remote academy?

Admission Policies

VHCS will enroll students, in accordance with state and federal education law, using a lottery system if necessary.

- Open enrollment for the 26-27 school year will begin January 2, 2026, and close on February 29, 2026. Open enrollment for subsequent school years will begin by February 1st and remain open for approximately 90 days.
- If enrollment does not exceed maximum as stated in Enrollment chart (*See Required Information above)*, all families will be contacted to complete the full enrollment process.
- If open enrollment exceeds maximum, then an electronic lottery will be held on March 4, 2026, for year 1, and within 5 school days from close of open enrollment for subsequent school years.
- Students who are selected by the lottery will be notified and will have until April 15, 2026, to confirm enrollment, for the 26-27 school year. In subsequent school years, students will have at least 2 weeks to confirm acceptance of enrollment. If confirmation is not received by the date stated, the spot will be opened to other students.
- Students who are not selected by the lottery will be placed on a waitlist, ranked in the order in which they signed up during open enrollment, and in accordance with admission policies below.
- On March 18, 2026, students on the waitlist will be offered spots as they become available, for the 26-27 school year. In subsequent school years, spots will be offered as they become available based on maximum enrollment for each school year.
- After initial enrollment, as spaces permit, students will first be taken from the waitlist. New students will first be placed on the waitlist and then offered enrollment as space becomes available.
- When space opens, the parent or guardian with the highest-ranking position on the waitlist and a corresponding number of students to spaces available, will be contacted. For example, if 2 spaces become available and the highest-ranking waitlist family has 3 students, then VHCS will proceed to the highest-ranking waitlisted family with 2 students. The potential family will have 3 school/business days to respond to notification of an available space and complete the enrollment process. If they do not respond, or if they decline enrollment, VHCS will contact the next family on the waitlist, and so on.

Preferred Enrollment Policies

Per North Carolina legislation 115C-218.45 Eligible students, VHCS will allow preferential enrollment to certain student populations, in accordance with state and federal law.

(1)   a child of an employee of the charter school;

(2)   a child or grandchild of an individual who has participated in the development of the charter school;

(3)   a child or grandchild of a member of the charter school governing board;

(4)   a sibling of an individual who is presently enrolled in the charter school;

(5)   a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board;

A student's family income, socio-economic status, ethnicity, special education needs, or homeless status will not be used to discriminate in enrollment. VHCS seeks to extend quality, accessible education to all students throughout North Carolina, regardless of these factors. Our singular purpose to bring the best education to the student wherever they may live and whatever their background may be.

Q106.

What are the identified characteristics for successful remote learning in the remote academy?

STRATEGY FOR SUCCESSFUL IMPLEMENTATION OF PEDAGOGY

Metacognitive Learning: According to the article, *Learning in virtual reality: Effects on performance, emotion and engagement* by Devon Allcoat and Adrian von Mühlenen Department of Psychology, University of Warwick, Coventry, UK (Received 12 June 2018; final version received 23 October 2018)

Recent advances in virtual reality (VR) technology allow for potential learning and education applications. For this study, 99 participants were assigned to one of three learning conditions: traditional (textbook style), VR and video (a passive control). The learning materials used the same text and 3D model for all conditions. Each participant was given a knowledge test before and after learning. Participants in the traditional and VR conditions had improved overall performance (i.e., learning, including knowledge acquisition and understanding) compared to those in the video condition. Participants in the VR condition also showed better performance for 'remembering' than those in the traditional and the video conditions. Emotional self-ratings before and after the learning phase showed an increase in positive emotions and a decrease in negative emotions for the VR condition. Conversely there was a decrease in positive emotions in both the traditional and video conditions. The Web-based learning tools evaluation scale also found that Participants in the VR condition reported higher engagement than those in the other conditions. Overall, VR displayed an improved learning experience when compared to traditional and video learning methods.

Table 1. Number of participants (*N*), knowledge scores (percentage correct) and confidence ratings (1–5) in the pretest and post-test separately for the three conditions.

Condition	*N*	Pretest	Post-test	Difference
Knowledge scores				
Virtual	34	28.1%	56.5%	28.5%
Video	34	27.9%	43.9%	16.1%
Textbook	31	25.3%	50.2%	24.9%
Confidence ratings				
Virtual	34	2.24	3.35	1.12

Video	**34**	**2.33**	**3.04**	**0.71**
Textbook	**31**	**2.14**	**3.32**	**1.18**

Table 2. Number of participants who responded with qualitative feedback in grouped types: positive, negative, and mixed feedback.

Condition	Positive	Negative	Mixed
Virtual	**5**	**3**	**5**
Video	**2**	**13**	**2**
Textbook	**1**	**15**	**6**

Focused Learning and Learning through Immersion: Throughout all classes, an overarching objective is to immerse students in the learning experience. This elevates students beyond checking boxes to empowerment for lifelong learning. VHCS values immersive learning to allow greater recall and therefore higher test scores. According to a study done by the University of Maryland, called *Virtual Memory Palaces: Immersion Aids Recall* by *Eric Krokos · Catherine Plaisant · Amitabh Varshney Received: 21 October 2016 / Accepted: 3 May 2018* virtual reality displays, such as virtual reality headsets, afford us superior spatial awareness by leveraging our vestibular and proprioceptive senses, as compared to traditional desktop displays. Since classical times, people have used memory palaces as a spatial mnemonic to help remember information by organizing it spatially and associating it with salient features in that environment. UMD explored whether using virtual memory palaces in a headset display with head-tracking would allow a user to better recall information than when using a traditional desktop display with a mouse-based interaction (desktop condition). They found that virtual memory palaces in a headset condition provide a superior memory recall ability compared to the desktop condition by approximately 10%. We believe this is a first step in using virtual environments for creating more memorable experiences that enhance productivity through better recall of substantial amounts of information organized using the idea of virtual memory palaces.

University of Maryland (UMD) found that the use of virtual memory palaces in headsets condition improves recall accuracy when compared to using a traditional desktop condition. UMD had 40 participants memorize and recall faces on two display–interaction modalities for two virtual memory palaces, with two different sets of faces.

The headset condition was found to have 8.8% improvement in recall accuracy compared to the desk-top condition, and this was found to be statistically significant. This suggests an exciting opportunity for the role of immersive virtual environments in assisting in recall. Given the results of the user study, UMD believes that virtual memory offers a fascinating insight into how we may be able to organize and structure large information spaces and navigate them in ways that assist in superior recall. If memory recall could be enhanced through immersively experiencing the environment in which the information was learned, it would suggest that virtual environments could serve as a valuable tool for various facets of retrospective cognizance, including retention and recall.

It is under these premises that VHCS has chosen to leverage virtual reality learning as the primary delivery for instruction given its ability to increase recall, retention, and engagement of the learner.

Q107.
Describe all training and/or resources that will be provided as an orientation for students to encourage success.

Upon admission, students and families receive comprehensive training and support to onboard them to the new technologies, curriculum, and policies of the school. They are taught how VR learning works and the learning expectations for their student/s. VHCS also provides a technical support desk for students and families to contact when needed during or after school hours. Teachers and staff are certified in VR learning and will also be able to orient and support students and families on their VR learning journey.

- Virtual Horizons Key Elements and Resources for Students to Encourage Success:
- Virtual Reality immersive learning, in which school is completed through virtual reality headsets.
- Virtual reality learning is accessible to all students, regardless of location, economic means, and/or special needs.
- Teachers who are specifically trained in and are developing in virtual reality learning and effectively monitoring progress and mastery to ensure fidelity to learning objectives.
- Teachers who focus on 1-2 subject areas to provide in-depth learning, personalized and differentiated assignments, and highly engaging learning activities.

Virtual Reality Classrooms: VHCS takes online learning to a new level, creating a truly immersive experience. VHCS classes are synchronous, interactive, and taught by a teacher who is specifically trained in Virtual Reality instruction and the subject matter they teach. Students throughout the State of North Carolina receive the technology tools, learning materials, professional and technical support they need to fully participate from home, as if they walked into a brick-and-mortar school. VHCS provides virtual reality headsets, laptops, hotspots and/or satellite Wi-Fi to ensure students from every corner, canyon, and mountain in North Carolina have stable access to classes and learning resources. Without the building costs of most schools, VHCS can invest those funds in reaching students who want and need equitable access to high quality education, from anywhere in North Carolina. *See Section 2: Program of Instruction for details and examples of implementation and see Section 7: Business & Operations Plan for details on budgeting for required resources.*

Virtual Reality Learning: Virtual Reality boasts several features that could be useful for education: it presents environments in 3D, it is interactive, and it is able to give audio, visual and even haptic feedback. Presenting learning materials in 3D can be especially beneficial for teaching subjects where it is important to visualize the learning materials (e.g., in chemistry or in engineering). Virtual reality allows for direct interaction within the environment. Interactivity and feedback can be valuable for all subjects, as there are specific benefits of interactive learning because it promotes active learning instead of passive learning. *See Section 2: Program of Instruction for more details and examples of implementation.*

Subject Focused Teachers: Virtual Horizon teachers are professionally licensed to teach within the grade span assigned, with subject endorsements for grades 7-12; but

unlike other schools, it is not just our secondary teachers who get to focus on a subject area. Virtual Horizon Charter School teachers, for all grade levels, may have the opportunity to focus on one to two subject areas. This allows our teachers, at every grade level, to provide in-depth learning, personalized and differentiated assignments, and highly engaging learning activities in each subject area. Virtual Horizons elementary teachers can focus their instruction on one or two subjects instead of covering many different subject areas. This also creates smooth transitions from grade to grade because teachers understand the progression of skills and knowledge throughout the elementary grade levels. Elementary teachers will also meet with secondary teachers to ensure key skills and knowledge are included in elementary grades to support students' success at secondary levels for each subject.

Paraprofessionals: In addition, paraprofessionals are a support to our teachers and participate in all aspects of the learning environment. They attend virtual classes, can lead small group instruction under the direction of the certified teachers, help supervise the teachers' roster of students and offer academic support to students on their cohort roster. When needed, Para's connect students to intervention and SPED teachers and even outside Education Service Providers. Working closely with the same students and families over multiple years, Paraprofessionals create cohesion from year to year and help the teacher to address the individual needs of each student.

Q108.

How will information about remote academy admission requirements be communicated to parents and guardians?

PLANNED PROMOTIONS

VHCS will create a marketing and communication plan that connects with the values and core motivations of families throughout North Carolina. VHCS will promote the school state-wide, through social media, commercial advertising, and in-person appearances.

- Social media posts, with optimized boosts for high engagement.
- Open house / town hall local events attended by families with K-12 students.
- Online advertising to parent groups and on websites for North Carolina-based businesses aimed at K-12 students.
- In-person appearances at local events, in each of the major regions of North Carolina, which have a high attendance of K-12 students, including info sessions, information booths with fun learning activities, and speaking engagements.
- In-person appearances at libraries, recreation centers, and parks throughout North Carolina, to meet families with K-12 students, in each of the major regions of North Carolina.
- VHCS will inform local school districts in each major region of North Carolina to ascertain how our charter school can support students within their boundaries who need an alternative educational model.

Q109.

How will information about the characteristics of successful remote learning be communicated to parents and guardians?

ADVERTISING STRATEGY

VHCS will direct advertising and messaging to a target demographic, which includes families with K-12 students, currently enrolled with public district and site-based charter schools, private schools, and those choosing to homeschool, throughout North Carolina. All VHCS advertising, including print and digital, will be offered in both English and Spanish, since the Hispanic population is the 3rd highest demographic choosing charter schools, making up 12% of charter school enrollment.

COMMUNICATION STRATEGY

Talking points to (external audience) future parents, authorizers, media, community, organizational partners and to (internal audience) staff, teachers, and families, are provided below along with a timeline that outlines the latter part of the planning year.

Timeline:

January 2026 – Finalize plan at board meeting; meet with school marketing group

February 2026– Hire the recruiters; continue PR efforts already established; begin canvassing, reach out to churches and community groups

March –April 2026- the canvasing begins, setting up at locations in key areas / regions of the state, etc. (a formal set-up plan will be created after hiring of staff)

March-August 2026– Ongoing calls and follow-up emails to potential students as well as existing students

March-June 2026– meeting with various churches that surround strategic areas to use as a recruitment tool

March-May 2026 – all enrollment packets complete and accounted for by the school

May-July 2026– amass a waiting list

Enrollment Talking Points:

- VHCS is a new virtual reality school that has small class sizes.
- Through virtual reality, students receive personalized learning plans and the opportunity to work at their challenge level to achieve their academic goals.
- Accessibility and inclusivity to high-quality instruction. Virtual reality breaks down barriers to learning by providing access to high-quality instruction regardless of geographical location, socioeconomic status, or physical abilities.
- Virtual Reality Learning fosters the development of critical 21st Century skills students need to compete in today's world. It enhances student engagement and motivation

because learning is interactive, hands-on, and fun.

• The safe and controlled environment of VR ensures the well-being of every student. Students can explore and learn in a safe and supervised manner, free from physical risks or distractions.

• Our stabilization and growth plan ensures the school is here to stay.

• Allow students and families to experience virtual reality through local tours / open houses.

Q110.
Describe any school nutrition services provided to students.

Because this is a remote learning school, nutrition services are not provided.

Q111. Describe any transportation services provided to students.

Because this is a remote learning school, transportation services are not needed.

9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

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

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

• The mission statement defines the organization's purpose and primary objectives, describing why it exists.

• The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The mission of VHCS is to unlock the potential of every student and create limitless possibilities for career and college through immersive virtual reality education.

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

• What will the school look like when it is achieving the mission?

• The vision statement outlines how the school will operate and what it will achieve in the long term.

Our vision is to redefine education by bringing the latest innovations in virtual reality and other emerging technologies, such as AI, into a transformative learning experience that transcends traditional boundaries of geography, socioeconomic status, race, gender, or physical / mental abilities. Our motto is empowering minds by expanding realities. When the school is achieving this goal, it will empower students to learn, explore, and collaborate in ways that were previously unimaginable, preparing them to successfully compete in a rapidly changing world. Students will graduate with a strong foundation from which to build and opportunities for college, career, trade, or entrepreneurship. Success is measured through student academic achievement and graduation data, stakeholder satisfaction survey data, retention and enrollment data, and the financial stability of the school.

Q114.**Educational Need and Targeted Student Population of the Proposed Charter School** Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).

EDUCATIONAL PROGRAM TARGETED FOR 4-12 GRADES

VHCS has been intentional in the grades in which we will begin. Based on our research, teaching students in immersive learning will improve test scores and enhance learning. According to the National Forum of Special Education Journal, research has demonstrated that many students do not become strongly visual before third grade; auditory acuity first develops in many after sixth grade, and boys are often neither strongly visual nor auditory even during high school. Young children are exclusively tactual/kinesthetic learners. Students who are unsuccessful or who are underachievers in school, learn best through tactual (hands-on) and kinesthetic (active) resources and their strongest perceptual strength is neither auditory nor visual (Drew, Dunn, Quinn, Sinatra, & Spiridakis, 1994; Dunn et al., 1994). Less than 12% of elementary school children are "auditory" learners; few children or adults are capable of remembering approximately 75% of academic information they listen to for between 30-40 minutes. Less than 40% are "visual" learners; few children or adults are capable of remembering information they read for between 30-40 minutes. Based on this information and concern for too much screen time, VHCS will begin in 4th grade. K-3 grades develop best through tactile learning and should develop those skills before using virtual reality immersive education.

VHCS will provide a quality and long-term school option to meet these growing demands of virtual learning. It will allow families flexibility, while having the full support of credentialed teachers, paraprofessionals, and directors who have developed skills in this unique learning platform. Designed from the start for virtual reality learning, every aspect of VHCS has been created to optimize the learning experience at home.

DEMOGRAPHIC INFORMATION

VHCS will be available to all students in the state of North Carolina from Fourth grade through high school. The school will start with Fourth through Eighth Grades in the first year and grow by grade in subsequent years. This option works well for students at all socio-economic levels, and for any student throughout the state, whether in large cities or remote regions. Target students include: (1)students who are currently participating in asynchronous video-based online learning, who desire high levels of virtual reality teacher interaction, (2) students currently enrolled with local site-based public schools who would be better served in a virtual reality platform with academic options, partnered with the support of professional educators; (3) students who have not found success in other online schools (or traditional schools) and are interested in advanced levels technology.

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

SIMILAR SCHOOL OPTIONS

While there are online schools available to students in North Carolina, VHCS provides a unique combination of elements for North Carolina families. Since VHCS intends to become an approved Statewide Online Education Program (SOEP), we have included two currently approved SOEPs in our Similar School Options.

1. **NC Cyber Academy (NCCA)** is one of two virtual charter schools in the state of North Carolina that were authorized by the NC Legislature in 2014 and opened as a pilot in 2015. Originally named the North Carolina Connections Academy, NCCA changed its name to NC Cyber Academy in the 2019–2020 school year reflecting its decision to operate with more local control and oversight. NCCA offers a well-rounded education for kindergarten through 12th grade students across all 100 counties in the state. They prioritize individualization and focus on the needs of the whole child. The focus of NCCA is to help K-12 students across the state grow academically as well as socially and emotionally, so they're prepared for life and the careers of tomorrow.

2. **North Carolina Virtual Academy (NCVA)** is a public charter school using an innovative learning model to provide students with the best education possible. As a statewide school available to North Carolina students in grades K–12, their unique approach allows them to tailor an individualized education experience for each learner. Their focus is academic achievement and to build school community. Their programs are designed with these goals in mind. Every student, regardless of their zip code, should have access to an award-winning curriculum and dedicated, highly qualified teachers. Their North Carolina-licensed teachers with parents to monitor student progress, attendance, and content mastery while providing professional insight, instruction, and support.

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

See the attached VHCS Estimated Enrollment by Grade and School Year document for project enrollment numbers by grade and school year.

VHCS will open 350 spots in year 1 (26-27) in grades 4-8, increasing both spots available and grade levels offered over 5 years, to a max of 900 students served in grades 4-12. Each year, it is anticipated that current VHCS students will move up a grade level and additional new students will enroll as grade level offerings increase.

The attached evidence chart reflects a projected breakout. While VHCS will adhere to the total enrollment maximums, actual numbers in each grade level may vary. The proposed grade configuration does match the state of North Carolina grade configuration, as this is a state-wide school. The ADM at Virtual Horizons matches the statewide online ADM of the State of North Carolina.

Applicant Evidence :

PDF
VHCS Estimated Enr...

Uploaded on **4/25/2024**
by **Kim Tafiti**

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

VHCS will promote the State Charter School Review Board's mission and vision by providing an innovative and integrative choice in education that is currently unavailable. This includes Virtual Reality classes taught inside of Virtual Reality Headsets in a virtual school campus. Students will attend classes with teachers and classmates, just as they would in an in-person school. This immersive learning platform utilizes a unique learning environment which allows students to engage in hands-on learning activities, simulations, experiments, peer collaborative projects, synchronous and asynchronous learning. Students will learn from teachers who are certified in virtual reality teaching. They will create personalized projects that utilize experiential learning to close achievement gaps. VHCS will allow students to explore personal areas of interest and engage in personalized projects, while mastering core standard skills and knowledge, including college and career readiness. VHCS has been intentional in the grades provided. VHCS will provide a quality and long-term school option to meet these growing demands, allowing families flexibility, while having the full support of credentialed teachers, paraprofessionals, and directors who have developed skills in this unique learning platform. Designed from the start for virtual reality learning, every aspect of VHCS has been created to optimize the learning experience at home.

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

VHCS differs from current options in several ways. Currently there is no school offering the combination of elements that comprise VHCS. Over the past three months, VHCS has been polling families in Charlotte. We have spent time at community events, and going door to door to ensure that VHCS would be supported. As to not sway families one way or another, we limited our survey to two questions:

1. Would you support a virtual reality charter school in Charlotte?
2. Would you prefer a charter school that uses virtual reality for instruction, or a more traditional type of learning?

We surveyed a total of 483 families. 449 families said they would support an online charter school, 34 families said they would not. Of the 449 families that would support a charter school, 73% said that they would prefer a virtual reality charter school over traditional learning. Those 327 families represent over 600 students, grades 4-10. VHCS was created to support a community that is asking for an alternative to what is currently being offered.

MARKET CONTEXT AND TRENDS

At present, there are more than 5,650 residents within a five-mile radius of the VHCS survey. The total population of the Davidson area of Charlotte is 15,577—thus, a third of the area's population is within a five-mile radius of the VHCS survey. Within Charlotte, the north side includes the neighborhoods of Belmont, College Downs, Lockwood, Newell, Tyron Hills, and Villa Heights. While VHCS intends to be a statewide online charter, this survey is a snapshot of the support for virtual reality instructions. Charlotte Mecklenburg School District includes 102 elementary schools, 44 middle schools, 34 high schools, and 4 specialty schools. At the elementary level, roughly 36 percent of students qualify for free or reduced lunch.
While we do not expect a significant percentage of our students to be drawn from within this five-mile radius, it is a snapshot of parents who are looking for an innovative program.   VHCS' projected first-year 4-6 enrollment of 350 represents a small percent of the online charter school population. Looking solely at the estimated public-school students within a five-mile radius of the survey, we would need a .013 percent market share at full enrollment.

COMPETITIVE ADVANTAGE

VHCS will offer a unique school choice alternative for families within the State. We are confident that we can achieve our enrollment targets given the following competitive advantages:

• Virtual Reality driven education, taking into account learning styles and preferences
• Unique online virtual reality educational approach that accelerates learning and promotes deeper understanding
• Providing a unique opportunity to attend school with students inside a virtual classroom
• Technology literacy including coding, virtual reality development, and virtual reality filming
• Highly qualified, highly engaged teachers who are specifically trained and certified in virtual reality immersive learning and using the most current technology tools
• Teachers and paraprofessionals who guide families through teaching and tutoring in virtual

reality.

Community support plays a pivotal role in the success and well-being of students attending VHCS. Moreover, the inclusion of well-being courses for both students and parents ensure that mental health remains a priority, equipping them with valuable tools to navigate challenges. Financial literacy courses further empower students and parents, fostering financial independence and stability. English as a second language courses cater to the diverse community, enabling students and parents to effectively communicate and engage in the learning process. These are all being offered during after-school programming. By fostering an environment that supports well-being, inclusivity, and personal growth, the community support system will enhance the overall educational experience for the students and their families.

Q119. **Attach Appendix A: Evidence of Community/Parent Support.**
• **Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.**
• **You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.**
• **(Please do not provide more than one sample survey form).**

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

Total Files Count: 5

Applicant Evidence :

NC -Survey Data Fin...

Uploaded on **4/26/2024**
by **Kim Tafiti**

9.2. Purposes of the Proposed Charter School

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

☑ Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

☐ Hold schools accountable for meeting measurable student achievement results.

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

☑ Improving student learning.

☐ Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

☑ Encourage the use of different and innovative teaching methods.

Applicant Comments :

VHCS meets the legislative purposes outlined in GS 115C-218. Although the Virtual Horizons model supports all 7 of the legislative purposes, we are focusing on the following 3 statutes:

- Improving student learning.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

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

(1) Improving Student Learning: Recent advances in virtual reality (VR) technology allow for potential learning and education applications. In a University of Warwick study, 99 participants were assigned to one of three learning conditions: traditional textbook style, Virtual Reality, and video (a passive control). The learning materials used the same text and 3D model for all conditions. Each participant was given a knowledge test before and after learning. Participants in the traditional and VR conditions had improved overall performance (i.e., learning, including knowledge acquisition and understanding) compared to those in the video condition. Participants in the VR condition also showed better performance for 'remembering' than those in the traditional and the video conditions. Emotion self-ratings before and after the learning phase showed an increase in positive emotions and a decrease in negative emotions for the VR condition. Conversely there was a decrease in positive emotions in both the traditional and video conditions. The Web-based learning tools evaluation scale also found that participants in the VR condition reported higher engagement than those in the other conditions. Overall, VR displayed an improved learning experience when compared to traditional and video learning methods. (Learning in virtual reality: Effects on performance, emotion, and engagement; Research in Learning Technology Vol. 26, 2018; University of Warwick)

(2) Encourage the use of different and innovative teaching methods: Virtual Reality is usually understood as a technology that generates virtual immersion in a digital environment, thanks to a computer graphic simulation which allows users to immerse themselves in an interactive three-dimensional world. In the VR world, many distinct types of sensory and emotional experiences are encountered. Currently, with technological advances, VR technology has spread to highly diverse fields and sectors (Aznar, Romero, & Rodríguez, 2018; Everson, McDermott, Kain, Fernandez, & Horan, 2017). For example, VR has been implemented in surgical education (e.g. Harrington et al., 2018; Yoganathan, Finch, Parkin, & Pollard, 2018), sports training (e.g. Panchuk, Klusemann, & Hadlow, 2018), language learning (e.g. Parmaxi, 2020), heritage education (e.g. Ibanez-Etxeberria, ˜Gomez-Carrasco,´ Fontal, & García-Ceballos, 2020) and even as a therapy to overcome stage fright (e.g. Stupar-Rutenfrans, Ketelaars, & van Gisbergen, 2017). Currently, there are meta-analyses published which evidence the usefulness of VR, particularly in surgical education (Kyaw et al., 2019), to practice specific medical interventions (e.g., Alaker, Wynn, & Arulampalam, 2016) and to treat specific disorders such as anxiety (e.g., Opris¸et al., 2012; Powers & Emmelkamp, 2008). It has also shown to help in specific situations, such as therapy for flight anxiety (Cardos¸, David, & David, 2017). Virtual Horizons teachers will utilize this incredible technology to create an immersive environment that allows students and teachers to explore worlds that are impossible to reach in the real world.

(3) Create new professional opportunities for educators that will allow them to actively participate in designing and implementing the learning program at the school: In the field of education, Virtual Reality (VR) offers learners an immersive and interactive learning experience, allowing them to comprehend challenging concepts and ideas more efficiently and effectively. VR technology has enabled educators to develop a wide range of learning experiences, from virtual field trips to complex simulations and experiments that may be utilized to engage students and help

them learn. Learning theories and approaches are essential for understanding how students learn and how to design effective learning experiences. These include constructivism learning, experiential learning, gamification of learning, John Dewey's theory of learning by doing, flow theory, Cognitive Theory of Multimedia Learning, design thinking, learning through problem solving, scientific discovery learning, social constructivism, cognitive load theory and the Technology Pedagogical Content Knowledge Framework (TPACK). A major finding of many studies is that constructivism learning is the most often utilized learning theory/method; experiential learning is most appropriate for VR; and the gamification of learning has the greatest future potential. By utilizing these studies and through the use of technology, teachers are able to create a learning environment in which students can have experiences they previously only dreamed about.

9.3. Goals for the Proposed Charter School

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

Virtual Horizons Academic Goals

Enhance Learning Outcomes
● Goal: Improve standardized test scores by 20% in core subjects for virtual reality charter school students over the next two academic years. Students in high performing online and charter schools score 40-50% on State Standardized tests in both Math and English Language Arts. VHCS seeks to match these currently high performing schools in student academic achievement.

Parent Involvement
● Goal: Increase parent involvement in school activities by 15% over the previous school year through regular VR showcases and parent-teacher conferences. In the first year, the goal for parent participation will be 20%.

Expand Course Offerings
● Goal: Add at least two advanced VR courses to the curriculum catalog each academic year, providing more specialized learning opportunities for students.

Enhance Teacher Training
● Goal: Provide ongoing VR training and professional development opportunities for teachers to ensure that 90% of educators feel confident in integrating new VR development into their teaching methods within the next two years. **SEE ATTACHED EVIDENCE - VHCS ACADEMIC GOALS CHART**

Operational and Governance Goals

Operational Years 1 - 5

By July 2026, we anticipate that nearly all of the staff will have been hired and that the school facility will be full of activity preparing for the opening of this new school. A number of open houses will be held to help students and their families develop a sense of belonging and ownership in the new school. Orientation meetings will be utilized to train students and families on the use the technology, understand and agree to school policies, and prepare students for success. Teachers will participate in a variety of planning, training and professional development activities. The school's administrative team will continue the process of registering students and gathering student records. Students, parents, and teachers will also work through the process of formulating a Personal Development Plan for each student. Teachers hired for the school's first year will be asked to begin working on July 1.

Key aspects of the budget and operations for the first five years of operations are provided below:

School Lunch: VHCS will not have a school lunch program.

Fund Balance: VHCS's operating budget projects a fund balance of $49,895 at the end of its first year, and a cumulative balance of $331,183 at the end of its second year. This will provide important flexibility to enable the school to address unanticipated needs as they arise, or to proactively

address new priorities for the developing school.

Teacher Salaries: Teachers will be paid above average of the typical charter schools, allowing the school to hire teachers with experience, but having the fiscal ability to recruit the most promising younger teachers. Average teachers' salaries are projected at $70,000 in year one with an increase each year to an average salary of $85,000.

Professional and Technical Services – Instruction: VHCS will primarily rely on its own teachers for course development using a proprietary curriculum development and delivery platform and open source material. We have budgeted an average of $$60,000 - per year to support professional development in this area.

Administrators: In year one, there will be a principal/director with the salary at $120,000. In year two, we have the option of adding an assistant principal and plan to have two assistant principals by year three. Business management costs are covered under the management contract fees and professional contract for student services. .

Facility Operations: VHCS will not have school facilities to maintain, but will have an administrative office location.

Building Lease: VHCS will not have a building and therefore there will be no lease other than the administrative office.

Program Records: All records must be retained:
 • for five years after the close of the fiscal year in which funds were expended
 • until any pending audits have been completed
 • until all findings and recommendations arising from audits or issues have been completely resolved.

Federal Program Funding: VHCS will follow all fiscal and federal policies and procedures regarding any federal programming i.e. Title I, Title VII, according to Administrative Rule R277 and Rule R277 113. LEA Fiscal Policies and Accountability given by the State of North Carolina.

The governing board is ultimately responsible for the financial health of the school. The Board exercises its responsibility by:

1. Hiring the chief executive officer/director to manage the school's financial operations and to comply with the school's board-adopted financial policies and procedures guidelines.

2. Designating a board treasurer (see Bylaws job description excerpt at the end of this section) to work closely with the principal/director and business management personnel, acting as a bridge between the Board and management, to ensure that the Board fully understands the organization's financial status.

3. Developing and approving the school's annual budget, including regular review and

adjustments as required.

4. Reviewing regular financial status reports, including profit and loss, budget vs. actual, cash flow, balance sheet and accounts payable.

5. Reviewing and approving the annual financial audit report.

6. Participating in board professional development training with emphasis on financial management and oversight.

The Governing Board will adopt a comprehensive policy for its fiscal operation, The VHCS Financial Policy and Procedures Guide, to which guidelines the principal/director and school's business management personnel will comply. Key policies of interest to reviewers follow:

1. Standards – the school will utilize uniform budgeting, accounting, and auditing procedures and forms approved by the State Board of Education, which must be in accordance with generally accepted accounting principles (GAAP) and governmental auditing standards (GAAS).

2. Budget – VHCS's principal/director and business manager have primary responsibility for preparing an annual operating budget of revenues and expenses and a cash flow projection. Budgets are reviewed by the board treasurer and presented to the Board of Trustees at an open and public meeting. They are reviewed regularly and modified, as necessary. VHCS will comply with the budgeting rules for local school boards.

3. Budget Reports – On a regular basis, at least monthly through the end of the first operational year, the principal/director and business manager are responsible for preparing financial status reports for the board treasurer and the full Board of Trustees, including profit and loss, budget vs. actual, cash flow, balance sheet, and accounts payable. Upon request, a monthly (quarterly after the first operational year) financial statement will also be provided to the staff of the North Carolina State Charter School Board. Business management staff will maintain complete and open records for any person who requests the information, in compliance with North Carolina State Laws and federal regulations governing the request of public records.

4. Segregation of Duties & Signature Authority – Because of our small size, it is especially important to be conscious of the separation of duties to prevent fraud or the appearance of fraud, especially in areas concerning cash, revenue receipts and check signing. At least one of the board president and treasurer, and the principal/director shall have signatory authority and are responsible for authorizing cash transactions. Signature authority may be granted to others as directed by the Board. All checks must have two signatures. The person who has prepared the check may not sign the check. Appropriate documentation must accompany expenditures.

5. Independent Auditor – As per its policies and state law, VHCS will engage a qualified independent auditing firm to conduct an annual audit of its financial operation and prepare financial statements and annual financial reports required by the North Carolina State Department of Instruction and the North Carolina State Auditor. VHCS will also engage an audit firm to confirm its student census count and the year-end student date upload.

SEE ATTACHED DOCUMENT FOR ACADEMIC GOALS AND FINANCIAL PERFORMANCE & STABILITY CHARTS

Applicant Evidence :

PDF
VHCS Academic Goal...

Uploaded on **4/26/2024**
by **Kim Tafiti**

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

Two of the primary responsibilities of the Governing Board are to protect the legal interests of the charter school and to ensure the school meets the commitments in its charter and mission. Regarding protection of the legal interests of the school, the Governing Board has a host of responsibilities and powers in its articles of incorporation and throughout its charter. These powers and responsibilities range from things such as hiring and evaluating the school's Director and Business Manager (or EMO) to the purchasing of materials. Its authority is to be exercised using sound legal and ethical practices and policies. In addition, the Governing Board is responsible for ensuring that the school meets the commitments contained in its charter. These responsibilities include setting the school's vision/mission and adopting policies that align with that mission; advocating for good external relations with the community, school districts, media, neighbors, parents, and students; strategic planning; ensuring adequate resources and managing those resources effectively; and assessing the organization's performance.

The School Director will report directly to the Board and will be responsible for the daily operations of VHCS, including curriculum development, teacher supervision, and student welfare. The Director will provide regular updates on school performance to the Board. Teaching staff will report directly to the School Director. Support staff will report directly to the School Director or an assigned manager/director. The director will be evaluated on academic metrics, enrollment, financial performance, teacher retention, and any other metrics the Board determines relevant.
The Business Manager or EMO, under the direction of the Board, will be responsible for budgeting and financial planning. They will maintain a transparent and sustainable budget, allocating resources efficiently to support its mission. Regular financial reports will be provided to the Board and made accessible to the public.

10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:
- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

VHCS will provide virtual reality classes that include immersive and hands-on learning activities and academic support to students throughout North Carolina, regardless of location or economic means, by providing (1) Virtual Reality headsets, (2) laptop computers, and (3) Internet access support, through Wi-Fi or satellite routers as needed. Subject matter expert teachers will teach Virtual Reality classes. Virtual Horizons teachers will also implement highly engaging and closely monitored asynchronous assignments to provide practice and reinforcement of content and skills learned during class meetings. VHCS's overarching educational philosophy is to:

- foster lifelong learning
- build learner confidence and growth mindset
- build metacognitive skills that empower students to gradually take ownership of their education
- promote positive relationships between students, parents, and peers

VHCS believes in using best-of-breed virtual reality curriculum and content for experiential teaching and learning. The table below represents potential curriculum providers that the school *may* utilize in the respective subjects. Curriculum providers will follow a selection process before being approved by the VHCS Board of Directors. Virtual Reality Education is emerging and more curriculum and content providers will surface, at which time, the VHCS Board may choose to utilize different providers given the rapid development in this area. Further, VHCS curriculum specialists and teachers will have the ability to leverage thousands of VR 3D objects and assets to build their units and lesson plans, all aligned to the North Carolina Academic Standards and High School Graduation Requirements.

Grade Levels	English Language Arts	Mathematics	Science	Humanities (World Cultures and Languages, History, Social Studies, etc.)

4-8	Victory XR / Optima Domi / or something similar Enriched with literature such as fables, myths, cultural stories, legends, fiction, and non-fiction books and stories	Victory XR / Optima Domi / or something similar	Victory XR / Optima Domi / or something similar	Victory XR / Optima Domi / or something similar
9-12	Victory XR Labs and Academy / Optima Domi / or something similar	Victory XR Labs and Academy / Optima Domi / or something similar	Victory XR Labs and Academy / Optima Domi / or something similar	Victory XR Labs and Academy / Optima Domi / or something similar

DESCRIPTION OF CURRICULUM

English Language Arts (ELA)
Optima Domi and Victory XR (Academy), are research based virtual reality language arts and reading programs created by Vince Jordan and Victory XR developers, leading virtual reality educational researchers. Providing a virtual reality language arts program for grades 4-8 (Optima Domi/Victory XR) 9-12 (Victory XR Labs and Academy) gives VHCS teachers the needed resources to comprehensively teach and meet all English Language Arts standards and a source around which to construct multisensory, cross curricular, and any integrated lessons. VHCS has chosen Optima Domi and Victory XR Labs/Academy because it teaches the five pillars of literacy -phonics, phonemic awareness, reading fluency, vocabulary comprehension, as well as, writing and spelling through literature and themes conducive to the humanities curriculum. It provides

summative assessments, an intervention guide, and a rich fiction and nonfiction level classroom library. It integrates full group, small group, individual, and hands-on learning while allowing flexibility for integrating art, music, and movement. Prism VR

Mathematics

Optima Domi / Victory XR (Academy) is a comprehensive, virtual reality math program implemented in grades 4-8 and through Victory XR Academy grades 9-12. Instruction is built around a combination of conversation, hands-on activities, and virtual reality mathematical experiments. In grades 4-8, instruction is teacher directed, but becomes more student directed in grades 9-12. The program is aligned to the North Carolina Core State Standards through Teacher's Guides, as well as supplemental materials. When students are engaged with the Victory XR Academy, math classes are aligned with the core standards in elements including pre-Algebra, Algebra 1 and 2, and Geometry. The nature of Optima Domi/ Victory XR (Academy) math - its emphasis on hands-on activities, manipulatives, conversation, and practice - provides VHCS teachers with guidance, flexibility, and tools that are in alignment with VHCS' virtual reality through multisensory approach to instruction.

Science

Optima Domi/Victory XR (Academy) science curriculum is a scope and sequence of science content integrated with ecology, biology, and earth science in the natural world. It is an integral part of Virtual Horizons' education. It begins in nature and continues through the cosmos. Teachers create inquiry-based lessons using curricular resources in virtual reality, labs, and field trips. Instruction is a balance of virtual reality learning and project-based learning with systematic study of terms and concepts in life, earth, and physical science. VHCS' approach nurtures curiosity as students' practices observation and analytical skills. Students learn how scientists understand our world and how ongoing scientific advancements shape the world.

Humanities (History)

Optima Domi/Victory XR (Academy) humanities curriculum is the study of ancient and modern world cultures. It includes music, poetry, art, and literature. It acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today's world. Students learn about world religions and cultures from a historical perspective. Beginning in grade four, fables are taught; history and legends in grade five; Norse mythology in grade four and five; and ancient cultures of India and Egypt in grade five and six; and the cultures of Persia and Mesopotamia in grade six. By exposure to those cultures through their legends and literature, students gain knowledge of and an appreciation for the diversity of humankind. By the close of grades seven and eight, students will have journeyed from

Greece to Rome, through medieval history, the Renaissance, the Reformation, the Age of Exploration, up to the present day. Being able to witness the signing of the Declaration of Independence or converse with Martin Luther King, Jr. is a reality through virtual reality curriculum. It also serves as the basis for our high school curriculum. These subjects may be integrated into main lessons in language arts and writing instruction, serve as the basis for research projects, or integrated into a project-based math lesson.

Virtual Reality Specific Curriculum 4-12

Art Optima Domi/Victory XR (Academy) art curriculum consists of visual and practical arts. Students learn to draw, paint, and sculpt in virtual reality labs. They also learn practical arts such as virtual reality developing, film making, and woodworking. These skills not only develop fine motor skills, coordination, and perseverance, but also require students to think logically, mathematically, and creatively as they problem solve.

Music VHCS music curriculum consists of learning to read and compose music, sing, and understand and create rhythms - all the while in virtual reality.

Movement Education VHCS education recognizes the importance of movement in cognitive development. A visiting artist from premier dance and university studios (or another organization) will teach dance and movement in virtual reality. Teachers will be trained in how to incorporate movement in virtual reality.

Sustainability Education VHCS educates the child to see him/herself as living within the context of a whole environment. Whenever appropriate and relevant students will have opportunities to have asynchronous experiences in virtual reality. VHCS will be "landscaped for learning" where virtual trees, flowers, and a garden will provide learning opportunities for science, botany, art education, and more. The virtual schoolyard will boast an organic garden planted and maintained by upper grade students and will be used for science, health, and sustainability education. Children learn about plants, animals, ecology, and the world around them through hands-on experiences as caretakers. They begin to internalize their connection to and responsibility for caring for the natural world. This manual work can also be therapeutic for the developing child who may have behavioral difficulties. Because of the advances in technology, all of these wonderful experiences can be done in virtual reality.

Technology Literacy: Besides using core curriculum and virtual reality-specific curricula, VCHS intends to research and implement a program that teaches virtual reality development. Students will learn ethics and internet safety, publishing, how to create multimedia presentations, basic coding, filming using virtual reality, etc.

As Virtual Reality technology continues to evolve, VCHS will continue to evaluate VR

curriculum yearly to make sure it is changing and adapting to the VR hardware. Thus, the examples throughout this application of Victory XR, Optima Domi, and Prism VR curriculum may change throughout the years.

METHODS OF INSTRUCTION AND DELIVERY

Synchronous Online Classes: As described above, VHCS will provide virtual reality classes in core academic and elective subjects. Virtual Horizons teachers are certified trained in the best methods of virtual reality, as well as in highly engaging learning activities for a virtual classroom. Virtual Reality classes will be focused on experiential learning activities and problem-solving with teachers and peers. Class activities will include whole class and small group instruction, engaging students, peer collaborative projects, editing of authentic writing activities, individual and group presentations, skits, science experiments, and exponential learning environments. VHCS will provide paraprofessionals online or at the community centers to aid students who need extra help with assignments. Paraprofessionals and teachers will be available during school hours, as well as after school for virtual office hours.

Asynchronous Assignments (Homework): When students are not attending virtual reality classes, part of their school day will be filled with asynchronous assignments, which will be monitored daily and weekly based on the assignment. These homework assignments reinforce content and skills introduced in virtual reality classes and come with detailed instructions to guide students. Teachers will be available in daily office hours to respond to any questions regarding asynchronous assignments. Engaging and easily monitored asynchronous learning activities include: Blooket games, Kahoot! secure digital discussion boards, FlipGrid videos, continuation of projects started during class, and daily and weekly skills practice assignments. Asynchronous assignments are closely monitored by class teachers and are due on the student management system platform.   Digital, 21st-Century Collaboration: VHCS will take online learning to the next level by creating immersive virtual reality classes that facilitate collaboration among students and teachers. VR eliminates the possibility of students logging onto their computer and having their cameras off. Zoom and most online programs don't have an adequate solution for students turning on their computers and not truly engaging. Virtual reality doesn't just provide a solution, it eliminates the issue entirely. Students will engage together in hands-on activities, while participating in immersive classes, and then follow up with collaborative projects and secure discussion boards outside of class meetings. Teachers will guide and monitor students in using technology to collaborate and share learning goals. Paraprofessionals will guide parents and students in selecting appropriate classes. Students who may transition into their district school will be advised to choose topics that align with their current grade level. Each student will be individually graded and assessed based on his/her grade level standards, with progress

monitored by class teachers, paraprofessionals, and SPED teachers as appropriate, through a secure student management system.

Units: Classes will be taught in 20–30-minute increments based on subject matter. Because virtual reality is immersive by nature, students will only need 20–30-minute increments of immersive time. For example, when studying biology, students have the ability to dissect an atom and therefore are able to immediately be transported to the interior of the atom. It takes a relatively brief time to understand the inner workings of an atom. Students will then exit virtual reality to begin asynchronous assignments to help ensure the learning of the lesson. They will immerse themselves in and out of units many times daily. Core standards (i.e., reading, math, etc.) will be met within the metrics set by the North Carolina State Board of Education.

Curriculum Adoption & Development: Adoption of curriculum and/or curriculum developed by Virtual Horizons staff must meet the following criteria: ○ Aligns to North Carolina Core Standards ○ Closes achievement gaps for students at least one grade behind their peers ○ Includes student-friendly rubrics with clear expectations described for all key assignments and end unit learning objectives ○ Enables students to use creativity and initiative through choice in learning activities and/or final project, through a good variety of assignment options ○ Enables critical thinking through inquiry-based assignments ○ Includes a balance of standardized, inquiry-based, and project-based assessments, including both formative and summative assessments North Carolina Core Standards will be taught and assessed in the school: North Carolina Core Standards will be integrated into all subject areas, at each grade level, using standards-aligned curriculum and teacher created curriculum that aligns to North Carolina Core Standards and meets the criteria detailed above. Virtual Horizons students will participate in a variety of assessments, including formative and summative assessments, localized school-based testing, and State Standardized tests. Curriculum and instruction will be driven by data collected through all forms of assessment, ensuring each student masters the skills and content of the North Carolina Core Standards to transition smoothly into the next level of learning.

1. **Looping:** Looping is the practice of a teacher remaining with the same group of students for more than one consecutive year. According to researchers, "the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship." Looping saves an average of six weeks of instructional time at the beginning of each year. Classroom community is developed as students form strong bonds with their peers and teacher. This structure of continuity helps create a relationship of trust and understanding between student and teacher.

2. **Homeroom Meeting:** Virtual Horizons students attend a 15-minute Morning Homeroom

Meeting, led by their Homeroom Teacher. At this meeting, the teacher holds a mini lesson focused on: Growth Mindset, Test Prep, Critical Thinking, and other thematic topics. Homeroom Meetings are a terrific way to start the day off on a positive note and to allow all students to check in with their teacher.

3. **Virtual Reality Classes:** Students attend live, synchronous virtual reality classes in core academic and elective subjects for most of the school day. Classes meet daily, for 60-minute blocks, based on subject matter and grade level.

In grades 4-8, students meet in live virtual reality classes Monday-Friday in all core classes to ensure a solid foundation of skills reinforced by regular practice and application. In grades 4-8 there will be detailed asynchronous homework assignments and optional teacher help sessions outside of virtual reality classes. Grades 4-8 students can also choose an elective class on Friday mornings, with topics rotating each month throughout the school year.

In grades 9-12, class session time increases and students attend virtual reality classes in all core subjects plus electives that are offered in the Victory XR Academy catalog. When not in live classes, students in grades 9-12 complete detailed asynchronous assignments and use different technology to collaborate with classmates on small group projects. Progress is closely monitored to ensure that these students stay on track and receive early intervention and support when needed.

1. **Asynchronous Assignments:** When not attending virtual reality classes, student's complete teacher-directed assignments, such as homework or asynchronous assignments. Teachers provide guidance, as well as additional resources such as safe online content, videos, and educational websites. Students can attend scheduled live online help sessions, teacher office hours, or directly message class teachers if questions arise. Students also complete short assignments in reading or virtual reality reviewing in preparation for upcoming classes. This preparation, often used in a "flipped classroom" model, increases retention and allows students to learn at a deeper level during live class meetings. All asynchronous assignments and classes are monitored weekly, or more often if students are falling behind or struggling academically.

2. **Dual Enrollment:** Per North Carolina Education Code, Virtual Horizons students can participate in extracurriculars at their district school for activities not offered directly through VHCS. As enrollment space allows, privately homeschooled students will be permitted to take classes through VHCS.

3. **Teaching through Narratives:** History is taught initially through narrative and stories from a wide range of sources: fairy and folk tales, legend, fables, parables, mythology, and literature and then moves on to recorded history and historical fact. Teachers use biographies to strengthen students' identification with people who made a difference. Communicating, exchanging viewpoints, dialogue and debate are all part of lessons. A key factor available through VR is the ability for individual students to

converse and learn directly from AI (artificial intelligence) generated figures and characters. This provides a unique ability to personalize instruction, research, and engagement in historical events in a way never before available to students.

4. **Sequential Cycling (whole to part to whole):** A robust body of research has signaled the trade-off made in many curricula in our high accountability context between teaching basic skills and knowledge and teaching higher order thinking skills (Darling Hammond, 2008). At VCHS, "lessons move from the whole, or the big picture, through a story or image, to the part, or the specific skills to be acquired or practiced, and then back to the whole through artistic activity, developing graphic organizers, engaging in projects, or writing essays to reflect on the whole. This movement from whole to part and back to whole means a lesson begins with synthesis and analysis and then moves to practicing recall and repetition, to come back to synthesis and analysis in the integration" (Oberman, 2010). VHCS's purchased ELA and Math programs in alignment with sequential cycling.

5. **The Use of Imagery:** When presenting factual information teachers strive to present information with both a practical and emotional element. Teachers use imagery that evokes strong sensory impressions and stimulates the imagination wherever appropriate in speaking to the children in the fourth grade. Teachers transition to more abstract intellectual processes in fifth grade when the ability to think in abstract and causal terms begins to emerge. Starting late fifth grade, teachers adopt metaphors, similes, and comparison to create mental images.

6. **Engaging Learning Environment:** A regular change of activities stimulates students' interest. Teachers balance concentration and relaxation, mental and practical work, movement, listening and participating, observing, and doing. Each lesson balances cognitive, emotional/social, and active learning.

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

○ Yes

◉ No

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

VHCS will offer statewide online instruction, through virtual reality immersive learning, daily monitored synchronous and asynchronous assignments, online intervention, and SPED support. VHCS will offer virtual reality classes taught by licensed teachers who are specifically trained in virtual reality teaching. They will engage students in a virtual learning environment and use the most innovative tools available in education technology. Virtual Horizons teachers will also utilize asynchronous online tools to enhance learning and maintain student engagement outside of virtual reality classes.

VHCS is grades 4-12 and provides accessible, live, virtual reality classes - Virtual Classrooms - that include collaborative activities with teachers and peers. Teachers will provide instruction that is provided by our Virtual Reality curriculum partners. Virtual Reality class teachers are trained in implementing highly interactive learning inside virtual reality headsets and effectively monitoring participation, progress, and mastery to ensure fidelity to learning objectives. VR allows students to participate in immersive, interactive environments that provide opportunities for exploration, experimentation, and discovery. This makes VR an ideal platform for implementing various pedagogies in education. Recent research has shown that VR has the potential to be effective in enhancing learning outcomes across a range of educational settings. The use of VR technology in education has the potential to revolutionize the way students learn and engage with complex concepts and ideas. By incorporating VR into the education process, our teachers can create opportunities for students to actively engage in the construction of knowledge and understanding, promoting deeper and more effective learning outcomes.

Active Learning: When not participating in live virtual reality classes, VHCS students engage in homework assignments that engage their interests and are easily monitored by teachers to verify participation and progress. This includes secure online activities and assignments -as well as moderated chats - where students exchange ideas about topics and skills covered in class.

Class sizes will be 21-25 students to 1 teacher with a paraprofessional in all classes. This allows the teacher and paraprofessional one on one time with students who may need additional support.

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

APPROACH TO ASSESSMENT

VHCS believes assessment is:

○ An ongoing process that helps identify, at various stages in the learning process, what a student knows, understands, and can do.
○ Vital for a clear understanding of overall school performance.
○ A collaborative process (pre and post assessments that utilize teachers, paraprofessionals, parents, and students).
○ Should be a process that encourages, challenges, and motivates students to higher levels of learning and self-awareness.
○ Multiple types of evidence must be used to better understand each learner's strengths and needs, and to plan for support and enrichment.
○ Should allow students authentic opportunities to display their accomplishments and demonstrate their learning.
○ Key to developing individual learning plans, setting student growth goals, and keeping students challenged and engaged.

Standardized Tests: For the first operational year, VHCS will use Victory XR curriculum, aligned to North Carolina Core Standards, as a primary resource alongside teacher-created learning activities, projects, lessons, and various assessments based on the learning needs of students. Victory XR curriculum includes a variety of assessments, including Standardized Test Practice, open-ended questions, and multi-step real-world problems, to build critical thinking in students. Victory XR curriculum includes project-based assignments, which aligns with our model. VHCS teachers can use Victory XR projects and/or substitute one of their own that meets the same learning objectives.

Assessments as learning tools in Virtual Reality: VHCS approaches all assessments and testing as a learning environment and will guide students through self-assessments regularly. To foster a growth mindset, teachers will provide specific learning goals and rubrics at the introduction of learning activities, so that students have a clear vision of the expectations and measurements of successful learning. In one 2016 study conducted jointly by two Chinese research institutions; researchers taught difficult astrophysics concepts from a typical Chinese high school textbook to two randomly chosen groups of students. One group learned using immersive VR, and the other group learned using traditional teaching methods. After concluding the lessons, researchers administered a test to both test groups to determine how well they retained the learning material. The VR group's pass rate was an astonishing 90 percent, significantly outperforming the non-VR group, which had a mere 40 percent pass rate. These results show that virtual reality demonstrably can influence students' learning retention significantly. Likewise, a study conducted by researchers from East Carolina University in 2018 illustrated that students benefit from VR technology when learning STEM concepts. These students learned about biology in two separate conditions. One group of students entered a virtual environment in which they could manipulate strands of DNA, while another group studied DNA through lectures and "serious" educational games. Much like the

Chinese study, this study's results showed that the VR students scored higher than the traditional students on subsequent content tests, revealing the technology's positive impact. The results from both studies clearly demonstrate the concrete performance increases that applying VR technology as a tool in K-12 education can produce.

EVALUATION OF STUDENTS

VHCS evaluates the progress of students by ongoing formative and summative assessments, administered at appropriate intervals. Formative assessments provide regular and timely feedback regarding student attainment of standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students. Formative assessments are not punitive nor are they used to determine a final grade. Summative assessments are accountability measurements that identify whether a student has mastered a standard or objective. They are used as part of the grading process.

VHCS's assessments include, but are not limited to:

Common Formative Assessments: The importance of assessing students' skill mastery early on in schooling is paramount. Research suggests that successful early intervention is the best single predictor of future academic success, particularly in critical areas like reading, language acquisition, and mathematics. At their core, Star Assessments are purposeful, proven, powerful, and predictive. These computer adaptive assessments are designed to help teachers assess students quickly, accurately, and efficiently. Star Assessments provides teachers with reliable and valid data in an instant so they can target instruction, monitor progress, provide students with appropriate instructional materials, and intervene with at-risk students. Administrators use immediate feedback from these assessments to make decisions about curriculum, assessment, and instruction at the classroom and school levels.

Progress Monitoring (formative): Teachers utilize progress - monitoring tools to track student learning, assess and improve both remediation and extension practices, refine tiered instruction, and strengthen Response to Intervention.

Benchmark Assessments (summative): Student growth towards and proficiency of standards is measured through the beginning of the year, middle of year, and end of year benchmark assessment. Such assessments are included in Optima Domi/Victory XR ELA and math programs.

Curriculum-based Assessments (summative): Teachers administer curriculum-based assessments such as end-of- unit assessments, spelling tests, etc.

State-mandated Assessments (summative): VHCS is committed to complying with all state testing requirements and meeting or exceeding state goals - recognizing that testing requirements and windows can and may change. VHCS's plan for completing the assessment requirements for North Carolina public schools is driven by information received through the North Carolina State Office of Education. VHCS's Executive Director will ensure that all statewide assessment policies and procedures are adhered to and implemented appropriately.

Security & Fidelity for Testing: VHCS laptops are configured with a secure browser to be used when students participate in state assessments and formal course assessments. The secure browser disables a computer from accessing the internet, except for the testing site, to ensure fidelity to North Carolina Assessment Ethics. Additional requirements of state assessments and formal course assessments will include computer camera and screen sharing turned on for the duration of the test. VHCS teachers will virtually proctor assessments as permitted, such as Acadience, and provide facility-based testing as required, such as when administering RISE. VHCS adheres to all provisions of the North Carolina Standard Test Administration and Testing Ethics Policy.

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

VHCS ensures an efficient and successful virtual reality model by: (1) Implementing the Methods of Instruction and Delivery, and Teacher Engagement. (2) Providing a meaningful and academically rigorous education focused on the North Carolina Core State Standards, and (3) meeting the performance goals set forth above. VHCS will employ the following strategy of implementation:

Teacher Recruitment:

1. Actively recruit virtual reality trained teachers through offering Optima Domi/Victory XR certification
2. Actively recruit local teachers interested in virtual reality education who are willing to be trained in VHCS's model
3. Actively recruit local teachers with experience in multi-sensory or project-based teaching
4. Hire specialty teachers who can masterfully incorporate the arts, music, and movement into core lesson plans

Provide Needed Supports:

1. Ongoing VHCS specific virtual reality training, as well as general professional development as listed above
2. Monthly school wide professional development
3. Provide teachers with curriculum and programs on which to build additional virtual reality curriculum
4. Provide teachers with virtual reality lesson plan templates to guide them through the lesson planning process
5. Build a database of virtual reality experiences, units, and lessons designed by VHCS teachers and accessible to all teachers
6. Assemble a robust teacher library full of resources for teachers to reference throughout the year in lesson planning
7. Provide mentorships for every teacher new to virtual reality methods, either with an outside consultant, or another experienced teacher in the school. Ensure that relationships with mentors begin prior to school opening and involve lesson planning and organization of the classroom schedule and environment.
8. Regularly evaluate and support teachers in meeting their personal goals and VCHS's organizational goals

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

The proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and on to the next grade span in the following ways:

Strict alignment and adherence to North Carolina Academic Standards: VHCS and class teachers use North Carolina's Core Standards to guide all academic planning, as they set year-long goals and plan units and lessons. Teachers have access to the Virtual Reality curriculum, units of study and approved lesson plans, but also have the freedom to modify and create their own virtual reality lessons . Blending the foundational resources with that freedom allows Virtual Reality teachers to gradually develop their own learning activities to be used in their class instruction, ensuring quality instruction and alignment with North Carolina Core Standards.

Academic support and non-SPED Intervention: Students who need additional academic support can attend office hours held by class teachers and Paraprofessionals or by appointment. Students who are identified as needing intervention, if they fall behind or face learning challenges, will meet with their teacher and parent(s) to create an academic support plan, with a focus on growth mindset. As our school grows and needs increase, VHCS will hire teachers who focus on non-SPED intervention and academic support.

Ongoing assessment for data-driving instruction: Teachers will follow the assessment protocols and policies and use data to ensure students are on track, receiving the proper supports to achieve academic goals, and to prepare them for advancement.

Academic Requirements - Virtual Horizons students will meet academic requirements as assigned by the North Carolina Board of Education for each grade level.
Grades 4-6 Core curriculum that includes:
- Reading/Language Arts;
- Mathematics;
- Science;
- Social Studies (including North Carolina State History, US History, & Ancient Civilizations)
- Visual & Performing Arts;
- Health Education;
- Physical Education;
- Educational Technology;
- Library Media.

Grades 7-8 Core curriculum that includes:
- Grade 7 Language Arts;
- Grade 8 Language Arts;
- Grade 7 Mathematics;
- Grade 8 Mathematics;
- Grade 7 Integrated Science;
- Grade 8 Integrated Science;
- United States History;

- North Carolina History; and
- at least one course in each of the following in grades 7 or 8: Health Education; College and Career Awareness; Digital Literacy; the Arts; and Physical Education.

Learning Management System (LMS)

A quality LMS allows easy access to course materials for teachers, students, and parents. It is essential to academic monitoring, especially with an online school. This enables teachers to provide early intervention and partner with parents to support the learning of their student. The LMS is the key to clear and open communication that connects the environments of school and home harmoniously. Currently, VHCS is planning to use Canvas, but is also reviewing Schoology, Blackboard, and others as potential LMS providers. The Executive Director will evaluate each system that meets the criteria below, and then present findings and a recommendation to the Board for approval by July 2025. LMS will be fully set up and operational by February 2026.

LMS must meet the following criteria through a RFP:

- Allow secure messaging between teachers and students, and teachers and parents. Student to student messaging is a consideration, but only if it can easily be monitored to ensure there is no cyberbullying. Collaboration message boards connected to assignments from class teachers.
- Easy to navigate for teachers, students, and parents. Clear sections and navigation throughout, with easy return to the home page.
- Allows teachers to upload all parts of assignments, especially for project-based assignments which have several components.
- Allow teachers to organize assignments, such as folders for each Unit.
- Allow students to easily upload and submit assignments.
- Allow teachers to grade assignments within the LMS and grades post in real-time, as well as immediately calculate impact on overall course grade.
- Allow teachers, SPED and EL personnel, and administrators to download reports for an individual student or a designated group.
- Makes the school calendar available to teachers, students, and parents.
- Preferred: Integrated platform that enables secure proctoring of students during assessments.

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

Our school calendar is as follows: It is anticipated that the first day of student attendance will be August 12, 2026, and the last day of student attendance for the 26-27 school year will be May 21, 2027. In subsequent years, students will attend classes approximately from the second Wednesday in August through the third Friday in May, for a minimum of 185 days OR 1025 instructional hours. VHCS has built in days for teacher professional development and preparation / planning time. Because of the pandemic of 2020, there has been an increase of concern for students' mental health, well-being, and academic progress. At VHCS, we are excited about the prospect of bringing an innovative and technologically superior opportunity to North Carolina families. We seek to use the latest technology in virtual reality, alongside research-based and time-tested best practices in teaching, to educate a generation who will need future-ready skills to thrive in our growing digital and global community. Each of our board members understands we need to continually learn and grow, staying up to date with the latest in education and technology, to remain true to our mission and vision, as well as responsible business practices to operate a publicly funded school.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

Students will follow a daily and weekly bell schedule, similar to an in-person school. A typical school day at VHCS will start at 8:00 AM and end at 3:00 PM with time built in for lunch, teacher/para meetings, asynchronous learning, and homework. The yearly calendar ensures students receive over the minimum 1025 instructional hours in a 9 month period. The students will receive their specific class / bell schedule based on grade-level and course subject-areas. The Board of Directors will approve the final school calendar and bell schedule plan each year. Students are required to attend virtual reality classes each day and on time. Attendance is taken at the beginning of each class period.

Homeroom Meeting: Virtual Horizons students attend a 15-minute Morning Homeroom Meeting, led by their Homeroom Teacher. At this meeting, the teacher holds a mini lesson focused on: Growth Mindset, Test Prep, Critical Thinking, and other thematic topics. Homeroom Meetings are a great way to start the day off on a positive note and to allow all students to check in with their teacher.

Virtual Reality Classes: Students attend live, synchronous virtual reality classes in core academic and elective subjects for most of the school day. Classes meet daily, for 20-30 minutes per virtual reality class session, based on subject matter and grade level. The goal of the class is to master each planned lesson. Students complete asynchronous assignments during the remaining time for each class period. Unfinished assignments may need to be completed as "homework" during non-school hours.

In grades 4-8, students meet in live virtual reality classes Monday-Friday in all core classes to ensure a solid foundation of skills reinforced by regular practice and application. In grades 4-8 there will be detailed asynchronous homework assignments and optional teacher help sessions during times without live virtual reality classes. Grades 4-8 students can also choose an elective class on Friday mornings, with topics rotating each month throughout the school year.

In grades 9-12, class session time increases and students attend virtual reality classes in all core subjects plus electives that are offered in the VHCS course catalog. When not in live classes, students in grades 9-12 complete detailed asynchronous assignments and use technology to collaborate with classmates on small group projects. Progress is closely monitored to ensure that these students stay on track and receive early intervention and support when needed.

The VHCS approach to remote learning provides a structured instructional day, while also providing flexibility for students to complete their studies and assignments during asynchronous hours.

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

A typical day for a teacher and student will include synchronous and asynchronous activities. Teachers and students will attend virtual reality classes per their daily and weekly course schedule. Attendance in synchronous learning sessions is required and attendance is taken each class period. Students rotate through their core, elective, and specialty classes throughout the day. Time is built into the daily and weekly schedules for asynchronous learning and assignments and conferencing with teachers and paras. Below are four example students that demonstrate a varied and individualized learning pathway for each student:

SEE ATTACHED DAILY AND WEEKLY SCHEDULES IN QESTION 144 FOR THE STUDENTS BELOW:

STUDENT #1

Mele is a 4th grader who loves math and science. She excels in math and is always doing science experiments at home. Her confidence in Language Arts is low (not on grade level) and she struggles to enjoy or complete Language Arts assignments. Her synchronous Virtual Reality classes include Math 3 and 4, ELA 3, Social Studies 3, STEM 4-5, and ELA 3, Art Elective. Students are in Virtual Reality approximately 60 minutes at a time after which they are then doing asynchronous activities for the rest of the subject period.

ELA 3 is taught in units that focus on historical and fictional heroes and cover North Carolina Core Standards for ELA grade 3. Students are immersed in different historical settings that are used to foster reading skills. Whether it is walking inside of a Winnie the Pooh book while reading or learning about George Washington at Mount Vernon, students engage with real world figures while learning the core standards of Language Arts. This class fosters a growth mindset while building skills in reading, writing, speaking, and listening.

Math 3 and 4 is one of our virtual reality Math classes that covers the North Carolina Core Standards for Math grade 3 and grade 4, while integrating real-world scenarios relevant to student life. Virtual Reality Math uses an integrated approach, whether it is figuring out the circumference of the pyramids in Egypt or determining the length of the Empire State Building, students are whisked away to real world places to use their math skills. This approach also includes stories of mathematicians, including their successes and failures and what they learned from each to foster a growth mindset and bring math to life for each student.

STEM 3-4 includes North Carolina Core Standards for Science for both grades 3 and 4 and incorporates both hands-on projects and virtual reality experiences. In virtual reality, students can interact with animals in the ocean, as well as land animals in nature. This class also includes stories about scientists - again to foster a growth mindset, as well as show real world applications. STEM 3-4 class is recommended for students struggling with math, because it brings math to life and into the real world of the student.

Social Studies 3 covers North Carolina Core Standards for Social Studies grade 3, and as such focuses on "the concept of community, learning about the development of cultures, systems of governance, how communities and cultures interconnect both locally and globally, and how the

world around them has changed over time. Students will learn about individual rights and responsibilities as well as opportunities for active participation in the life of the community." It all comes to life inside of Virtual Reality.

Art 2-4 is an elective that focuses on visual arts, guiding students through using various mediums to learn art techniques while expressing personal creativity. It is amazing what a student can create inside a VR headset.

Mele receives all needed materials for her classes, shipped directly to her house by month or semester, depending on the class and materials needed.

STUDENT #2

Carlos is a 5th grader who has an IEP for Autism Spectrum Disorder. He struggles to connect with his peers, and it has led to problems in school. He struggles with reading, but he enjoys math and is on track with grade 5 North Carolina Math Standards. His synchronous classes include ELA 4-5, Math 5, STEM 4-5, Social Studies 5, and CTE elective classes 4-6.

 ELA 4-5 covers North Carolina Core Standards for ELA both grades 4 and 5 and is recommended for grade 4 students who are advanced or moving quickly through ELA 4 Standards, as well as for grade 5 students who need more practice in skills in reading comprehension and/or writing. Students receive individual feedback and grades from the teacher based on their actual grade level to ensure they are on track for their specific grade standards. This class covers units in different genres of reading and writing, including informational, research, personal and imaginative narrative, and persuasive or argumentative. Students use virtual reality classes to collaborate with classmates.

Math 5 meets North Carolina Core Standards for Math grade 5. This course falls within VHCS's VXR math classes and builds on more challenging concepts and integrating skills built throughout elementary math to ensure a solid foundation as students move into middle school mathematics. Math Lab is a weekly live class session dedicated to real-world application of math concepts for that week. In Math Labs, students review concepts and practice integrating current and past concepts and engaging in real-world projects and simulations. Based on Carlos's IEP, his Education Coordinator, SPED Case Worker, and mom have determined this class, supported by weekly math support, is the best fit.

STEM 4-5 includes hands-on activities and virtual reality labs that meet North Carolina Core Standards for Science in both grades 4 and 5. This class also includes more complex projects so students can explore science concepts and develop core skills of engineering and design more deeply.

Social Studies 5 aligns with North Carolina Core Standards for Social Studies grade 5, and so covers the history of the United States.

Robotics CTE is an elective class offered in virtual reality, open to students in grade blocks of 4-6, 7-8, and high school. Students learn how to build robots in VR, complete projects building and

programming their own robot, and then demonstrate its use inside of virtual reality. Students have the option of attending robotics events with parent/guardian accompaniment.

STUDENT #3

Malik is a 7th grader who loves Science, Math, and Computers. He is on track for grade 7 ELA standards but is a reluctant reader and resists writing. His synchronous online classes include ELA 7-8, Math 7, Science 7, and Social Studies 7.

ELA 7-8 VXR Language Arts class meets North Carolina Core Standards for both ELA grades 7 and 8. This class builds skills in reading, writing for multiple purposes, speaking, and listening, and language usage through exploring individuals who used their imagination, learning, and growth mindset to overcome challenges and bring new inventions and ideas into the world. The class explores both historical and fictional individuals to include standards for literary and informational reading and writing.

Math 7 VXR math class meets North Carolina Core Standards for Math grade 7. This class also emphasizes how math is the basis for critical thinking and logic. Math 7 Lab, similar to Math 7 Lab, is a weekly VR class session dedicated to real-world application of math concepts for that week. Math Labs in grades 7 and 8 focus on Algebra prep, with direct correlation explained, so that students can look forward to future learning.

Science 7 meets North Carolina Core Standards for Science grade 7, including: relationships of cause and effect, making predictions, how forces can cause changes in motion and are responsible for the transfer of energy and the cycling of matter, Earth's environments and how they provide the conditions for life, as well as Scientific Method and writing formal lab reports in preparation for high school courses.

Social Studies 7 aligns with North Carolina Core Standards for Social Studies grade 7.

Virtual Reality Lab is an elective that meets once a week and guides students in computer coding and virtual reality design. Students work on projects independently outside of live class meetings but have access to teacher office hours each school day if they need more support.

STUDENT #4

Jennifer is a 9th grade student who is working above grade level in English, as a strong linguistic learner, but she is struggling with math and not ready to take Secondary Mathematics I in grade 9. She is taking World Geography this year and plans to take AP World History next school year. Her primary reason for doing virtual reality school is to help with her mental health challenges. Jennifer has been bullied in the past and struggles with large crowds. She loves to read and draft narrative stories. Her synchronous online classes include English 9, Math Foundations, World Geography, and Earth and Space Science. The morning is available for teacher office hour help, but Jennifer begins her formal class schedule at 10:00 a.m. due to her therapy for mental health challenges.

English 9 covers North Carolina Core Standards for English grade 9. Students read a variety of fiction, non-fiction, and poetry selections from all over the world. Students complete hands-on projects, collaborate with classmates, and use virtual reality labs as they build content knowledge in literary elements, reading for information, research, and skills in critical thinking and using technology and 21st-Century digital skills.

World Geography covers the North Carolina Standards for World Geography, which includes "both human geography and physical geography, and…the interconnections between the two." This class also explores World History, as many students take this class before taking AP World History in the following school year. Students can transport using VR to different areas of the world allowing for an immersive World Geography.

Victory XR Academy Math Foundations is a preparatory class for 9th grade students who are not prepared to complete Secondary Math I during grade 9. This course is designed to fill gaps in math knowledge and skills and fully prepare students for mathematical success in grades 10-12. VHCS believes that a solid foundation in math is essential for continued success as a student moves through the mathematics courses.

Biology meets North Carolina Secondary Biology Standards, building students' content knowledge while also building skills in scientific thinking and investigative methods. This class meets in the virtual reality Biology class twice a week for interactive class activities and every other week for an additional hour for guided labs. Students are transported inside an actual human cell, can dissect frogs, and are able to use virtual reality as a way to go deeper inside theories and concepts of science. This course does not have a math prerequisite, so it is recommended for Jennifer, who is still building her foundational math skills.

Jennifer earns high school elective credit for "Musical Theater" through a combination of participation in local theater and by completing written learning reflection assignments designed by her Education Coordinator to extend learning into the history of theater and specific theatrical styles.

Q136.Will this proposed school include a high school?

- ◉ Yes

- ◯ No

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

According to North Carolina Future-Ready Core requirements, VHCS students entering ninth grade for the first time in 2026-2027 or afterwards must pass the following courses and earn at least 22 credits: Four sequential English credits which shall be:

1. English I
2. English II
3. English III
4. English IV

Four Mathematics credits which shall be either:

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
2. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.

Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

Three Science credits which shall be:

1. a physical science course
2. Biology
3. an earth/environmental science course

Four Social Studies credits which shall be:

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

One Health and Physical Education credit:

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

Two Elective credits of any combination from either:

1. Career and Technical Education (CTE) or

2. Arts Education or

3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

Four Elective credits from the following (four-course concentration recommended):

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

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

High School Graduation Requirements

Virtual Horizons high school graduation requirements exceed the NCDPI high school completion requirements, grades will be calculated on a 4.0 scale (non-weighted) and all classes and grades will be listed along with student name and ID number. VHCS requirements are as follows:

English/Language Arts (4 Credits)

Mathematics (3 Credits):

• Successful completion of Secondary Mathematics I, II, and III or higher.
• Parents may request that students replace Secondary III with a course from the Applied or Advanced approved course list.
• Students who successfully complete Calculus have met graduation requirements regardless of the number of credits they have taken.

Science (3 Credits):

• 2 Credits (from the four science foundation areas; Earth Systems, Biological Science, Chemistry, AP Computer Science, or Physics).
• 1 Credit (from the foundation courses or the applied or advanced science core list).

Social Studies (3 Credits):

• 1 Credit (United States History)
• 0.5 Credit (Geography)
• 0.5 Credit (Civilization)
• 0.5 Credit (United States Government and Citizenship)
• 0.5 Credit (LEA) Discretion)

Directed Coursework (3.5 Credits):

• 1.5 Credit (Fine Arts)
• 1 Credit (Career and Technical Education (CTE))
• 0.5 Credit (Digital Studies)
• 0.5 General Financial Literacy

Physical Education Health (1 Credits):

• 0.5 Credit (Health)
• 0.5 Credit (CPR Instruction)

Electives (4.5 Credits) CTE, ROTC, General College Credit, AP, Foreign Languages, etc.

● Total Credit Hours (22)

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

the workforce).

High school students, along with at least 1 parent/guardian and a member of the administration, will meet with a high school counselor to create a graduation plan that aligns to post high school plans. Students who plan to apply to a 4-year college/university directly from high school will be advised on additional and/or specific courses to take during grades 9-12.

Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

- are consistent with the student's IEP or Student Education Occupation Plan (SEOP) or both;
- are maintained in the student's file and include the parent's/guardian's signature; and
- maintain the integrity and rigor expected for high school graduation, as determined by the Board.

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

To support students at risk of dropping out or not meeting graduation requirements, VHCS may implement several systems and structures. Here are some common strategies:

• Early Warning Systems: VHCS will use data analysis to identify students showing signs of disengagement or struggling academically. By identifying these students early, interventions can be put in place to provide extra support.

• Individualized Support Plans: Developing individualized plans for at-risk students can help address their specific needs. These plans can include academic support, counseling, mentoring, or access to resources like tutoring.

• Counseling and Mental Health Support: Ensuring students have access to counselors and mental health resources can help them cope with personal challenges that may be impacting their academic performance.

• Alternative Learning Programs: Offering alternative learning pathways, such as credit recovery programs, online classes, or vocational courses, can help at-risk students catch up on credits and stay engaged in their education.

• Parent and Community Involvement: Engaging parents, families, and the community in supporting at-risk students can create a network of support that reinforces the importance of education and provides additional resources.

• Regular Progress Monitoring: Keeping track of students' progress through regular assessments and check-ins can help identify any issues early on and adjust support strategies as needed.

By implementing these systems and structures, VHCS can better support at-risk students, increase their chances of academic success, and ultimately decrease the dropout rate.

Q141. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of

what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

VHCS will offer, at a minimum, the core and elective courses listed in the tables in SECTION II in alignment with NC State High School Graduation Requirements. VHCS may elect to offer additional courses in future years based upon the enrolled student population and interests. Courses will be delivered in the virtual reality environment with certified teachers trained in the best methods of virtual reality learning. Curriculum designers and teachers have access to thousands of Virtual Reality Synchronous Learning Environments, Labs, Field Trips, 3D Spawnable Assets, Experiences from which to design the course. These resources include, but are not limited to:

- 60+ synchronous learning environments
- 10,000+ 3D IFX objects & teaching aids (spawnables)
- Ability to integrate media (video, websites, presentations, etc.)
- Virtual Reality Dissections
- 200+ pre-produced self-guided asynchronous content experiences
- 120+ global 360-video "field trips" in English, Spanish, French, German, and Arabic
- Career and Technical Certification courses
  - Nursing Assistant
  - Medical Assistant
  - Welding
  - Carpentry
  - Robotics
  - Drones
  - Vet Tech
  - Ag Science

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

Total Files Count: 6

Applicant Evidence :

VHCS NC HS Course ...

Uploaded on **4/26/2024**
by **Kim Tafiti**

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

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

Total Files Count: 5

Applicant Evidence :

PDF
NC-Graph of grade s...

Uploaded on **4/26/2024**

by **Kim Tafiti**

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

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

Applicant Evidence :

PDF
2026-2027 Academic...

Uploaded on **4/26/2024**

by **Kim Tafiti**

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

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

Total Files Count: 15

Applicant Comments :

The Daily and Weekly Schedules included in the attachment reflect the student narrative listed in Question 135.

Applicant Evidence :

PDF
VHCS Daily Schedule...

Uploaded on **4/26/2024**

by **Kim Tafiti**

10.2. Special Populations and "At-Risk" Students

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

VHCS will use a variety of methods to identify and support students who are performing below grade level. Here are several programs that VHCS may use:

- Assessment: VHCS will regularly assess students to identify those who are struggling academically. This may include standardized tests, teacher observations, and informal assessments.

- Individualized Education Plans (IEPs): For students who qualify, VHCS will create IEPs that outline specific learning goals and accommodations tailored to the student's needs.

- Response to Intervention (RTI): RTI is a multi-tier approach to help struggling learners. It involves providing different levels of support based on the student's needs.

- Tutoring and Interventions: VHCS will offer additional tutoring or intervention programs to provide targeted support for students who are struggling.

- Differentiated Instruction: Teachers can adapt their teaching methods to meet the varied learning needs of students, providing personalized instruction and support.

- Parent Involvement: VHCS will work closely with parents to ensure they are aware of their child's academic progress and can support their learning at home.

Monitoring student progress involves regular assessment, tracking of academic growth, and adjusting interventions as needed. By using a combination of these strategies and programs, VHCS can effectively identify and support students who are performing below grade level.

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

In preparing for special populations before opening, VHCS will implement several key strategies. The following are a few:

• Staff Hiring and Training: Recruit staff with experience and training in working with special populations. Provide professional development and training to all staff members on inclusive practices, accommodations, and support strategies.

• Individualized Education Plans (IEPs) and 504 Plans: Develop personalized education plans for students with disabilities or special needs. Ensure that necessary accommodations and support services are in place based on these plans.

• Partnerships with External Organizations: Collaborate with external organizations, such as special education groups or service providers, to access resources, training, and support for special populations.

• Inclusive Curriculum Design: Designed curriculum that is diverse, inclusive, and meets the needs of students with varying abilities. Incorporate different learning styles and modalities to ensure all students can access and engage with the material.

• Parent and Community Involvement: Engage with parents of students with special needs to ensure their voices are heard and their concerns addressed. Foster a sense of community support and understanding for special populations.

• Mentoring and Support Programs: Establish mentorship programs or peer support groups to assist students at risk of dropping out or those facing challenges. Provide social-emotional learning opportunities to promote positive mental health and well-being.

By implementing these strategies and creating a comprehensive plan that addresses the specific needs of special populations, VHCS can ensure that all students are supported and set up for success from the very beginning.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:
1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.

ENGLISH LANGUAGE LEARNERS

It is anticipated that VHCS will have numerous language learners as well as students who are still struggling with basic transitional language that may have exited from an ELL program elsewhere. As such, VHCS plans to apply for and hopefully receive Title III sub- grant funding to help cover some associated costs. In the early grades, a Transitional Bilingual Early Exit Program will be the main mode of teaching English to ELL students, but they will receive more intensive instruction as needed. For the middle and upper grades, a sheltered English Instruction program will be used. For those students not learning English at a rate adequate to learn the academic core, pull out ESL will be offered.

- Monitoring and Evaluation:
- Use ongoing formative assessments to track ML students' progress.

- Develop Individual Language Learner Plans (ILLPs) or Individualized Education Plans (IEPs) for ML students as needed.

- Regularly review data to ensure ML students are making academic strides.

- Establish criteria for exiting ML programs based on language proficiency and academic performance.

- Staffing for ML Students:

- Ensure that teachers and support staff receive professional development in ESL methodologies and strategies for working with ML students.

- Hire qualified ESL teachers and bilingual staff to support ML students' language needs.

- Foster a culturally diverse staff to provide role models and mentors for ML students.

Q148.Explain how the school will identify and meet the needs of gifted students, including the following:
1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Identifying and meeting the needs of gifted students requires a multifaceted approach that encompasses both identification strategies and tailored educational programs. Below are the strategies VHCS will use to address these aspects:

Identification Strategies

• Multiple Criteria Assessment: Utilizing a variety of measures to identify giftedness, including standardized test scores, teacher recommendations, portfolio assessments, and observations of advanced performance.

• Screening Processes: Implementing regular screening processes to identify potential gifted students at various stages of their academic journey.

• Parent and Teacher Input: Soliciting input from parents and teachers who may observe exceptional abilities or talents in students.

• Individualized Assessment: Conducting individualized assessments to determine specific strengths, interests, and areas of need for each gifted student.

• Research-Based Instructional Programs, Practices, and Strategies:

• Differentiated Instruction: Providing flexible and responsive instruction that caters to the diverse learning needs of gifted students, allowing them to progress at their own pace and delve deeper into content.

• Enrichment Opportunities: Offering enrichment programs such as honors classes, advanced placement (AP) courses, dual enrollment options, independent study projects, and mentorship programs.

• Acceleration: Allowing gifted students to accelerate through grade levels or specific subjects to ensure they are appropriately challenged.

• Cluster Grouping: Placing gifted students together in the same classroom to facilitate peer interaction and intellectual stimulation.

• Problem-Based Learning: Engaging gifted students in complex, real-world problems that require critical thinking, creativity, and innovation.

• Technology Integration: Leveraging technology to provide access to advanced resources, virtual learning opportunities, and personalized learning platforms.

Monitoring and Evaluating Progress

• Ongoing Assessment: Continuously monitoring the academic progress and social-emotional well-being of gifted students through a combination of formal assessments, teacher observations, and student self-assessment.

• Data Analysis: Analyzing student performance data to identify areas of strength and areas for growth, and adjusting instructional strategies accordingly.

• Goal Setting: Collaborating with gifted students to set individualized learning goals and tracking their progress towards those goals over time.

- Parental Involvement: Involving parents in the monitoring and evaluation process by providing regular updates on their child's progress and discussing strategies for further enrichment and support.

Qualified Staffing

- Professional Development: Providing ongoing professional development opportunities for teachers to enhance their understanding of gifted education principles, instructional strategies, and methods for meeting the unique needs of gifted students.

- Specialized Personnel: Employing or consulting with specialists in gifted education, such as gifted education coordinators, resource teachers, or psychologists, to support the development and implementation of tailored programs and interventions.

- Collaborative Teams: Facilitating collaboration among teachers, administrators, parents, and other stakeholders to ensure a coordinated and comprehensive approach to meeting the needs of gifted students.

By implementing these strategies and practices, VHCS will create an inclusive and supportive learning environment where gifted students are challenged, engaged, and empowered to reach their full potential.

10.3. Exceptional Children

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

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

To identify students who are enrolled in the VHCS and have previously been found eligible for special education services or are protected under Section 504 of the Rehabilitation Act, the following steps will be taken:

Review Student Records: Check the student's educational records for any documentation indicating previous eligibility for special education services or Section 504 protection. We will utilize school secretarial staff to research student educational records within available state and local databases.

Collaborate with Previous Schools: Contact the student's previous school or district to obtain information about their special education status or Section 504 protection.

Parent/ Guardian Communication: Reach out to the student's parents or guardians to discuss any previous special education services or Section 504 accommodations the student received.

Assessment and Evaluation: If there are indications that the student may require special education services or Section 504 accommodations, conduct assessments and evaluations to determine their current needs.

Individualized Education Plan (IEP) or 504 Plan Review: If the student has an existing IEP or 504 plan, review it to understand their specific needs and accommodations.

Consult with Special Education/504 Coordinator: Work closely with the VHCS's special education coordinator to ensure proper identification and support for eligible students.

By following these steps and ensuring collaboration among school staff, parents, and previous schools, the VHCS will effectively identify and support students who are eligible for special education services or protected under Section 504.

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

IDENTIFICATION/EVALUATION of STUDENTS with DISABILITIES

Child Find is required of public education institutions and VHCS is committed to seeking out students with disabilities enrolled in the grades K-12. This includes students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and are in need of special education or related services even though they are advancing from grade to grade, and regardless of the severity of the disability. It also includes a practical method for determining which students are currently receiving needed special education or special education and related services. In support of the mission of VHCS, students with IEPs will be served according to their needs and ability level, supported by licensed, knowledgeable and, above all, caring educators. It is essential that these students and their parents be treated with the utmost respect and professionalism. Depending on the age or grade level of a student, they will be part of their IEP team, which includes their parent(s) or guardian, special education educators, special services providers, regular education teachers, administration, and others as needed including parent and student advocates or others in accordance with Federal IDEA law.

Q151.Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

Student Information System (SIS)

VHCS will store the required hard copies of student records at a secure facility in Charlotte, North Carolina. However, as a virtual school, VHCS understands the importance of maintaining student records within a secure system online, so that all authorized staff and guardians have easy access to appropriate information, while student privacy is protected. An acceptable SIS will protect student's personal information, per FERPA guidelines, while also giving appropriate access to administration, teachers, other VHCS records staff and parents. VHCS is currently evaluating Canvas, Blackboard, and Blackbaud as potential SIS. Using the same provider for both LMS and SIS will streamline the processes, which is a strong consideration. The Executive Director will evaluate the SIS meeting criteria below, and present findings and a recommendation to the Board for approval by June 2025. LMS will be set up and operational by February 2026, when VHCS begins enrollment for the 26-27 school year.

A secure and versatile SIS makes monitoring and reporting compliance efficient, allowing more time to be focused on teaching. It also ensures that gaps in student progress, especially at the high school level, are identified early and can be addressed before they cause a serious impediment to a student's post high school goals.

SIS must meet the following criteria:

- Maintain security compliant with FERPA laws and state and federal regulations pertaining to confidential information of a minor.
- Maintain enrollment forms and student records.
- Allow attendance recording, tracking, and download reports to show school compliance.
- List current courses and maintain a record of courses completed. Generate course reports and transcripts.
- Generate progress reports and report cards.
- Allow monitoring of completion and results of statewide assessments.
- Allow parents access, through a Parent Portal, allowing them to download records, complete logs, see graduation progress, and transcripts.

Transfer School Records: The school will request student records, including final grades and evaluations, from the previous school/s. These records include:

- Individual Education Programs (IEPs) and all records regarding special education and supplemental services
- Student health / immunization records
- Attendance records
- Any testing materials required to be maintained by the school
- Student transcripts and report cards
- All other student records

The VHCS is committed to providing the best possible education for students with disabilities enrolled at the school. The school will maintain policies and procedures consistent with Federal IDEA laws a and the North Carolina State Board of Education Special Education Rules and any

current and/or future iteration of such laws and rules. Congruent with the mission of the school, VHCS is committed to students with disabilities and will educate them according to the laws. We will focus on their abilities and maintain closing any achievement gaps that can be reasonably closed. The school will have a written performance contract with the authorized public chartering agency, the State Charter School Board, and primary responsibility as provided by the State Board of Education through the Special Education Department at the North Carolina State Office of Education. This contract will include a description of how student performance will be measured including students on qualified IEPs. As with other charter schools in the state, VHCS students are admitted based on a random lottery as required under North Carolina Code and the North Carolina State Board of Education Administrative Rules for Charter Schools. The lottery will be performed without restrictions due to race, color, gender, national origin, disability status, or religion. Assurances with regard to compliance with IDEA Part A and Part B, as well as the National Instructional Materials Accessibility Standard, and compliance with other Federal laws including "New Restrictions on Lobbying, "Debarment, Suspension, and Other responsibility Matters," and the Drug-Free Workplace Act of 1988 will be submitted to the North Carolina State Office of Education (NCSOE) annually with the application for IDEA Part B funding.

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

Accommodations and Modifications VHCS will offer accommodations and modifications to ensure that students can access the curriculum and demonstrate their learning. These may include extended time on assignments, assistive technology, and more. Counselors and administrators will adhere to 504 plans and IEP plans crafted by Special Education teachers and specialists.

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

VHCS understands that parents and guardians play a crucial role in their child's education. To support them in this journey, VHCS will offer resources and information to help them navigate the special education process.

This model is especially suited to meet the individual needs of each student, with flexibility in class choice and scheduling and the ability to individualize assignments. When needed, SPED teachers and other professionals will be engaged to provide support for students' specific needs. SPED teachers will collaborate with class teachers and Education Coordinators to provide a cohesive learning experience for each student. Students with an IEP or 504 designations will be given modified or adapted assignments, based on their IEP or 504. Students who qualify for additional services, such as speech or occupational therapy, will receive services either virtually or in person from SPED providers. Teachers have the flexibility to individualize assignments for advanced students, providing in-depth integrated assignments to keep them challenged and engaged. Students of all academic levels will benefit from the collaborative and flexible nature of this model.

VHCS will provide an IEP for each student, and all teachers will provide accommodations in the way of modifications to the level of mastery of a subject or by adapting effort or material to their teaching practices, or both as determined by the IEP, for that student's specific needs. These adjustments also flow into the area of assessments, and though it is strictly prohibited to modify state level testing, various accommodations are allowed and should be easily identified by way of the IEP. VHCS has identified how services will be available for students on IEPs with specific learning disabilities or challenges. Additionally, students with non-academic needs will also be served. All such services are intended to support a student's personal, social, and academic opportunities and may include developmental, corrective and other supportive services that assist a student with special needs in speech and language pathology, audiology, psychological, physical and occupational therapy, rehabilitation counseling, orientation and mobility services, parent counseling, school health and medical services, assistive technology services, and other developmental or corrective services as determined by the IEP team.

At-risk students can be defined as those with educational needs that are not associated with a specific disability. These students will be carefully placed to avoid interrupting or impeding the learning in a regular classroom or resource room setting. VHCS will attend to the needs of each student, abiding by the law. Where possible, students on behavioral IEPs will be provided with services that allow them to attend a special services room where they can relax and refocus on the effort at hand to ensure that LRE will be safeguarded and the rights of all students to learn will be carefully weighed in the balance. Above all else, it is the responsibility of any school to educate their

students and VHCS is fully committed to that prospect.

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

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

VHCS will abide by all laws, codes, and rules as they govern and regulate the delivery of an education program. The concept, expectation, and law that governs the delivery of FAPE, is essentially the mission, vision, values of the school and how it interacts with its students. VHCS hereby affirms the goal of providing a full educational opportunity to all students with disabilities between the ages of 12 and 22 served by VHCS, who are determined eligible for Special Education and related services under IDEA and DPI, and in accordance with all of the timeline requirements of the IDEA with respect to the identification, location, evaluation, and provision of a free appropriate public education.

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

Monitoring and reporting individualized education plans (IEPs) to students, parents, and relevant staff involves regular assessment, communication, and collaboration to ensure that each student's unique needs are being met effectively. Here's how the process might be structured:

Initial Assessment and Goal Setting: The IEP process begins with an initial assessment of the student's strengths, challenges, and learning objectives. The student, parents, teachers, and relevant specialists collaborate to identify specific goals and accommodations tailored to the student's individual needs.

Progress Monitoring: Throughout the school year, progress toward the goals outlined in the IEP is regularly monitored using a variety of assessment tools, including standardized tests, teacher observations, and informal assessments. Progress is tracked across academic, social-emotional, and functional areas to ensure comprehensive support.

Regular Communication: Communication between all stakeholders is essential for effective IEP monitoring. Teachers provide ongoing updates to parents and relevant staff members regarding the student's progress, challenges, and achievements. This communication may occur through regular meetings, progress reports, phone calls, emails, or digital platforms.
Data Collection and Analysis: Data related to the student's progress and performance are collected and analyzed systematically to inform decision-making and adjustments to the IEP as needed. This data-driven approach ensures that interventions and accommodations are based on evidence of effectiveness and tailored to the student's evolving needs.

Review Meetings: Periodic review meetings are scheduled to formally evaluate the student's progress and update the IEP as necessary. These meetings involve the student, parents, teachers, special education staff, and any relevant professionals (e.g., therapists, counselors). Together, the team reviews assessment data, discusses progress toward goals, and makes adjustments to the IEP as needed.

Student Involvement: Whenever appropriate, students are actively involved in the monitoring and review process of their IEP. They are encouraged to reflect on their own progress, set goals, and advocate for their needs. Student input is valued and incorporated into decision-making discussions regarding their education and support services.
Documentation and Reporting: All aspects of IEP monitoring, including assessment data, progress reports, meeting minutes, and communication records, are documented systematically and maintained in the student's educational records. Reports summarizing the student's progress and performance are shared with parents and relevant staff members on a regular basis, ensuring transparency and accountability.

Continuous Professional Development: Ongoing professional development opportunities are provided to teachers and staff members involved in implementing IEPs. Training sessions, workshops, and peer collaboration opportunities support educators in effectively monitoring student progress, implementing evidence-based interventions, and fostering inclusive learning environments.

By following these steps, schools can ensure that individualized education plans are monitored effectively and reported to the student, parents, and relevant staff in a collaborative and transparent manner, ultimately supporting the success and well-being of each student.

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

The proposed plan for providing related services to the anticipated special needs population involves comprehensive assessment, collaboration with stakeholders, and the provision of qualified staffing to meet the diverse needs of students. Here's an outline of the plan:

Needs Assessment: Conduct a thorough needs assessment to identify the specific related services required by the special needs population. This assessment may include evaluating students' Individualized Education Plans (IEPs), conducting screenings or evaluations, and gathering input from parents, teachers, and relevant professionals.

Service Delivery Model: Develop a service delivery model that outlines the types of related services needed (e.g., speech therapy, occupational therapy, counseling) and the frequency and duration of services for each student. Consideration should be given to the individualized needs of students, available resources, and best practices in service delivery.

Qualified Staffing: Recruit and hire qualified professionals to provide related services to students with special needs. This may include speech-language pathologists, occupational therapists, physical therapists, school psychologists, counselors, and other specialists with expertise in supporting students with disabilities.

Training and Professional Development: Provide ongoing training and professional development opportunities to staff members involved in delivering related services. Training topics may include evidence-based practices, assistive technology, behavior management strategies, cultural competency, and collaboration techniques.

Collaborative Team Approach: Foster collaboration among related services providers, classroom teachers, support staff, and parents to ensure a coordinated approach to meeting students' needs. Regular team meetings, case conferences, and communication channels should be established to facilitate collaboration and information sharing.

Individualized Support Plans: Develop individualized support plans for students receiving related services, outlining specific goals, strategies, and accommodations tailored to their unique needs. These plans should be reviewed and updated regularly based on ongoing assessment data and progress monitoring.

Resource Allocation: Allocate resources effectively to support the provision of related services, including funding for staffing, materials, equipment, and professional development. Prioritize investments based on the identified needs of students and the goals of the special education program.

Evaluation and Quality Assurance: Establish processes for evaluating the effectiveness of related services and ensuring quality assurance. This may include collecting feedback from students, parents, and staff members, analyzing outcome data, and conducting periodic program evaluations to identify areas for improvement.

Community Partnerships: Forge partnerships with community agencies, healthcare providers, and

other organizations to enhance the availability and accessibility of related services for students with special needs. Collaborate with external stakeholders to leverage resources, expertise, and support for students and their families.

VHCS will seek out and hire:

Special Education Coordinator/s as needed based on the number of exceptional students enrolled in the school

The Special Program Coordinator oversees support for students with IEP/504 Plans, those in need of focused intervention, EL students, and At-Risk populations (homeless and low-income). The Special Education Coordinator works a 10.5-month year, for approximately 200 school/prep days, from beginning of August - mid-June. He/she will focus on three (3) areas of support: (1) Teacher Coaching, (2) Parent Coaching, and (3) Compliance.

In the first operational year, the SPED Coordinator will also serve as a Special Education teacher, providing support classes for academics and other needs aligning with student IEPs. In subsequent years, with increased enrollment and expansion of grade levels offered, SPED Teachers will be hired based on need.

Qualifications

- State of North Carolina Teacher License for Elementary Education

- State of North Carolina Special Education Teacher License and Mild/Moderate endorsement

- Track record of compliance with regards to SPED & Exceptional Populations

- High skills in communicating through technology and creating and delivering virtual presentations and training

- High interpersonal skills in communicating with teaching staff and parents

- Excellent organizational skills

Special Education Teacher/s as needed based on the number of exceptional students enrolled in the school

Beginning in 2nd operational year, based on need

Special education teachers support class teachers, Paraprofessionals, and other staff in

administering and adapting education for students with IEP/504. Responsibilities include, but are not limited to: assessing students for special education services; meeting with parents, general education teachers, and other required participants to develop Individual Education Plans and other plans for support; providing instruction for students with an IEP or those in need of academic intervention; collecting and maintaining data on students with IEP/504 to track progress and compliance to support agreements. Special Education Teachers work a 10-month year, approximately 180 school/prep days from mid-August to mid-June.

Qualifications

- State of North Carolina Special Education Teacher License and Mild/Moderate endorsement for subject(s) taught; or is participating in the alternate pathway to professional educator licensure (Residency License) for special education and has obtained an Emergency License or Permit to Teach, per NCDPI education code and policy.

- North Carolina Special Education Teacher License

- Online teaching experience preferred

- Ability to use various assessment tools to drive instruction, intervention, and support

By implementing this proposed plan, schools can ensure that related services are provided effectively and that qualified staffing is available to meet the anticipated special needs population. This comprehensive approach supports the success and well-being of students with disabilities, fostering an inclusive learning environment where all students can thrive.

10.4. Student Performance Standards

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

VHCS holds high performance standards for all stakeholders of the school. The Board will evaluate student performance in several key areas to ensure students are not only prepared to compete academically, but to also be productive and positive influences in their families, communities, and workplace. The Board has also identified performance standards for itself and school staff in support of the student performance standards and modeling positive behavior for students and families.

Academic Proficiency: Mastery of core subjects such as mathematics, language arts, science, and social studies. Proficiency in subject-specific skills and knowledge aligned with state and national standards. Demonstrated ability to apply learned concepts to real-world situations.

Critical Thinking and Problem-Solving: Analytical thinking skills demonstrated through tasks like problem-solving, experimentation, and data analysis. Ability to evaluate information critically, draw logical conclusions, and make informed decisions. Creative thinking and innovation encouraged through projects, discussions, and interdisciplinary activities.

Communication Skills: Proficiency in verbal and written communication. Ability to express ideas clearly and coherently. Effective listening skills demonstrated through classroom participation and collaboration.

Collaboration and Teamwork: Demonstrated ability to work collaboratively in groups or teams. Effective communication and interpersonal skills. Respect for diverse perspectives and contributions.

Socio-Emotional Development: Social and emotional skills development, including self-awareness, self-management, empathy, and relationship-building. Strategies for coping with stress, managing emotions, and developing resilience. Promotion of a positive school climate and a supportive learning environment.

Citizenship and Community Engagement: Understanding of civic responsibilities and ethical behavior. Engagement in community service or volunteer activities. Respect for cultural diversity and global perspectives.

Technology Literacy: Proficiency in using technology for research, communication, and problem-solving. Understanding of digital citizenship and responsible use of technology.

These standards serve as benchmarks for assessing student progress and informing instructional practices. They may vary depending on the educational philosophy, curriculum standards, and the specific needs of the student population. Regular assessment and feedback mechanisms are often employed to monitor student performance and adjust teaching strategies to support individual learning goals.

The VHCS Board believes student performance is the top priority that frequent review of assessment and other data will inform where the student are performing well and where there are areas in need improvement. VHCS believes that assessment is:

● An ongoing process that helps identify, at various stages in the learning process, what a student knows, understands, and can do

● Vital for a clear understanding of overall school performance

● A collaborative process (pre and post assessments that utilize teachers, paraprofessionals, parents, and students)

● Should be a process that encourages, challenges, and motivates students to higher levels of learning and self-awareness

● Multiple types of evidence must be used to better understand each learner's strengths and needs, and to plan for support and enrichment

● Should allow students authentic opportunities to display their accomplishments and demonstrate their learning

Board Members and School Staff Performance Measures

We believe that board members and school staff must also be held to the same high standards and expectations as the students.

School Board Members

Governance and Leadership:
  - Demonstrates a clear understanding of the school's mission, vision, and goals.
  - Provides strategic direction and sets policies aligned with the school's objectives.
  - Ensures accountability and transparency in decision-making processes.

Policy Development and Oversight:
  - Develops and reviews policies that promote student achievement, equity, and safety.
  - Regularly evaluates policy effectiveness and revises as necessary.
  - Ensures compliance with legal and regulatory requirements.

Fiscal Responsibility:
  - Oversees the school budget and financial management practices.
  - Ensures fiscal sustainability and allocates resources efficiently.
  - Monitors financial performance and holds the administration accountable for budgetary decisions.

Community Engagement:
  - Represents the interests of the community and stakeholders.
  - Maintains open communication channels with parents, staff, and community members.
  - Solicits feedback and addresses concerns in a timely manner.

Ethical Conduct:
   - Upholds high ethical standards and acts with integrity.
   - Avoids conflicts of interest and maintains confidentiality when appropriate.
   - Abides by the board's code of conduct and governance principles.

School Staff (Teachers, Administrators, Support Staff)

Instructional Excellence:
   - Demonstrates mastery of subject matter and instructional best practices within and without virtual reality.
   - Designs and implements engaging and effective lesson plans.
   - Differentiates instruction to meet the diverse needs of students.

Student Achievement:
   - Sets high expectations for student learning and growth.
   - Monitors student progress and provides timely feedback.
   - Implements data-driven instructional strategies to improve student outcomes.

Classroom Management
   - Creates a safe, supportive, and inclusive learning environment.
   - Establishes clear expectations for behavior and maintains discipline effectively.
   - Manages instructional time efficiently and minimizes disruptions.

Professional Development
   - Engages in continuous learning and professional growth opportunities.
   - Seeks feedback from peers and supervisors to improve performance.
   - Stays current with research-based practices and educational trends.

Collaboration and Communication
   - Works collaboratively with colleagues, parents, and other stakeholders.
   - Communicates effectively with students, parents, and colleagues.
   - Participates in team meetings, committees, and school-wide initiatives.

Adherence to Policies and Procedures
   - Follows school and district policies and procedures.
   - Maintains accurate records and documentation as required.
   - Adheres to professional standards and ethical guidelines.

These performance standards help ensure accountability, promote continuous improvement, and ultimately contribute to the overall success of the school and its students.

Q158. Explain the use of any evaluation tool or assessment that the proposed charter

school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

EVALUATION OF STUDENTS

VHCS evaluates the progress of students by ongoing formative and summative assessments, administered at appropriate intervals. Formative assessments provide regular and timely feedback regarding student attainment of standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students. Formative assessments are not punitive nor are they used to determine a final grade. Summative assessments are accountability measurements that identify whether a student has mastered a standard or objective. They are used as part of the grading process. The Board will evaluate and review any potential assessment tool to be used in any grade through the approved VHCS RFP Procurement Process.

VHCS's assessments include, but are not limited to:

Common Formative Assessments: The importance of assessing students' skill mastery early on in schooling is paramount. Research suggests that successful early intervention is the best single predictor of future academic success, particularly in critical areas like reading, language acquisition, and mathematics. Beginning, mid and end-of-year assessment cycles assist teachers, parents, and students in establishing a baseline from which student academic and growth goals can be established. The mid and end-of-year assessments provide critical data needed to monitor progress against the baseline, add supports and interventions, as needed, or enhance students' individual learning plans. At their core, Star Assessments are purposeful, proven, powerful, and predictive. These computer adaptive assessments are designed to help teachers assess students quickly, accurately, and efficiently. Star Assessments provides teachers with reliable and valid data in an instant so they can target instruction, monitor progress, provide students with appropriate instructional materials, and intervene with at-risk students. Administrators use immediate feedback from these assessments to make decisions about curriculum, assessment, and instruction at the classroom and school levels. The Board will evaluate and select common formative assessments, such as Star Assessments, through the approved RFP procurement process.

Progress Monitoring (formative): Teachers utilize progress - monitoring tools to track student learning, assess and improve both remediation and extension practices, refine tiered instruction, and strengthen Response to Intervention.

Benchmark Assessments (summative): Student growth towards and proficiency of standards is measured through the beginning of the year, middle of year, and end of year benchmark assessment. Such assessments are included in Optima Domi/Victory XR ELA and math programs.

Curriculum-based Assessments (summative): Teachers administer curriculum-based assessments such as end-of- unit assessments, spelling tests, etc.

State-mandated Assessments (summative): VHCS is committed to complying with all state testing requirements and meeting or exceeding state goals - recognizing that testing requirements and windows can and may change. VHCS's plan for completing the assessment requirements for North Carolina public schools is driven by information received through the NC Department of Instruction's Office of Accountability and Testing. VHCS's Executive Director will ensure that all statewide assessment policies and procedures are adhered to and implemented appropriately.

Security & Fidelity for Testing: VHCS laptops are configured with a secure browser to be used when students participate in state assessments and formal course assessments. The secure browser disables a computer from accessing the internet, except for the testing site, to ensure fidelity to North Carolina Assessment Ethics. Additional requirements of state assessments and formal course assessments will include computer camera and screen sharing turned on for the duration of the test. VHCS teachers will virtually proctor assessments as permitted, such as Acadience, and provide facility-based testing as required, such as when administering any of the state mandated tests, such as End of Course, End of Grade, Beginning-of-Grade 3 Reading Test, Grade 3 Read to Achieve, etc.

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

The Board will adopt the policies and standards for promoting students from one grade level to the next, including students with special needs. The outline below describes the criteria and procedures for determining whether a student has successfully met the requirements to advance academically that will be under consideration for adoption by the board. These policies take into account various factors, including academic performance, attendance, socio-emotional development, and, in the case of students with special needs, individualized education plans (IEPs) or 504 plans.

General Promotion Criteria:

Academic Achievement: Students are expected to demonstrate proficiency in core subject areas of mathematics, English language arts, science, humanities/social studies physical education, etc. This proficiency may be assessed through standardized tests, teacher evaluations, classwork, and other forms of assessment.

Attendance: Regular attendance is often a requirement for promotion to the next grade level. Schools may establish minimum attendance thresholds that students must meet to be eligible for promotion.

Socio-Emotional Development: VHCS may consider factors such as behavior, social skills, and participation in extracurricular activities when evaluating students for promotion. Developing these skills is often viewed as essential for overall student success.

Credit Requirements (for upper grades): In middle and high school, students will be required to earn the state mandated number of credits in specific courses to advance to the next grade level. Failure to meet credit requirements may result in retention or alternative pathways to graduation.

Promotion for Students with Special Needs:

Individualized Education Plans (IEPs) or 504 Plans: For students with special needs, promotion criteria are tailored to their individualized education plans. These plans outline accommodations, modifications, and goals specific to the student's needs, and progress toward these goals is monitored regularly.

IEP/504 Team Review: Promotion decisions for students with special needs typically involve a review by the IEP or 504 team, which may include teachers, special education professionals, school administrators, and parents. This team evaluates the student's progress toward IEP goals and determines whether promotion is appropriate.

Communication of Promotion Criteria:

At the Beginning of the School Year: Schools typically communicate promotion criteria to parents and students at the beginning of the school year through student handbooks, school websites, and parent meetings. This ensures that families are aware of the expectations and can support their child's academic progress.

Progress Reports and Parent-Teacher Conferences: Throughout the school year, schools provide regular updates on student progress through progress reports and parent-teacher conferences. This communication allows parents to stay informed about their child's academic performance and address any concerns in a timely manner.

End-of-Year Evaluation: Prior to the end of the school year, schools evaluate each student's eligibility for promotion based on established criteria. Parents are typically notified of promotion decisions in writing, along with any recommendations for additional support or interventions if needed.

By establishing clear promotion criteria and maintaining open communication with parents and students, schools can ensure that promotion decisions are fair, transparent, and supportive of each student's individual needs and academic growth.

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

The VHCS Board will approved the exit standards for graduating ALL students, in alignment with NCDPI state graduation requirements and the unique mission and focus of the school. These standards encompass academic proficiency, skills development, accrual of required graduation credits, and other criteria we deem necessary for student success. Below are common elements to be included in out exit standards for graduating all students:

Academic Proficiency:
- Mastery of core subjects per the NCDPI High School Graduation Requirements
- Achievement of proficiency levels established by state standards and other assessment measures.
- Completion of required coursework in alignment with the charter school's curriculum.

Successful completion of all NCDPI High School Graduation Requirements:
- Achievement of the minimum NCDPI High School Graduation Requirements of 22 Future-Ready Credits.

Critical Thinking and Problem-Solving:
- Ability to analyze information, think critically, and solve complex problems.
- Application of reasoning skills across various subject areas and real-world contexts.
- Demonstration of creativity and innovation in academic pursuits.

Communication Skills:
- Proficiency in verbal and written communication, including effective expression of ideas and arguments.
- Active listening skills and the ability to engage in constructive dialogue with peers and instructors.
- Utilization of communication tools and technologies for collaboration and presentation.

Social and Emotional Development:
- Development of social-emotional competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Demonstration of empathy, resilience, and interpersonal effectiveness in diverse settings.

Career and College Readiness:
- Acquisition of skills and knowledge necessary for post-secondary education, vocational training, or workforce readiness.
- Participation in career exploration activities, internships, or job-shadowing experiences.
- Understanding of academic and career pathways and the steps required for future success.

Character Development and Citizenship:
- Demonstration of ethical behavior, integrity, and respect for others.
- Engagement in community service or service-learning projects that contribute to the well-being of others.
- Understanding of civic responsibilities and active participation in community and civic affairs.

Individualized Learning Goals:
   - Recognition of each student's unique strengths, interests, and learning needs.
   - Development of personalized learning plans or portfolios that track progress toward academic and personal goals.
   - Collaboration between students, parents, and educators to support individualized learning pathways.

Portfolio Presentations or Capstone Projects
   - Completion of a culminating project or portfolio that showcases academic achievements, skills development, and personal growth.
   - Presentation of the project to peers, faculty, and community members as a demonstration of readiness for graduation and future endeavors.

These exit standards serve as benchmarks for evaluating student achievement and readiness for graduation from VHCS. They reflect the school's mission, values, and educational priorities, while also preparing students for success in college, careers, and beyond.

Supporting and Graduating Students At Risk of Dropping Out

First and foremost, Virtual Reality Learning is an ideal platform for students at risk of dropping out. Drop-out prevention and credit recovery are among the top reasons VHCS selected Virtual Reality Learning as a primary mode of instruction. Virtual Reality's ability to engage / motivate students, remove distractions, quickly close learning gaps, and the rapidity with which information is disseminated and retained is unparalleled. Our hope is to attract and retain families with students that are at risk of dropping out, to re-engage them in the learning process, help them find their areas of interest, and prepare them for college, trade, or whatever their post-high school dreams entail.

At-risk students may be defined as those with educational needs that are not associated with a specific disability. These students will be carefully placed to avoid interrupting or impeding the learning in a regular classroom setting. Virtual Reality provides additional options and resources for supporting at risk students because of its ability to remove distractions and control the classroom environment, such as muting students, locking students into place, and setting personal boundary parameters, all things that are not possible in a physical environment. These abilities may allow some at risk students to continue learning in a regular classroom. VHCS will attend to the needs of each student, abiding by the law. Where possible, students on behavioral IEPs will be provided with services that allow them to attend a special services virtual reality classroom where they can relax and refocus on the effort at hand to ensure that the least restrictive environment will be safeguarded and the rights of all students to learn are carefully weighed in the balance. Above all else, it is the responsibility of VHCS to educate ALL students and we are fully committed to this prospect.

The Board will approve the plan for graduating students at risk of dropping out with a comprehensive approach that addresses their academic, social-emotional, and personal needs. Below is a step-by-step plan that supports these students:

Identification and Assessment:
   - Identify students who are at risk of dropping out based on academic performance, attendance records, behavior issues, and other indicators.
   - Conduct individual assessments to understand the underlying reasons for their struggles, which may include academic challenges, family issues, socio-economic factors, or personal barriers.

Develop Individualized Plans:
   - Create individualized education plans (IEPs) or student success plans for each at-risk student, outlining specific goals, interventions, and support services tailored to their needs.
   - Involve students, parents/guardians, teachers, counselors, and other stakeholders in the planning process to ensure a collaborative approach.

Academic Support and Remediation:
   - Provide targeted academic support in core subjects where students are struggling, such as tutoring, small-group instruction, or personalized learning programs.
   - Offer credit recovery options for students who have fallen behind in coursework, including online courses, summer school, or alternative learning pathways.
   - Implement differentiated instruction strategies to accommodate diverse learning styles and pace.

Social-Emotional Support:
   - Offer counseling services and social-emotional learning (SEL) programs to help students cope with stress, build resilience, and develop healthy coping mechanisms.
   - Provide mentorship opportunities and peer support groups to foster positive relationships and a sense of belonging.
   - Address underlying issues such as trauma, mental health disorders, substance abuse, or family conflicts through appropriate interventions and referrals.

Attendance Monitoring and Intervention:
   - Implement strategies to improve student attendance, such as attendance incentives, outreach to parents/guardians, and early intervention for absenteeism.
   - Identify and address barriers to attendance, such as health concerns, family responsibilities, lack of family support, etc.

Family and Community Engagement:
   - Engage parents/guardians in the educational process through regular communication, parent workshops, and family involvement activities.
   - Collaborate with community organizations, social services agencies, and local businesses to provide additional resources and support for at-risk students and their families.

Career and College Readiness:

   - Provide career exploration opportunities, job-shadowing experiences, and vocational training programs (such as Virtual Reality CTE Courses) to help students identify their interests and aspirations.

   - Offer college-preparation resources, including assistance with college applications, financial aid, and scholarship opportunities.

   - Facilitate connections with employers, industry partners, and higher education institutions to create pathways for post-secondary success.

Monitoring and Evaluation:

   - Regularly monitor student progress toward graduation goals, adjusting interventions and supports as needed.

   - Track key indicators such as academic performance, attendance, behavior, and engagement to measure the effectiveness of the dropout prevention efforts.

   - Celebrate milestones and successes along the way to motivate students and reinforce their commitment to graduation.

By implementing a comprehensive plan that addresses the academic, social-emotional, and personal needs of at-risk students, VHCS hopes to improve graduation rates and empower students to achieve their full potential.

10.5. School Culture and Discipline

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

The culture and ethos of a school based in virtual reality is unique, shaped by the immersive nature of the virtual reality environment, and the innovative approach to education. The culture embraces innovation and encourage students and educators to explore new ideas, technologies, and learning methods. One of the key strengths of VR-based education is its ability to breakdown barriers to learning and to create an environment without some of the challenges present in today's post-pandemic schools. The nature of VR-based learning promotes inclusivity, welcoming students from diverse backgrounds, abilities, and geographical locations. For example, a student in a wheel-chair will be able to walk in VR, a student that is dealing with identity issues can enter VR with an avatar that makes them feel comfortable, or the student that may not have access to AP classes in their rural district will now be able to participate in AP courses from wherever they live. Despite being a remote school, VR-based education offers the ability for collaboration with opportunities for synchronous and asynchronous engagement. Further, a VR-based school offers a global perspective fostering global citizenship and empathy. Students will learn how to be positive digital citizens and learn ethical and safe behavior in virtual environments. Finally, the VHCS school culture develops creativity, adaptability, and resiliency through creative problem-solving, encouraging critical thinking skills, and building a growth mindset.

SAFE AND ORDERLY CLIMATE

VHCS believes that the climate and culture of the school must consistently maintain a feeling of safety for all students. VHCS will adopt a student Code of Conduct that aligns with the goal of encouraging students to take responsibility for their actions and develop self-discipline both in the virtual and real world. VHCS will hold all students, staff, board members, and families to the highest standards of behavior inside the virtual environment, online, and during school-sponsored activities. Recognizing that threats to safety may occur despite the best efforts, a school safety audit, performed by an outside school safety expert, will be conducted before the school opens and annually thereafter. We will also follow the self-assessment program developed by safeandsoundschools.org. The Executive Director will be designated as the lead safety officer and will develop a staff-based school safety committee. This committee will meet regularly and hold training to ensure an orderly response from students and employees in the event of an emergency.

CODE OF CONDUCT

All students, faculty, board members, and parents will conduct themselves in a manner that contributes to a productive, safe, happy, and inviting learning environment for themselves and others. Behavior expectations will be posted on all websites, chat rooms, LMS systems, and school social media sites.

1.
Be Safe Examples: Follow virtual classroom and online rules. Students will not engage in any harmful or illegal cyberbullying or bring illegal substances at an event sponsored

by or affiliated with the school.

2.

Be Respectful Examples: Show kindness, use polite language, be truthful and honest, share and help each other, take turns, solve problems peacefully.

3.

Be Responsible Examples: Keep equipment in good working order, take care of school issued computers and headsets. VHCS cannot be responsible if equipment is lost or stolen, but will come at the expense of parents of students.

4.

Be Ready Examples: be prepared for class, be attentive, do your best work, respect other learners, be on time, have good attendance, honor school conduct code.

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

Creating and implementing a positive and inclusive culture for students, teachers, administrators, and parents is crucial for the success of any educational institution. VHCS' comprehensive plan starting from the first day of school, and how to acculturate students who enter mid-year:

1. Setting the Tone on the First Day:

- Welcoming Environment: Ensure that the school environment is welcoming and inclusive from day one. This includes friendly greetings, clear signage, and helpful staff to guide newcomers.

- Orientation Program: Organize an orientation program for both new and returning students. This program should introduce school policies, expectations, and resources available to support students' academic and personal growth.

- Icebreaker Activities: Incorporate icebreaker activities to help students get to know each other and feel comfortable in their new environment. This can foster friendships and a sense of belonging.

2. Establishing Clear Expectations:

- Communication Channels: Establish effective communication channels between all stakeholders, including regular newsletters, parent-teacher conferences, and student councils. Transparent communication fosters trust and collaboration within the school community.

3. Encouraging Student Leadership and Engagement:

- Student Council: Establish a student council or leadership program where students can voice their opinions, plan events, and take on leadership roles within the school community.

- Extracurricular Activities: Offer a variety of extracurricular activities and clubs that cater to diverse interests and talents. Encourage students to explore their passions and develop leadership skills outside of the classroom.

Acculturating Students Entering Mid-Year:

- Buddy System: Pair new students with existing students who can serve as mentors and guides. This helps newcomers acclimate to the school culture and build connections with their peers.

- Orientation Session: Provide a comprehensive orientation session for mid-year entrants, similar to the one conducted at the beginning of the school year. This should cover school policies, resources, and opportunities for involvement.

- Individual Support: Assign a staff member, such as a counselor or teacher advisor, to provide personalized support to students who enter mid-year. This individual can help address any concerns or challenges the student may face during the transition.

Continuous Evaluation and Improvement:

- Feedback Mechanisms: Implement regular feedback mechanisms to gather input from students, teachers, administrators, and parents about the school culture and environment. Use this feedback to identify areas for improvement and make necessary adjustments.

- Professional Development: Provide ongoing professional development opportunities for teachers and administrators to enhance their cultural competency and skills in creating an inclusive learning environment.

By following this comprehensive plan and remaining committed to fostering a positive and inclusive culture, VHCS will create a supportive and enriching environment for all members of the community, regardless of when they join.

Q163.Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

The VHCS Board recognizes that while this is a remote learning school, there are going to be opportunities for students to convene together for school-sponsored events. Further, we also expect stellar digital citizenship inside VR classrooms when working synchronously with teachers and students. The classroom management controls within the VR environment allow the teacher to control students within the classroom. This ability will drastically reduce disruptive and inappropriate behaviors. For elementary grades, the Board may select a classroom management curriculum, such as CHAMPS, that staff, students, and families will be trained on and agree to in their enrollment / onboarding packet. For middle and high school grades, staff, students, and families will review and agree to the school code of conduct according to the approved policy of the school. The VHCS Board reviewed disciplinary policies from other schools and is providing below a possible disciplinary policy that will be reviewed, considered and voted on once the school is approved.

SUSPENSION / EXPULSION POLICY

Inasmuch as VHCS emphasizes the value of grace, courtesy, and respect, these principles will guide administrators and faculty in the application of the school's disciplinary policies and procedures, beginning with teachers addressing disciplinary issues in a respectful and compassionate manner. Teachers will be given opportunities to develop these abilities through professional development training seminars to be held semi-annually. In most cases, teachers will address and remedy discipline issues in the classroom, but if unable to do so, he/she will work closely with school administrators and parents to coordinate their efforts to resolve matters of discipline. In the event that suspension or dismissal is required, VHCS staff will act pursuant to the following Student Suspension and Expulsion Policy and in accordance with IDEA and all other applicable state and federal laws.

PROCEDURE

VHCS will establish a Discipline Review Committee (DRC) to assist the Director when a student exhibits ongoing behavioral problems in school. The DRC will consist of some or all of these individuals: VHCS's director, assistant director, faculty member, designated member of the board, and parent. Throughout the DRC process, parents will be notified by personal contact on a regular basis. The DRC will make recommendations for a behavior modification plan, which may include suspension or expulsion, and will meet with the student and parents in a timely manner to resolve the situation. If a solution cannot be determined, the DRC may make recommendations to the Board of Directors for further action to be taken. Suspension is the temporary removal of a student from class or school. It is meant to alert the parent/guardian of a serious problem that requires action from the student, parent/guardian, and school. It may require a hearing scheduled no more than five school days following the suspension. Allowance to extend the hearing may be necessary through mutual agreement of the parties, inability of the district to contact parent(s)/guardian(s) despite documented good faith efforts, or lack of cooperation by parent(s)/guardian(s). Expulsion is the process of dismissing a student from school for an extended period of time, up to one year. It transfers the primary responsibility of providing educational services from the school to the home

and makes the parent/guardian responsible for compliance with the Compulsory Education Act for the duration of the expulsion. (North Carolina Code Ann. § 53A-11-907(2).) Only the board of directors can expel a student.

The DRC may also intervene in the event that an administrative disciplinary decision is appealed. In such a case, the DRC's process is: (i) to determine, in writing, the reason for the appeal; (ii) to determine the offense, the student's reaction, any history related to it and any extenuating circumstances; (iii) to determine the administrative action taken and the severity of the consequence; (iv) to determine school policies in the matter and which, if any, apply; (v) to determine whether the consequence was consistent with VHCS's policies and appropriate for the offense; and (vi) to make a written recommendation to the parent(s) and/or administration (whichever is appropriate) in regard to their conclusions. Parents are allowed (but not required) to be a part of the initial meeting with the DRC to voice their reasoning. Once they have clarified their points, the DRC will gather to discuss the information presented. If presentation is made orally, an application for disciplinary appeal form must be in writing and submitted to the director (assistance will be available through the office if requested).

Due to the nature of the positions held within the DRC, it may be necessary for the DRC to choose one of their members to share their thoughts and then exit the remainder of the meeting due to a conflict of interest. This might occur if a student has accused a member of the DRC of impropriety (this person may be substituted with another person by choice of the committee). Once an appeal has been filed with the school, the DRC has up to three school days to convene and make a decision (with the intent to come together as quickly as possible) and carry out the discipline already in place until the DRC is able to meet. The director has the discretion to postpone action pending the decision of the DRC if extenuating circumstances are determined. Once the DRC has come to a final conclusion, the parent(s) will be notified. Since there is potential for an appeal beyond the DRC, the board chair and secretary should receive a copy of any appeal to the DRC. Disciplinary Procedures for Students with Disabilities VHCS will ensure that its disciplinary actions are consistent with IDEA, state, and federal law. VHCS recognizes that students with disabilities, who enroll in our program, and their parents/guardians, retain all rights under Part B of the IDEA, §§ 53A-15-301 through 53A-15-305 North Carolina Code Ann., and other rules protecting the rights of students with disabilities. As a result, VHCS has adopted the following provisions regarding discipline procedures for students with disabilities as set forth in the North Carolina Board of Education's Special Education Rules, Section V. In the event VHCS's policy does not comply with Part B of the IDEA, North Carolina Code, or other rules protecting the rights of students with disabilities, VHCS will adopt a policy to ensure compliance with North Carolina DPI Special Education Rules.

DISCIPLINE PROCEDURES

A. DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES.

Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

B. DEFINITIONS.

The following definitions apply to this section only.

1) Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in Section 202(c) of the Controlled Substances Act (21 USC 812(c)).

2) Weapon has the meaning of the term "dangerous weapon" given under paragraph (2) of the first subsection (g) of Section 930 of Title 18, USC. "Dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

3) "Illegal drug" is a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional, or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

4) "Substantial evidence" means beyond a preponderance of the evidence.

C. CHANGE OF PLACEMENT FOR DISCIPLINARY REMOVALS.

For purposes of removal of a student with a disability from the student's current educational placement as described in this section, a change of placement occurs if: 1) the removal is for more than ten consecutive school days. 2) the student is subjected to a series of removals that constitute a pattern because they accumulate more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

D. REMOVALS - TEN SCHOOL DAYS OR LESS.

To the extent removal would be applied to students without disabilities, school personnel may order the removal of a student with a disability from the student's current placement for not more than ten consecutive school days for any violation of school rules, and additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under Rule V.C.2.

E. REQUIRED SERVICES - NO CHANGE OF PLACEMENT.

1) An LEA need not provide services during periods of removal, under Rule V.D., to a student with a disability who has been removed from his or her current placement for ten school days or less in that school year, if services are not provided to a student without disabilities who has been similarly removed.

2) In the case of a student with a disability who has been removed from his or her
current placement for more than ten school days in the same school year, the LEA, for
the remainder of the removals, shall provide services to the extent necessary to enable the student

to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

3) School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.

F. REMOVALS FOR WEAPONS OR DRUGS.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days, if:

1) the student carries a weapon to school or to a school function under the jurisdiction of a state or local education agency.

2) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of a state or local educational agency.

3) the interim alternative educational setting must be determined by the IEP team.

G. FUNCTIONAL BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN.

Within ten business days after first removing a student for more than ten school days in a school year, or for weapon violation, drug violation, or behavior that is substantially likely to result in injury to he student or to others, the following actions shall be taken by the LEA:

1) if the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the removal occurred, the LEA shall convene an IEP meeting to develop an assessment plan.

2) if the student already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and modify it, as necessary, to address the behavior.

3) As soon as practicable after developing the assessment plan described in subsection V.G.1. of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address the behavior and implement the interventions.

4) If, subsequently, a student with a disability who has a behavioral intervention plan and who has been removed from the student's current educational placement for more than ten school days in a school year, is subjected to a removal that does not constitute a change of placement under Rule V.C., the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more of the team members believe that

modifications are needed, the team shall meet to modify the plan and its implementation to the extent the team deems necessary.

H. AUTHORITY OF HEARING OFFICER.

A hearing officer under IDEA-B may order a change in the placement of a student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) calendar days if the hearing officer, in an expedited due process hearing:

1) determines that the LEA has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

2) considers the appropriateness of the student's current placement.

3) considers whether the LEA has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.

4) determines that the interim alternative educational setting proposed by school personnel who have consulted with the student's special education teacher meets the requirements of

Rule V.I.

I. DETERMINATION OF INTERIM ALTERNATIVE EDUCATIONAL SETTING.

Any interim alternative educational setting in which a student is placed under Rules V.F. and V.H. must:

1) be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP.

2) include services and modifications designed to address the behavior described in Rules V.F. and V.G. that are designed to prevent the behavior from recurring. The IEP team must determine the interim alternative educational setting referred to under Rule V.F.

J. MANIFESTATION DETERMINATION REVIEW REQUIREMENT.

If an LEA removes, or contemplates removing a student for weapons violations, drug violations, behavior that is substantially likely to result in injury to the student or to others, or other behavior that violates any rule or code of conduct that applies to all students which results in a change of placement under Rule V.C., the following actions shall be taken by the LEA:

1) Not later than the date on which the decision to remove the student is made, the parents must be notified of that decision and provided the procedural safeguards notice described under these Rules.

2) Immediately, if possible, but in no case later than ten school days after the date on which the decision to remove the student is made, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action. The review must be conducted by the IEP team and other qualified personnel in a meeting.

K. PROCEDURES FOR CONDUCTING A MANIFESTATION DETERMINATION REVIEW.

The IEP team and other qualified personnel in a meeting must conduct a manifestation determination review. In carrying out the review, the IEP team and other qualified personnel may determine that the behavior of the student was not a manifestation of the student's disability only if the team and other qualified personnel:

1) first consider, in terms of the behavior subject to disciplinary action, all relevant information, including:

a) evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student.

b) observations of the student.

c) the student's IEP and placement.

2) then determines that:

a) in relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate, and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement.

b) the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action.

c) the student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

3) If the IEP team and other qualified personnel determine that any of the above standards in this section were not met, the behavior must be considered a manifestation of the student's disability.

4) The manifestation determination review described in this section may be conducted at the same IEP meeting that is convened to address a functional behavioral assessment and behavioral intervention plan.

5) If the review identifies deficiencies in the student's IEP or placement, or in their implementation, the LEA must take immediate steps to remedy those deficiencies.

L. DETERMINATION THAT BEHAVIOR WAS NOT A MANIFESTATION OF DISABILITY.

1) If the results of the manifestation determination review indicate that the behavior of the student

with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that FAPE shall continue to be made available to those students consistent with Rule V.E.2.

2) The student's IEP team determines the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP if the student is removed because of behavior that has been determined not to be a manifestation of the student's disability.

3) If the LEA initiates disciplinary procedures applicable to all students, the LEA shall ensure that the person or persons making the final determination regarding the disciplinary action transmit the special education and disciplinary records of the student with a disability for consideration.

4) If a parent requests a hearing to challenge the determination that the behavior of the student was not a manifestation of the student's disability, then the student shall remain in the student's current educational placement as described in Rule IV.R. or in an interim alternative educational setting consistent with Rule V.N., whichever applies.

M. PARENT APPEAL.

1) If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability, or with any decision regarding placement, the parent may request a hearing.

2) The USOE shall arrange for an expedited hearing in any case described in this section if requested by the parent.

3) In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the LEA has demonstrated that the student's behavior was not a manifestation of the student's disability, consistent with the requirements of Rule V.K.

4) In reviewing a decision to place the student in an interim alternative educational setting, the hearing officer shall apply the standards under Authority of Rule V.H.

N. PLACEMENT DURING APPEALS.

1) If a parent requests a hearing regarding a disciplinary action described in Rule V.F. or Rule V.J., to challenge the interim alternative educational setting or the manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five- (45) day time period provided for, whichever occurs first, unless the parent and the local educational agency agree otherwise.

2) If a student is placed in an interim alternative educational setting pursuant to Rule V.F. or Rule V.H., and school personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed

change in placement the student must remain in the current placement (the student's placement prior to the interim alternative educational setting), except as provided for in this section.

3) If school personnel maintain that it is dangerous for the student to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the LEA may request an expedited due process hearing.

4) In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards under "Authority of Hearing Officer", Rule V. H.

5) A placement ordered pursuant to this section may not be longer than forty-five (45) days. The procedure in V.N.3., above, may be repeated as necessary.

O. PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.

1) A student who has not been determined to be eligible for special education and related services under these Rules, and who has engaged in behavior that violated any rule or code of conduct of the LEA, including any behaviors described in this section, may assert any of the protections provided for in this section, if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2) An LEA must be deemed to have knowledge that a student is a student with a disability if:

a) the parent of the student has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate LEA that the student is in need of special education and related services.

b) the behavior or performance of the student demonstrates the need for these services in accordance with student evaluation/classification procedures, Rules II.D. and II.F.

c) the parent of the student has requested an evaluation of the student pursuant to Rule II.D.

d) the teacher of the student, or other personnel of the LEA, has expressed concern about the behavior or performance of the student to the director of special education of the LEA or to other personnel of the LEA in accordance with their established Child Find or special education referral system.

3) An LEA would not be deemed to have knowledge under this section, if, as a result of receiving the information, the LEA either:

a) conducted an evaluation consistent with these Rules and determined that the student was not a student with a disability; or

b) determined that an evaluation was not necessary, and provided notice to the student's parents of

its determination consistent with prior notice requirement Rule IV.D.

4) If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors consistent with this section.

5) If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under this section, the evaluation must be conducted in an expedited manner.

6) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

7) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA shall provide special education and related services in accordance with the provisions of these Rules, including the discipline procedures and FAPE requirements.

Q. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES.

1) Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities, or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

2) An LEA reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports the crime.

3) An LEA reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

10.6. Certify

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

- ◉ Yes

- ○ No

Applicant Comments :

The VHCS Board reviewed policy from several schools and provided its own version of a possible disciplinary process that the board will review and adopt upon charter approval.

Q165.Explanation (optional):

11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

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

5 Gingerwood Lane, Durham NC 27713

11.2. Governance

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

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

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

Resources

X
Initial Members of t...

Applicant Evidence :

X
NC-Initial Members ...

Uploaded on **4/24/2024**
by **Cynthia Gonzalez**

Q168. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.

VHCS Governance Plan

VHCS is organized and incorporated as a North Carolina non-profit corporation. It is the entity that will hold the charter and be responsible for the development and operations of the school. VHCS functions and exists for the sole purpose of operating the proposed charter school. It is recognized as a distinct and legally independent entity that is responsible for the financial decision-making and business operations of the school.

The VHCS (VHCS) Governance Plan outlines the structure, roles, responsibilities, and decision-making processes for VHCS, with the aim of ensuring effective governance. This plan applies to all stakeholders engaged in school operations, including board members, administrators, staff, and parents.

Board of Directors

The VHCS Board of Directors serves as the governing body and consists of five to seven members, including community representatives, educators, parents, and experts in virtual reality technology and education. The board's roles and responsibilities encompass setting the school's mission, vision, and strategic goals, approving budgets, and financial plans, hiring and evaluating the school director, ensuring compliance with charter school laws, and representing the interests of school stakeholders. Board members serve staggered three-year terms to maintain continuity.

Responsibilities of the Board

Two of the primary responsibilities of the Governing Board are to protect the legal interests of the charter school and to ensure the school meets the commitments in its charter. Regarding protection of the legal interests of the school, the Governing Board has a host of responsibilities and powers in its articles of incorporation and throughout its charter. These powers and responsibilities range from things such as hiring and evaluating the school's Director and Business Manager (or EMO) to the purchasing of materials. Its authority is to be exercised using sound legal and ethical practices and policies. In addition, the Governing Board is responsible for ensuring that the school meets the commitments contained in its charter. These responsibilities include setting the school's vision/mission and adopting policies that align with that mission; advocating for good external relations with the community, school districts, media, neighbors, parents, and students; hiring and evaluating a director and business manager; practicing strategic planning; ensuring adequate resources and managing those resources effectively; and assessing the organization's performance.

The School Director will report directly to the Board and will be responsible for the daily operations of VHCS, including curriculum development, teacher supervision, and student welfare. The Director will provide regular updates on school performance to the Board. Teaching staff will report directly to the School Director. Support staff will report directly to the School Director or an assigned manager/director. The director will be evaluated on academic metrics, enrollment, financial performance, teacher retention, and any other metrics the Board determines relevant.

The Business Manager or EMO, under the direction of the Board, will be responsible for budgeting and financial planning. They will maintain a transparent and sustainable budget, allocating resources efficiently to support its mission. Regular financial reports will be provided to the Board and made accessible to the public.

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

Board Member Roles & Responsibilities

The VHCS board members' roles and responsibilities will be set forth and clearly defined in VHCS's bylaws. In general, it is the Board's responsibility to manage the property, affairs, and business of the school. These roles and responsibilities include but are not limited to protecting the legal interests of the school, establishing and setting forth the vision and mission of VHCS, establishing its policies and procedures in accordance therewith, exercising sound legal and ethical practices and policies, managing liabilities wisely, advocating good external relations with the community, school districts, media, neighbors, parents, and students, hiring and evaluating the school's director, practicing strategic planning, ensuring adequate resources and managing them effectively, and assessing VHCS's overall performance. In addition, the Board will perform such other duties as are appropriate and necessary for the safe and effective operation of the school and which promote VHCS's vision, mission, and educational philosophy.

Board Officers

The officers of the Board will include chairman, vice chairman, secretary, and treasurer. Officers will be chosen by, and come from among the members of the board. The chairman will preside over all official board meetings, have general charge of the business of the Board, and carry out its policies under direction of the Board. The chairman has authority to delegate duties and responsibilities to other board members. The chairman shall form committees as required, and appoint committee chairs and other committee members, subject to approval of the Board. The vice chairman shall have all the powers and perform all the duties of the president in his/her absence. The vice chairman shall perform other such duties that may be assigned to him/her by the chairman or the Board. The secretary will keep accurate minutes of all board meetings. The secretary will act as a clerk thereof and record all actions, votes and minutes of all proceedings in one or more books to be kept for that purpose. The secretary is responsible for posting notices of upcoming meetings in accordance with the provisions of VHCS's bylaws or as required by law, and performs such other duties that may be assigned to him/her by the president or the Board. The treasurer is the general supervisor of the financial affairs of the school, subject to Board concurrence, and has power to disburse funds, sign checks, drafts or other payments of money, and make or cause to be made monthly financial statements for the Board in accordance with VHCS policy and procedure. The treasurer also performs such other duties that may be assigned by the chairman or the Board. The treasurer must receive, record within three business days, and safeguard money, bonds, or other securities. Funds are deposited, under supervision and by action of the treasurer, in accounts appropriately meeting the requirements of the North Carolina State Money Management Act (MMA), such that they will be subsequently distributed to accomplish school objectives by the action of a business manager or similar agent (§51-7-11). Treasurers responsible for public funds must be bonded in the amounts indicated in R628-4-4 (R628-4-2; R628-4-4; §51-7-15). Additionally, VHCS assures that it will "make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds." The treasurer will ensure that the business administrator is properly carrying out these activities on behalf of the governing Board.

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

Our Board of Directors is made up of dedicated educators, business professionals, and community leaders who are passionate about a state-of-the-art virtual reality infrastructure created to provide students with an engaging and interactive learning environment that expands horizons, encourages critical thinking, fosters creativity, and builds community. We are dedicated to equipping our students with essential skills, preparing them to become future-ready individuals capable of adapting to the challenges and opportunities of the global landscape. Our Board of Directors brings together individuals with years of experience in the diverse areas that are needed to create and govern a public charter school. Our board members bring decades of experience in education, charter schools, curriculum, digital teaching and learning with virtual reality technology, program development, finance and compliance, non-profit organizations, and small business operations. The board has years of experience working with students from elementary school to high school and beyond.

Due to the vast experience working in virtual reality technology, education in charter schools, finance and compliance and digital teaching methods, VHCS is confident in creating, implementing and helping our students succeed in our school.

Q171. Explain how this governance structure and composition will help ensure that
1. The school will be an educational and operational success;
2. The board will evaluate the success of the school and school leader; and
3. There will be active and effective representation of key stakeholders, including parents.

The proposed governance structure and composition of the board will help ensure the fulfillment of the school's vision, student academic success, and success of school staff. The following governance plan will ensure that board members are meeting the needs of the school, staff, students, family, and community it serves.

VHCS is a North Carolina non-profit corporation governed by a board of directors (the "Board"). The Board will consist of five to seven voting members comprised of parents, IT professionals, local business/civic leaders, attorneys or a variety of such. VHCS will pursue a board with diverse backgrounds to better serve the school. In accordance with North Carolina Code, VHCS will encourage and maintain active involvement of parents of students attending the school. In an effort to promote parental involvement, parents of students currently attending VHCS shall elect at least one parent representative to serve on a rotating basis as a voting member on the Board. No board member may receive remuneration for board service. No employee of VHCS may serve as a voting board member.

Training and Board Evaluation

An effective training plan for charter school board members is essential for supporting the school's mission and vision. Training will be provided in multiple areas, including governance, educational policies and programs, school finances, board leadership, parent and community engagement, continuous improvement, and professional development. Training sessions may encompass various formats, including workshops, conferences, online resources, mentoring, peer support, and guest speakers from relevant fields. Other examples of professional development may include attendance at USBE sponsored trainings, charter school association trainings, third party or staff trainings at board meetings, annual board retreat trainings, collaboration with stakeholders from other successfully governed charter schools, or group review of recognized board training literature.

The Governing Board will conduct, at a minimum, one self-evaluation each year at or around its annual meeting. One of the purposes of this evaluation is to determine whether the school is meeting the vision, mission, and educational philosophy outlined in the charter. Another purpose will be to identify current and future school needs and to determine what additional experience and expertise is needed on the Governing Board. Additionally, this evaluation will help to identify the professional development needs of the existing Governing Board and serve as a tool to assist in the development of an annual professional development schedule. The board will continuously evaluate the overall effectiveness of the board as a governing body and establish mechanisms for collecting feedback from school staff, parents, and the community regarding the board's performance and areas for improvement. Using the feedback and evaluation results, the board will continue to update and refine the training plan and governance practices for continuous improvement.

Board Member Terms

Of the initial board members, two members will serve terms of three years and two members will serve terms of four years with newly elected members serving two-year terms. All other board

members will serve staggered two-year terms (four members will be elected in even numbered years, and three will be elected in odd-numbered years). Each member is limited to two consecutive terms. If a member resigns or their second term expires, they must wait a minimum of one year before running for re-election. Following each June election, the Board of Directors votes to select its own leadership. At the Board's discretion, it may also reorganize following the filling of a Board vacancy. In the event of dismissal, resignation, or other vacancy on the Board (other than any vacancy which occurs within six months of a regularly scheduled election), the Board will conduct a special election to fill the remaining portion of the vacant member's term. For a vacancy occurring within six months of a regularly scheduled election (three months in the event that such vacancy was the result of a successful recall vote), the remaining board members will appoint a replacement from the candidates who submit their names to serve until the next regularly scheduled election. The Board at its sole discretion can determine whether or not to reorganize following the filling of a vacancy.

In the event of a special election, the Board shall advertise the vacancy and request candidate nominations within one week of the confirmation of the vacancy. Interested candidates must apply and submit the necessary paperwork within two weeks of the advertising of the vacancy. A special election to fill the vacancy will occur within four weeks of the advertising of the vacancy and shall run for a period of three days during normal school hours with a minimum of one evening until 7:00 p.m.

Flow of Information

As indicated below, information to and from VHCS's Board, the stakeholders, and VHCS administrators may occur in several ways. Whether information flows to the stakeholders through the PTO, committees, or instructional staff/administrators, our intent is to encourage open communication between and among all individuals and groups organized to promote the mission and philosophy of VHCS.

Conclusion

The VHCS Governance Plan forms the foundation for responsible and effective school operation as a Virtual Reality Charter School. Periodic reviews and updates to this plan will ensure its continued relevance in adapting to changing circumstances. All stakeholders are expected to adhere to its principles and actively contribute to the success of the school and the fulfillment of its mission.

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

Introducing our Virtual Horizons Board

Our Board of Directors is made up of dedicated educators, business professionals, and community leaders who are passionate about a state-of-the-art virtual reality infrastructure created to provide students with an engaging and interactive learning environment that expands horizons, encourages critical thinking, fosters creativity, and builds community. We are dedicated to equipping our students with essential skills, preparing them to become future-ready individuals capable of adapting to the challenges and opportunities of the global landscape. Our Board of Directors brings together individuals with years of experience in the diverse areas that are needed to create and govern a public charter school. Our board members bring decades of experience in education, charter schools, curriculum, digital teaching and learning with virtual reality technology, program development, finance and compliance, non-profit organizations, and small business operations.

The board came together due to a shared vision of creating an educational resource that is not yet available for K-12 students in North Carolina. We seek to use the latest technology in virtual reality, alongside research-based and time-tested best practices in teaching, to educate a generation who will need 21st-Century skills to thrive in our growing digital and global community.

Each of our board members understands we need to continually learn and grow, staying up-to-date with the latest in education and technology, to remain true to our mission and vision, as well as responsible business practices to operate a publicly funded school.

Recruitment and Approval Plan for New Board Members

Founding board members were recommended and invited to participate because of their connections to the North Carolina communities in which they live. Board members possess specific expertise in education, business, finance, educational technology, and passion for brining innovative education solutions to the students and families of North Carolina and the communities in which they live.

A well-structured recruitment plan for new board members is pivotal to ensuring that VHCS continues to benefit from individuals who bring the necessary skills and commitment to support the school's mission. This plan will be regularly reviewed and updated to adapt to changing needs and maintain an effective board.

Board members should possess a range of skills and qualifications, including financial expertise, legal knowledge, education experience, community engagement, virtual reality or technology expertise, and a commitment to the school's mission and values. Promoting diversity and inclusion in the board composition is highly encouraged.

Potential candidates may be identified through recommendations from current board members, parents, staff, local community organizations, professional associations, and virtual reality technology forums. Outreach and promotion efforts will involve developing a recruitment package, promoting board openings through various channels, hosting information sessions or webinars to inform potential candidates, and collaborating with community organizations.

The selection process for new board members will include an application and screening phase and interviews with shortlisted candidates to ensure alignment with the school's mission and values. Upon selection, candidates will be presented to the existing board for approval. Once approved, the selected candidates will be notified and provided with a welcome package outlining the board's expectations and responsibilities. An orientation session will be conducted to familiarize new board members with the school's operations and governance.

No board member may serve for more than three consecutive terms, ensuring a rotation of leadership and fresh perspectives. No more than three of the founding board members may serve a consecutive term when their initial three-year terms are completed.

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

This board has extensive experience in the State of North Carolina and the communities in which they live. It is comprised of business and education professional who have worked and served in their communities, including Raleigh / Durham and Charlotte areas. Together, the board has lived and worked in their North Carolina communities for over 60 years.

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

ARTICLE IV: MEETINGS OF MEMBERS SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the

At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least once every 12 months, the Board meeting shall include: (1) review and/or election of Board Members and specific positions; (2) review and/or appointment of Officers of the corporation; (3) review and approval of annual budget.

SECTION 4.02 SPECIAL MEETINGS

The Chair or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chair of the Board has not been elected, then the President of the corporation is authorized to call a special meeting in place of the Board Chair.

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

Creating an effective orientation and training program for new board members, as well as providing ongoing professional development for existing board members, is crucial for maintaining a competent and informed board. Here's a sample plan for training and development:

New Board Member Orientation:

Timing: Within one month of joining the board.

Topics:

- Introduction to the organization's mission, vision, and values.
- Overview of the organization's history, structure, and governance framework.
- Understanding board roles, responsibilities, and expectations.
- Review of bylaws, policies, and procedures.
- Introduction to key stakeholders, including staff, volunteers, donors, and partners.
- Overview of financial statements and budgeting process.
- Discussion on board culture, communication norms, and conflict resolution mechanisms.

Requirements: Mandatory attendance for all new board members.

Ongoing Professional Development:

Timing: At least one session per quarter.

Topics:

- Governance best practices and trends in the nonprofit sector.
- Board member fiduciary duties and legal responsibilities.
- Risk management and compliance updates.
- Strategic planning and goal setting.
- Fundraising strategies and donor relations.
- Diversity, equity, and inclusion training.
- Technology updates relevant to the organization's operations.
- Effective leadership and teamwork skills.

Requirements: Attendance at a minimum of three out of four sessions per year.

Board Retreats:

Timing: Annually, preferably in the first quarter.

Topics:

- Strategic planning and alignment with organizational goals.
- Board self-assessment and performance evaluation.
- Team building activities to enhance collaboration and cohesion.
- Deep dive discussions on specific organizational challenges and opportunities.
- Guest speakers or workshops on relevant topics.

Requirements: Mandatory attendance for all board members.

Individual Development Plans:

Timing: Developed annually in conjunction with board self-assessment.

Topics:

- Personalized development goals based on individual strengths and areas for improvement.
- Opportunities for mentorship or coaching.
- External training or certification programs relevant to board responsibilities.

Requirements: Review and approval by the board development committee.

Evaluation and Feedback:

Timing: Continuous throughout the year.

Process:

- Regular feedback sessions with board leadership to assess training effectiveness and identify areas for improvement.
- Formal evaluation of board performance annually, including individual contributions and overall effectiveness.

Requirements: Active participation in evaluation processes.

By implementing a comprehensive training and development plan, VHCS will ensure that its board members are equipped with the knowledge, skills, and resources needed to fulfill their roles effectively and contribute to the organization's success.

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

Establishment of Ethical Standards: The board will create and approve a clear, written code of ethics that outlines expectations for all members regarding conflicts of interest. This code will be reviewed regularly and readily accessible to all stakeholders.

Disclosure Requirements: All board members, as well as any individuals involved in the decision-making process, should disclose any actual or potential conflicts of interest. This includes financial interests, personal relationships, or any other factors that could influence their judgment.

Conflict Identification Procedures: The board will implement systematic procedures to identify conflicts of interest. This includes regular conflict disclosure forms, interviews, or discussions during board meetings.

Evaluation and Mitigation: Once conflicts are identified, the board will evaluate the severity of the conflict and determine appropriate mitigation strategies. This might involve recusal from decision-making, establishing independent review panels, or seeking legal or ethical guidance.

Transparency and Documentation: All steps taken to address conflicts of interest will be transparently documented. This ensures accountability and provides a record of how conflicts were identified and resolved.

Training and Education: Board members will receive regular training on ethical standards and conflict of interest policies. This helps ensure that all members understand their responsibilities and know how to identify and address conflicts effectively.

Regular Review and Revision: Ethical standards and conflict of interest policies will be periodically reviewed and updated to reflect changes in regulations, best practices, and organizational needs.

Regarding existing relationships that could pose conflicts if the application is approved, the board will thoroughly assess each potential conflict and take specific steps to avoid or mitigate them. This will include:

- Recusal: Any board members with direct personal or financial interests in the application should recuse themselves from the decision-making process.
- Independent Review: Establishing an independent review panel or seeking external expertise to evaluate the application impartially.
- Transparency: Clearly disclosing any existing relationships or potential conflicts to all stakeholders involved in the decision-making process.
- Legal Guidance: Seeking legal advice to ensure that all actions taken to address conflicts comply with relevant laws and regulations.
- Documentation: Maintaining detailed records of how conflicts were identified and addressed, demonstrating a commitment to transparency and accountability.

By implementing these measures, the board can uphold high ethical standards and ensure that conflicts of interest are effectively managed in the decision-making process.

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

The decision-making processes used by the board to develop school policies follows the general framework below:

- Identification of Policy Needs: The board identifies areas where new policies are required or existing policies need to be updated. This will be based on school needs, emerging issues, community feedback, and internal reviews.

- Research and Analysis: Once the need for a policy is identified, the board will conduct research and analysis to gather information and data relevant to the issue. This may involve consulting experts, reviewing best practices, studying similar policies in other schools or districts, and considering the potential impact of different policy options.

- Consultation and Stakeholder Involvement: Our board will involve various stakeholders in the policy development process to ensure that a diverse range of perspectives is considered. This may include teachers, administrators, students, parents, community members, and relevant experts or organizations. Stakeholder input can be gathered through surveys, focus groups, public meetings, or advisory committees.

- Drafting the Policy: Based on the research, analysis, and stakeholder input, the board or a designated committee drafts the policy document. The policy should clearly outline the purpose, scope, objectives, procedures, responsibilities, and any other relevant details.

- Review and Revision: The draft policy is reviewed by the board and possibly by legal counsel to ensure compliance with laws, regulations, and board policies. Feedback may also be sought from stakeholders during this stage. Revisions are made as necessary to improve clarity, effectiveness, and alignment with the board's goals and values.

- Approval Process: Once the policy draft is finalized, it is submitted to the board for approval.

- Implementation: After the policy is approved, it is communicated to relevant stakeholders, such as school staff, students, parents, and the community. Clear guidelines are provided for how the policy will be implemented, including any necessary training or resources.

- Monitoring and Evaluation: The board monitors the implementation of the policy to ensure compliance and effectiveness. This may involve collecting data, conducting assessments, soliciting feedback, and making adjustments as needed. Regular reviews are conducted to assess the policy's impact and relevance over time.

- Review and Revision: Periodic reviews are conducted to evaluate the ongoing need for the policy and to make updates or revisions as necessary based on changing circumstances, feedback, or new information.

By following a systematic and inclusive decision-making process, the board can develop school policies that are well-informed, transparent, and responsive to the needs of the school community.

Q178. Describe any advisory bodies, councils, or associations listed in the organization

chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

There are no advisory boards listed at this time, but the Governing Board reserves the right to start any committee that will be of assistance to the school. The advisory boards that could be started by the Governing Board are financial committee, academic advisory board, etc.

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

Procedures to Review Complaints

Procedures & Timelines

VHCS places high value on courtesy, respect and responsibility. As such, we encourage parents/guardians and staff to develop open and respectful lines of communication with each other for the benefit of VHCS students. However, we acknowledge that from time to time, situations may arise that are upsetting. If a parent/guardian, student, staff member or other individuals or groups are not satisfied with a decision, policy or act or believes that VHCS has violated or is violating any rule or regulation, they may take the following steps:

1) Discuss the complaint with the staff member that has direct responsibility for the problem.

a) As soon as possible, take the complaint directly to the staff member involved (in the case of violation of laws or issues with school-wide policies, the school director would be the appropriate staff member) to resolve the problem through discussion.

b) VHCS is committed to using communication to work out problems, therefore, the two parties involved may request mediation with the staff member's immediate supervisor if direct communication fails or would be inappropriate.

c) If the aggrieved person is not satisfied, the person should move to step 2 as soon as possible.

2) Discuss the complaint with the staff member's immediate supervisor.

a) If the two parties involved come to an impasse, then the complaint will be taken to the staff member's immediate supervisor for discussion including use of mediation if necessary. If the original complaint was directed toward the school director and discussion (as mentioned in step 1) has not worked, move directly to step 3.

b) This should continue through the ranks until the complaint has been discussed with the school director.

c) If the complaint has not been satisfactorily addressed after talking with the VHCS's director, move to step 3. This should occur as soon as possible following the original complaint.

3) Submit the complaint in writing to the director.

a) The director may speak to all parties involved and will try to resolve the issue through discussions with those people. Otherwise, within two weeks, the director will make a written decision concerning the complaint, giving the reasons for the decision.

b) If the Director's written decision is unsatisfactory, move to step 4 as soon as possible.

4) Submit the complaint in writing to the chair of VHCS's Board of Directors.

a) Upon receiving the written complaint, the chair shall request copies of all written

communications from Step 3.

b) The chair shall convene a complaint review committee consisting of Board members (with no less than a quorum of board members) that shall meet within ten working days to discuss the issues. Those involved with the complaint shall have a right to attend the meeting.

c) The complaint review committee shall decide on the matter by majority vote and shall respond in writing to the person issuing the complaint and the director no later than fifteen days from the receipt of the complaint.

d) If the complaint review committee is unable to reach a decision and/or the complaint is of such a nature that it might interfere with the normal functions of the school, then the committee shall bring this matter to the full Board for consideration. The Board will review the complaint at the next scheduled board meeting after receipt of the request. The Board's decision shall be final and shall be made within ten working days of the hearing.

Exceptions to Procedural Steps

VHCS recognizes that there may be certain circumstances in which it may be inappropriate to resolve a problem as prescribed above. Therefore, the following exceptions disclose some of the above steps may be bypassed to seek a resolution by a greater authority: (i) the complaint or problem involves a known or suspected violation of the law; (ii) the complaint or problem is clearly not within the authority of the staff member's supervisor to resolve; or (iii) the complaint falls under the scope of IDEA §§ 53A-15-301 through 53A-15-305, or other rules or regulations protecting students with disabilities.

Compliance with Section 504 & IDEA.

At VHCS, we recognize the importance of addressing parental complaints of students served under IDEA, North Carolina Code Ann.§§ 53A-15-301 through 53A-15-305, or other applicable laws protecting disabled individuals. Due to the complexity and importance of these procedural safeguards, VHCS has adopted the procedures endorsed by the North Carolina Board of Education in their handbook entitled Special Education Rules, § IV.G. Complaint Procedures. As part of VHCS's complaint policy, we have established procedures to allow parties the opportunity to resolve disputes through a mediation process that is available whenever a due process hearing or an expedited due process hearing is requested. These procedures are outlined in the Special Education Rules handbook § IV.J. If the application of any provision of our complaint policy to a student with a disability is not permissible, or becomes impermissible, under IDEA or other law, VHCS will implement other actions consistent with the conflicting law or regulation which shall most closely correspond to the requirements of this policy.

Q180.**Attach as Appendix G Organizational Chart**
• **A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include**

lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

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

Total Files Count: 5

Applicant Evidence :

NC-Organizational Fl...

Uploaded on **4/24/2024**
by **Cynthia Gonzalez**

Q181.Attach as Appendix H Charter School Board Member Information Form and Resume
• A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form

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

Resources

2024 Charter School ...

Applicant Evidence :

[PDF] COBRIEN_Charter Sc...	[PDF] COBRIEN_RESUME_	[PDF] DEnglish_Charter Sc...	[PDF] DEnglish_resume.pdf
Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**
[PDF] JasonG_Charter Scho...	[PDF] JGuffey_resume .doc...	[PDF] KTafiti_Charter Scho...	[PDF] KTafiti _resume.pdf
Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**
[PDF] RDaughtry_Chater S...	[PDF] RDaughtry_resume....		
Uploaded on **4/26/2024** by **Cynthia Gonzalez**	Uploaded on **4/26/2024** by **Cynthia Gonzalez**		

Q182.Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and

2. Completed Background Check

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

• **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

• **Background check must include any additional aliases that have been used by the individual.**

• **Background check must include a completed county level check for any county returned in the Social Security Trace.**

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

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

Total Files Count: 50

Resources

[W] 2024 Charter School ...

Applicant Evidence :

PDF	PDF	PDF	PDF
KTafiti_Background_...	JGuffey_Background...	DEnglish_Backgroun...	RDaughtry_Backgro...

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JasonG_CharterScho...	RDaughtr_ChaterSch...	CObrien_ChaterScho...	KTafiti_Charter Scho...

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DEnglish_Charter Sc...	COBrien_Backgroun...	Dennis English VHCS...

Uploaded on **4/26/2024** by **Cynthia Gonzalez** | Uploaded on **4/26/2024** by **Cynthia Gonzalez** | Uploaded on **4/26/2024** by **Kim Tafiti**

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

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

Total Files Count: 3

Applicant Evidence :

PDF
NC VHCS Bylaws_FIN...

Uploaded on **4/24/2024**

by **Cynthia Gonzalez**

Q184.Attach Appendix K Articles of Incorporation or Municipal Charter
• If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
• If the applicant is a municipality, attach a copy of the municipal charter.

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

Total Files Count: 5

Applicant Evidence :

PDF

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Uploaded on **4/24/2024**
by **Cynthia Gonzalez**

11.3. Staffing Plans, Hiring, and Management

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

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

Resources

X

Staffing Chart Templ...

Applicant Evidence :

X

NC-Staffing Chart Te...

Uploaded on **4/24/2024**
by **Cynthia Gonzalez**

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

Teachers

VHCS teachers focus on preparing for and teaching virtual reality classes in their subject area of focus and/or endorsement. Responsibilities include, but are not limited to: reviewing and planning class activities and homework assignments based on virtual reality curriculum adopted or developed by VHCS; adapting and creating learning activities to align with our VHCS mission and model; providing additional academic support through scheduled office hours and by appointment; supervising asynchronous courses and assignments for students; maintaining open communication with Paraprofessionals regarding progress and any areas of concern for students on the cohort roster. Teachers can teach as a substitute for another VHCS teacher as needed and receive an additional fee of $35 per hour, for live teaching time. Teachers work a 10-month year, approximately 180 school/prep days from mid-August to mid-June.

Qualifications

- State of North Carolina Teacher License for Elementary Education or Secondary Education with Subject Endorsement, depending on assignment
- Online teaching experience preferred. Unless already certified at time of hire, teacher will be required to complete specific training in online teaching by December 1 of initial school year
- Experience successfully implementing standardized curriculum
- Ability to use various assessment tools to drive instruction
- Ability to integrate education technology into teaching and teach digital skills

Paraprofessional

Paraprofessionals are responsible for helping teachers with students and parent/guardians and serving as an ongoing point of contact. Para's monitor the progress of each student on their Cohort roster, continually communicating with class teachers as well as SPED teachers, EL teachers, and other staff as needed. Paraprofessional's work a 10.5-month year, for approximately 200 school/ prep days, from beginning of August - mid-June. This position requires some travel within North Carolina.

Qualifications

- Experience adapting and creating curriculum and/or standards-aligned learning activities, including SPED and EL accommodations
- Excellent organizational skills
- Ability to problem-solve and mediate with teachers and parents
- Track record of compliance within public school, preferably charter school

Q187. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage

a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

The Executive Director works closely with the governing board to implement policies and procedures that further the mission and vision of VHCS. The Director oversees all coordinator positions, including the implementation of VHCS policies and procedures by coordinators and teaching staff. Duties include, but are not limited to: training Coordinators; collaborating with department Coordinators to ensure that information, processes, and procedures from departments are shared with fidelity and in a timely manner; attending leadership meetings; monitoring compliance and overall academic progress; participating in staff hiring and evaluations; approving staff salaries for presentation to the Board for final approval; approving stipends, overtime, and time off requests; approving policy exception requests; ensuring SPED services are provided appropriately; fostering positive authorizer relationships; being responsive to parent concerns; implementing accreditation action plan. The Executive Director is in a 12-month, full-time position. This position requires travel throughout the state of North Carolina and work outside school hours.

Qualifications

- Master's degree in education or related field or equivalent experience
- Teaching licenses in Elementary Education and Secondary Education
- Min 5 years' experience teaching, preferably in charter and/or online school
- Min 2 years administrative experience, preferably in a charter and/or online school
- Track record of compliance within public school, preferably charter school.

Exceptional organizational skills, interpersonal communication skills, personnel management, and ability to supervise a group, ability to work as a team player as well as independently and be self-motivated, and high competency in using electronic communications methods

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

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

Applicant Comments :
The school leader has not been identified.

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

In the first operational year, the Executive Director will work directly with instructional and administrative staff. As the number of instructional and support staff increases with enrollment, assistant directors and additional staff will be added to align with enrollment numbers and grade level needs. Temporary and/or hourly administrative positions may be added if needed in the first operational year and will report directly to the Executive Director. Business management and human resources will be through contracted outside organizations with experience in supporting charter schools. In future years, VHCS may hire, as in-house staff, a Business Manager and/or Human Resources Director. The Executive Director will report to the VHCS Board of Directors. All other school staff will report through the Executive Director. School staff will participate in board meetings as needed to present reports, status, and updates on student progress and achievement, efficacy of the educational plan, financial stability, and other related topics.

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

The VHCS Board will create and approve procedure for hiring and dismissing school personnel. A possible Hiring and Dismissing process is outlined below:

Hiring Procedures

1. Job Posting and Recruitment:
   - The board announces job vacancies internally and/or externally, depending on the position.
   - Job postings include essential qualifications, job duties, and application instructions.

2. Application Review:
   - The board reviews applications to ensure candidates meet minimum qualifications.
   - Applications are screened based on relevant experience, education, certifications, and other criteria.

3. Interview Process:
   - Qualified candidates are invited to participate in interviews with a hiring committee or panel.
   - Interviews assess candidates' skills, qualifications, experience, and fit for the position and school culture.

4. Reference Checks:
   - The board conducts reference checks to verify candidates' professional background, work history, and character.
   - References may include former supervisors, colleagues, and other professional contacts.

5. Criminal Background Checks:
   - All finalists for positions undergo criminal background checks as required by state law or board policy.
   - Background checks may include fingerprinting and checks of state and federal criminal databases.

6. Offer of Employment:
   - Following a successful interview process and background check, the board extends offers of employment to selected candidates.
   - Offers include details such as position title, salary, start date, and any conditions of employment.

7. Onboarding and Orientation:
   - Newly hired personnel participate in onboarding and orientation sessions to familiarize themselves with school policies, procedures, and expectations.
   - Orientation may include training on student safety protocols, technology systems, and administrative procedures.

Dismissal Procedures

1. Performance Evaluation:
   - The board conducts regular performance evaluations of school personnel to assess job

performance and adherence to expectations.

  - Evaluations may consider factors such as job performance, attendance, professionalism, and adherence to policies.

2. Documentation of Performance Issues:

  - If performance issues arise, the board documents concerns, communicates expectations for improvement, and provides support and resources as needed.

  - Documentation may include performance evaluations, written warnings, and records of disciplinary actions.

3. Progress Monitoring:

  - The board monitors the progress of personnel who are addressing performance concerns, providing feedback and support as necessary.

  - If performance does not improve, further action may be taken.

4. Probationary Periods:

  - Some employees may be subject to probationary periods during which their performance is closely monitored.

  - Failure to meet expectations during the probationary period may result in dismissal.

5. Dismissal Process:

  - If performance issues persist or serious misconduct occurs, the board initiates the dismissal process.

  - Dismissal procedures may involve meetings with the employee, formal written notices of termination, and opportunities for the employee to respond or appeal.

6. Legal Compliance:

  - The board ensures that dismissal procedures comply with relevant employment laws, regulations, and contractual obligations.

  - Employees have rights to due process and fair treatment throughout the dismissal process.

7. Documentation and Record-Keeping:

  - The board maintains accurate records of all personnel actions, including performance evaluations, disciplinary actions, and termination notices.

  - Documentation is retained in accordance with legal requirements and board policies.

By following these procedures, the board ensures that school personnel are hired and dismissed in a fair, transparent, and legally compliant manner, promoting accountability and maintaining a positive work environment.

Criminal Background Checks

Required Employment Policies Criminal Background Check

Per North Carolina Legislation 110-90.2, the following individuals are required to submit to a

criminal background check and ongoing monitoring as provided in North Carolina Code Section 110-90.2:

(1)   an employee of a charter school who does not hold a current North Carolina educator license issued by the state board under 115C-332, Education Professional Licensure;

(2)   a volunteer for a charter school who is given significant unsupervised access to a student in connection with the volunteer's assignment;

(3)   a contract employee, as defined in Section 110-90.2, who works at a charter school;

(4)   a charter school governing board member

VHCS will require proof of completion of criminal background checks for all staff who do not hold a current North Carolina educator license, volunteers, contract employees, and governing board members before employment or service can be contracted. Results of criminal background check, for the DOJ, must be obtained by VHCS before any person has unsupervised access to any student.

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

See Budget Detail

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

Procedures for handling employee grievances and/or termination

As mentioned above, VHCS is committed to attracting and retaining the best personnel to further its mission of providing a comprehensive program in a professional and compassionate environment; however, situations will arise when termination of an employee is in the best interest of the school. Inasmuch as VHCS will maintain an at-will employment arrangement with its employees, termination of an employee may be accomplished for any legally permissible reason. We recognize that termination proceedings can sometimes be complicated and often create fertile ground for contention and discord. With that in mind, if the Board is unsure how employment law applies in a particular situation, it will consult an attorney for advice.

VHCS reserves the right to terminate an employee at any time and for any legally permissible reason. Employees at VHCS possess the same right to resign their employment at any time. Because VHCS employees are "at-will," VHCS is not legally obligated to provide notice or follow specific criteria prior to terminating an employee. Notwithstanding, VHCS' goal is to retain employees, and therefore, it will generally follow a traditional disciplinary process including: (i) giving notice to the employee of the specific performance problems and the consequences of not improving; (ii) establishing goals for improvement; (iii) setting a reasonable time frame for meeting the goals (normally two weeks to thirty days); (iv) following up to see if there is improvement; and (v) terminating the employee if the goals have not been met. We recognize that an at-will relationship does not provide free reign to terminate employees, and we acknowledge that violations of public policy, anti-retaliation rules, or tortuous conduct, among other things, could limit the school's ability to terminate an at-will employee. In addition, federal and state anti-discrimination laws (e.g. race, gender) prohibit the use of an at-will employment agreement as a tool to engage in illegal employment discrimination. Notwithstanding VHCS' intent is to follow traditional disciplinary processes, nothing contained in this policy is intended to create, or can create, any contractual or other legal rights to such processes.

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

We don't anticipate positions will have dual responsibilities.

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

The VHCS Board has plans to provide qualified staff for special needs, English learners, and gifted students. These positions have been included in the budget. To ensure qualified staffing for the anticipated special needs, EL, and gifted populations, our educational administrators will implement a forward-thinking plan that involves:

• Recruitment: Prioritize the hiring of staff who are certified in special education, including teachers with endorsements in working with English Learners (EL) and gifted students. Recruitment should focus on professionals with a demonstrated track record of effectiveness in diverse classrooms.

• Professional Development: Offer ongoing training and support for all staff members on inclusive practices, differentiation techniques, and specific strategies for supporting EL and gifted students. This includes training in culturally responsive teaching practices to better serve a diverse student body.

• Staffing Ratios: Maintain appropriate student-to-teacher ratios that accommodate the needs of special education, EL, and gifted learners. Smaller class sizes are beneficial and often necessary to provide the targeted instruction and interventions required.

• Specialized Personnel: Employ specialists such as speech therapists, occupational therapists, school psychologists, and resource teachers. These specialists should collaborate with classroom teachers to create and implement effective educational strategies.

• Collaboration and Team Teaching: Encourage team teaching environments where special education teachers and general education teachers work collaboratively in the classroom. This approach promotes an inclusive learning environment and allows for sharing of best practices.

• Technology and Resources: Integrate advanced resources and technology that aid in personalized learning. This could include adaptive learning software and interactive platforms that are accessible to students with varying needs.

• Parent Involvement and Feedback: Regularly involve parents in discussions surrounding the educational strategies and accommodations for their children. Valuing parental feedback and making them partners in their child's education can lead to better educational outcomes.

• Monitoring and Evaluation: Regularly assess the effectiveness of educational strategies used with the special needs population. This should include tracking academic progress, behavioral changes, and overall engagement levels to ensure that staffing adjustments can be made as necessary.

By implementing these strategies, VHCS will ensure that staffing is not only qualified but also effective in meeting the multifaceted needs of special education, EL, and gifted students.

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

General Staffing Guidelines

VHCS will use a significant amount of the overall budget to obtain quality teachers and support staff. Funds that most schools spend on purchase, rent, and maintenance of physical school sites is not needed by VHCS and will thus be partially used in acquiring and maintaining teaching and support staff who are a good fit for moving our mission and vision forward. Providing competitive compensation also communicates to our staff how much we value them.

All potential employees, volunteers, and governing board members must submit to a criminal background check and continued monitoring, per North Carolina Legislative Code 110-90.2. Proof of completing background check must be provided before final contract will be offered, and results of background check must be obtained by VHCS before any employee may have contact with students.

VHCS will not discriminate against relatives of current employees; however, any relatives of charter governing board members must meet the North Carolina State provisions in legislative code G.C. 115C-325. In addition, no staff member can report directly to or be evaluated by an immediate relative. As we seek to recruit team members who are the right fit for our culture, mission, and vision, we value recommendations from existing staff, who understand that culture.

All salaries have a range and individual salaries, including stipends, are based on years of experience, educational degrees and post BA/BS credits, and other qualifications.

Preoperational Year Staffing (25-26)

In the preoperational year, the Board will contract with an Executive Director and a business manager or management organization. The Executive Director will be responsible for preparing the academic and administrative elements of VHCS for opening in August 2026. The business manager or management organization will be responsible for preparing the business components of VHCS for opening in the 2026-27 school year. Both will attend board meetings to report and to receive directions. The Executive Director will transition to a full-time employee of VHCS on January 6, 2026, or a date approved by a quorum of the Board, for school opening in August 2026.

Key Positions

Position	Start Date Year 1 (25-26)	Start Date Year 2+
Executive Director	January 6, 2026	Year-round position
Education Coordinators Testing Coordinator SPED Coordinator	July 1, 2026	August 1 - June 15 *Depending on student start/ end dates*

Teachers		August 15 - June 15
(SPED Teachers to begin 2nd operational year as needed)	July 1, 2026	*Depending on student start/ end dates*
Student Information Coordinator	As needed based on enrollment activity January - May 2026	August 1 - June 15
	Full-time starting June 1, 2026	

Executive Director

The Executive Director works closely with the governing board to implement policies and procedures that further the mission and vision of VHCS. The Director oversees all coordinator positions, including the implementation of VHCS policies and procedures by coordinators and teaching staff. Duties include, but are not limited to: training Coordinators; collaborating with department Coordinators to ensure that information, processes, and procedures from departments are shared with fidelity and in a timely manner; attending leadership meetings; monitoring compliance and overall academic progress; participating in staff hiring and evaluations; approving staff salaries for presentation to the Board for final approval; approving stipends, overtime, and time off requests; approving policy exception requests; ensuring SPED services are provided appropriately; fostering positive authorizer relationships; being responsive to parent concerns; implementing accreditation action plan. The Executive Director is in a 12-month, full-time position. This position requires travel throughout the state of North Carolina and work outside school hours. Starting salary range: $90,000 - $120,000.

Qualifications

- Master's degree in education or related field or equivalent experience
- Teaching licenses in Elementary Education and Secondary Education
- Min 5 years' experience teaching, preferably in charter and/or online school
- Min 2 years administrative experience, preferably in a charter and/or online school
- Track record of compliance within public school, preferably charter school.
- Exceptional organizational skills, interpersonal communication skills, personnel management, and ability to supervise a group, ability to work as a team player as well as independently and be self-motivated, and high competency in using electronic communications methods.

Teacher

VHCS teachers focus on preparing for and teaching virtual reality classes in their subject area of focus and/or endorsement. Responsibilities include, but are not limited to: reviewing and planning class activities and homework assignments based on virtual reality curriculum adopted or developed by VHCS; adapting and creating learning activities to align with our VHCS mission and model; providing additional academic support through scheduled office hours and by appointment; supervising asynchronous courses and assignments for students; maintaining open communication with Paraprofessionals regarding progress and any areas of concern for students on the cohort roster. Teachers can teach as a substitute for another VHCS teacher as needed and receive an additional fee of $35 per hour, for live teaching time. Teachers work a 10-month year, approximately 180 school/prep days from mid-August to mid-June. Salary range: Licensed Teacher Salary Schedule range of $50,000-$65,000.

Qualifications

- State of North Carolina Teacher License for Elementary Education or Secondary Education with Subject Endorsement, depending on assignment
- Online teaching experience preferred. Unless already certified at time of hire, teacher will be required to complete specific training in online teaching by December 1 of initial school year
- Experience successfully implementing standardized curriculum
- Ability to use various assessment tools to drive instruction
- Ability to integrate education technology into teaching and teach digital skills

Paraprofessional

Paraprofessionals are responsible for helping teachers with students and families and serving as an ongoing point of contact. Para's monitor the progress of each student on their Cohort roster, continually communicating with class teachers as well as SPED teachers, EL teachers, and other staff as needed. Paraprofessional's work a 10.5-month year, for approximately 200 school/prep days, from beginning of August - mid-June. This position requires some travel within North Carolina. Starting salary range: Paraprofessional Salary Schedule range of $30,000-$40,000, distributed equally throughout regular pay periods.

Qualifications

- Experience adapting and creating curriculum and/or standards-aligned learning activities, including SPED and EL accommodations
- Excellent organizational skills
- Ability to problem-solve and mediate with teachers and parents
- Track record of compliance within public school, preferably charter school

Special Education Coordinator

The Special Program Coordinator oversees support for students with IEP/504 Plans, those in need of focused intervention, EL students, and At-Risk populations (homeless and low-income). The Special Education Coordinator works a 10.5-month year, for approximately 200 school/prep days, from beginning of August - mid-June. He/she will focus on three (3) areas of support: (1) Teacher Coaching, (2) Parent Coaching, and (3) Compliance.

In the first operational year, the SPED Coordinator will also serve as a Special Education teacher, providing support classes for academics and other needs aligning with student IEPs. In subsequent years, with increased enrollment and expansion of grade levels offered, SPED Teachers will be hired based on need.

Qualifications

- State of North Carolina Teacher License for Elementary Education
- State of North Carolina Special Education Teacher License and Mild/Moderate endorsement
- Track record of compliance with regards to SPED & Special Populations
- High skills in communicating through technology and creating and delivering virtual presentations and training
- High interpersonal skills in communicating with teaching staff and parents
- Excellent organizational skills

 Special Education Teacher

*Beginning in 2nd operational year, based on need

Special education teachers support class teachers, Paraprofessionals, and other staff in administering and adapting education for students with IEP/504. Responsibilities include, but are not limited to: assessing students for special education services; meeting with parents, general education teachers, and other required participants to develop Individual Education Plans and other plans for support; providing instruction for students with an IEP or those in need of academic intervention; collecting and maintaining data on students with IEP/504 to track progress and compliance to support agreements. Special Education Teachers work a 10-month year, approximately 180 school/prep days from mid-August to mid-June. Starting salary range: Licensed SPED Salary Schedule range of $60,000-$75,000.

Qualifications

- State of North Carolina Special Education Teacher License and Mild/Moderate endorsement for subject(s) taught; or is participating in the alternate pathway to professional educator licensure (APPEL) for special education through USBE and has obtained an associate educator license (AEL)
- North Carolina Special Education Teacher License
- Online teaching experience preferred
- Ability to use various assessment tools to drive instruction, intervention, and support

Student Information Coordinator

The Student Information Coordinator is an administrative position that collaborates closely with the Executive Director, as well as teachers. This position is responsible for entering all student information into the school's Student Information System, so that Teachers, Paraprofessionals, and parents have easy access. The SIS manages student records digitally, with security in place so only authorized users can access several types of information. The SIS is also where Teachers record grades, issue report cards, upload written requests from parents, and other required forms. Paraprofessionals are responsible for collecting some forms from families for students on their Cohort Roster, but the Student Information Coordinator checks that all student files are complete and collaborates with Teachers and Paraprofessionals if any forms or information is missing. The Student Information Coordinator is especially needed during high enrollment periods to ensure new and returning students are processed quickly.

 Qualifications include:

- Bachelor's Degree preferred (not required)
- Strong clerical skills
- Strong knowledge of and skills using digital information systems
- Strong organizational skills
- Good attention to detail
- Ability to work independently and be self-motivated
- Clear communication skills

Position will be part-time and hourly, based on need, January-May 2025, at the rate of $18 per hour. Starting June 2024, Student Information Coordinator will work an 11-month year, approximately 210 school/prep days from August to June.

11.4. Staff Evaluations and Professional Development

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

Executive Director, School Counselor, Teachers, Special Education Director, Special Education Teachers

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

Creating a detailed plan for retaining and evaluating staff is crucial for maintaining a positive work environment, promoting professional growth, and ensuring the long-term success of the school. Here's a comprehensive plan that outlines strategies for retaining and evaluating staff:

Retaining Staff

1. Competitive Compensation and Benefits:
   - Conduct regular salary reviews to ensure staff compensation remains competitive with industry standards and regional cost of living.
   - Offer a comprehensive benefits package, including health insurance, retirement plans, professional development funds, and wellness programs.

2. Professional Development Opportunities:
   - Provide ongoing professional development opportunities tailored to staff needs and interests.
   - Offer workshops, conferences, webinars, and courses on topics such as instructional strategies, technology integration, classroom management, and leadership development.

3. Career Advancement Pathways:
   - Create clear pathways for career advancement within the organization, including opportunities for promotion, leadership roles, and specialized positions.
   - Support staff in pursuing advanced degrees, certifications, and licensures relevant to their roles and career goals.

4. Recognition and Appreciation:
   - Implement recognition programs to celebrate staff achievements, milestones, and contributions to the school community.
   - Recognize outstanding performance through awards, public acknowledgment, and appreciation events.

5. Work-Life Balance and Wellness:
   - Promote work-life balance by offering flexible scheduling options, telecommuting opportunities, and family-friendly policies.
   - Provide resources and support for staff wellness initiatives, such as fitness classes, mindfulness programs, and access to mental health services.

6. Collaborative and Supportive Culture:
   - Foster a collaborative and supportive work culture characterized by open communication, teamwork, and mutual respect.
   - Encourage collaboration among staff members through team-building activities, cross-departmental projects, and shared decision-making processes.

7. Feedback and Communication:
   - Establish regular channels for soliciting feedback from staff on organizational policies, procedures, and initiatives.
   - Provide opportunities for staff to voice concerns, offer suggestions for improvement, and

contribute to decision-making processes.

8. Licensure:
   - Monitor teacher and admin certifications and licenses to ensure staff complete renewals on time and keep a current license. The Executive Director, or other designated staff as approved by the Board is responsible for monitoring staff certifications/licenses to ensure compliance with state and federal laws.

Evaluating Staff

1. Performance Evaluation Process:
   - Conduct annual performance evaluations for all staff members based on established criteria and performance standards to be approved by the Board.
   - Use multiple sources of data, including supervisor evaluations, self-assessments, peer feedback, student evaluations (where applicable), and evidence of professional growth.

2. Goal Setting and Professional Development Plans:
   - Collaborate with staff to set annual goals aligned with school priorities, individual roles, and professional development needs.
   - Develop personalized professional development plans to support staff in achieving their goals and addressing areas for improvement.

3. Observations and Feedback:
   - Conduct regular classroom observations and provide constructive feedback to support instructional improvement.
   - Offer coaching and mentoring opportunities for staff to receive guidance and support from experienced educators.

4. Student Achievement and Growth:
   - Monitor student achievement data to assess the impact of staff performance on student learning outcomes.
   - Use data-informed decision-making to identify areas of strength and areas for growth among staff members.

5. Recognition of Excellence:
   - Acknowledge and celebrate staff members who demonstrate exemplary performance, leadership, and dedication to their roles.
   - Use evaluation results to inform decisions about recognition, awards, promotions, and career advancement opportunities.

6. Professional Learning Communities:
   - Foster professional learning communities (PLCs) where staff can collaborate, share best practices, and engage in ongoing learning and reflection.
   - Provide time and resources for PLCs to meet regularly and engage in meaningful discussions

about teaching and learning.

7. Continuous Improvement and Support:
   - Offer support and resources to help staff address areas for improvement identified through the evaluation process.
   - Provide access to targeted professional development, coaching, mentoring, and other forms of support to facilitate growth and development.

Employment Evaluations

Per North Carolina Legislative Code, all employees shall participate in evaluations. Each employee will meet with his/her direct supervisor to complete an evaluation every school year. Employees will be provided with the evaluation form and asked to enter self-scores and commentary that includes examples to justify their score in 1 column, and then submit to their direct supervisor by a set due date in early Spring of each school year. Supervisors will then score and comment on the same criteria in a column to the right of the employee's scores and commentary, and then schedule a meeting with the employee to review evaluation before the end of the school year. Evaluations will impact continued employment and adjustments in salary. All employees may request to have their evaluation reviewed by the Executive Director and/or schedule a meeting to discuss evaluation with the Executive Director.

Sample Evaluation (Executive Director)

Teacher Name:		Date:	
SMART Goals		Self-Rating (1-5)	Evaluator Rating (1-5)
Job Performance:			
Student Achievement:			
Evaluation Area		Self-Rating (1-5)	Evaluator Rating (1-5)
Respond to calls, emails, & LMS messages in a timely matter (within 24 business/school hours)			

Attend all required staff, student-teacher, and family meetings on time and prepared.

Effective and positive communication with staff, students, and families, both verbal and written.

Accurately complete all assigned tasks by the due date.

Uploading verification of student work, attendance, and other records as needed.

Actively collaborate with colleagues in creating and integrating learning and assessments.

Monitor student progress and ensure that learning goals are met each learning period (every 20 school days). Create an action plan with any students who fall behind.

Demonstrate understanding of Visible Teaching & Learning through instructional practices, adaptation of curriculum, and creation & use of learning activities that include visible student outcomes.

Plan learning goals in collaboration with students, including assessment reflection as a learning tool.

Score Totals	/ 100	/ 100

Self-Reflection

Describe areas of strength and opportunities for growth. Suggest specific steps planned to achieve growth and/or support needed from administration and other staff.

Evaluator Comments

Teacher and Admin Licensure

To ensure compliance with teacher certification and licensure requirements in North Carolina, VHCS will establish a comprehensive plan that outlines the steps for obtaining and maintaining appropriate credentials for teaching and admin staff. Here's a detailed plan:

1. Familiarize with North Carolina Licensure Requirements:
   - Monitor and update VHCS Licensure Requirements per the NCDPI licensure policies to ensure the specific licensure requirements for teachers and admins are correct and current.
   - Identify the types of licenses available, including initial, continuing, and lateral entry licenses, and the corresponding qualifications for each.

2. Recruit Qualified Candidates:
   - Seek candidates who meet or are eligible for North Carolina teacher licensure requirements.
   - Prioritize candidates who hold a valid teaching license issued by North Carolina or another state.

3. Verify Credentials:
   - Conduct thorough background checks to verify the credentials of potential hires, including educational background, certification, and licensure status.
   - Ensure that candidates have completed required coursework and exams for licensure in their subject area(s) and grade level(s).

4. Support Licensure Application Process:
   - Assist newly hired teachers in navigating the licensure application process with the NCDPI.
   - Provide guidance on completing licensure applications, submitting required documentation, and paying applicable fees.

5. Provisional or Emergency Licensure (Residency Licensure:
   - For teachers who do not yet meet all licensure requirements, explore options for provisional or emergency licensure through the NCDPI Residency Licensure program.
   - Work with teachers to develop plans for completing any outstanding requirements within specified timelines.

6. Professional Development and Support:
   - Offer professional development opportunities to help teachers meet licensure requirements, such as coursework, workshops, and exam preparation.
   - Provide mentorship and support from experienced educators to assist teachers in their professional growth and development.

7. Monitor and Track Licensure Status:
   - Maintain accurate records of teacher licensure status and expiration dates.
   - Implement systems for tracking progress toward licensure renewal and ensuring timely submission of renewal applications and required professional development credits.

8. Stay Informed of Updates and Changes:

- Stay informed of any updates or changes to teacher licensure requirements issued by the NCDPI.
- Communicate changes to staff members and provide guidance on how to comply with updated requirements.

9. Collaborate with NCDPI and Educational Partners:
- Establish relationships with representatives from the NCDPI and other educational organizations to stay informed of licensure policies and procedures.
- Seek guidance and support from educational partners, such as universities and professional associations, to ensure alignment with best practices in teacher preparation and licensure.

10. Continuous Improvement and Compliance:
- Regularly review and evaluate the school's licensure procedures to identify areas for improvement and ensure ongoing compliance with state regulations.
- Provide ongoing support and resources to teachers to facilitate their professional growth and success in meeting licensure requirements.

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

PROFESSIONAL DEVELOPMENT

A recent study by the Rand Corporation, a leading research nonprofit, found that, "teachers matter more in student achievement than any other aspect of schooling." Further, "When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership" (Education, 2022). The heart of VHCS is continual personal growth and achievement for our teachers. Our teachers participate in ongoing professional development through a variety of certifications including virtual reality core certification, art, and elective virtual reality certification, and CTE virtual reality certification. Optima Domi and Victory XR have teacher certifications that our teachers will be able to utilize throughout the year. VHCS believes that teachers who continually refine their craft become expert teachers who are fully engaged in student learning and school success.

Virtual Reality Specific Professional Development

The Victory XR training is well-established; therefore, many teacher development opportunities exist which VHCS will utilize including:

- Online training

- Certification programs through colleges and universities (namely Weber State University)

- Teacher conferences throughout the country

- Victory XR training experiences

- Collaboration with other Victory XR advocates

Supplemental Training in Virtual Reality:

- Contract with experts in virtual reality learning for targeted training

- Contract with experts in multisensory lesson planning for targeted training

- Training from Dance or other experts on movement in the classroom

- Training in educating special populations and multiple intelligences

In addition to quarterly school wide professional development, the Executive Director will collaborate with each teacher to create a personal professional development plan which includes objectives for teaching in the given academic year and a schedule for completing North Carolina State licensure (as appropriate), and other training opportunities.

Involvement of Teachers through Committees: Teachers play a supportive role to each other and participate in school governance through the Leadership Team, Student Success Team, and various committees throughout the year. The Leadership Team meets once a month and is made up of the Executive Director, one representative from each grade level, specialty teachers, and a representative from the Special Education department. This team helps determine professional development needs, student and schoolwide needs, and additional needs for the faculty. The Student Success Team supports teachers in instruction that leads to student achievement and growth. It is made up of the executive director, one teacher representative from the grades (4-6), one from the grades (7-9), and one from grades (8-12) and any specialized staff members, such as the school psychologist, occupational therapist, or speech therapist. Teachers consult this group for support concerning struggling students who do not hold IEPs. The group may conduct a child's study and provide other needed support to the teacher as he/she supports the student.

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

TEACHER ENGAGEMENT - Planning Year

A primary component of VHCS is Teacher Engagement. VHCS views the teacher as the key and source from which students learn. The role of the teacher is more than just dispensing information; rather the teacher is seen as an instructor, an expert, a mentor, an artist, and a professional.

Teacher onboarding and training: Upon being newly hired, teachers and other staff will follow the VHCS Board approved onboarding training guided by a 90-day onboarding plan specific to their job role. The plan will include:

Week 1:

○ Welcome and introduction to the school leadership, staff, and school culture
○ School leaders review the training plan and ongoing support structures that are in place to support the teacher while they are new, but also the ongoing support they will receive from leadership as they become experienced teachers in virtual reality. This can also include growth opportunities and pathways.
○ Review and acceptance school policies and procedures
○ Virtual Reality Specific Training - See Question 198

Week 2-4:

○ Virtual Reality Curriculum overview and planning with grade-level teachers and curriculum specialists - review units and pacing guides for subjects being taught
○
○ Observations and modeling of mentor teachers and curriculum specialists

Week 5-8:

○ PLC participation by grade-level or subject-area collaboration
○ Training on leveraging Virtual Reality Classroom Facilitation for differentiated instruction and experiential lesson design
○ Training on Classroom Management in the Virtual Reality Classroom and any potential Classroom Management Curriculum purchased by the school, such as CHAMPS.

Week 9-12:

○ Assessment Literacy Training - provide orientation and training on the school's assessment plan, including the assessments to be administered. How to develop valid and reliable assessment and methods for interpreting assessment data. Review assessment calendar, protocols for administering standardized tests in a remote environment, and procedures for analyzing assessment results.
○ Data-Informed Instruction - Guide new teachers in using assessment data to inform instructional decision-making, developing individual learning plans, identifying student growth and academic goals.
○ Reflection and Goal Setting - Teachers have an opportunity to reflect, set-goals, identify areas where they would like more support

Professional Learning Environment: VHCS teachers and paraprofessionals are highly collaborative and view themselves as part of a learning community dedicated to every child's success, not an isolated teacher concerned only for his/her group of students. They work collaboratively in weekly grade level meetings to plan lessons, share ideas, discuss, and analyze individual and grade level student data for the purpose of refining instruction to better meet the needs of students. Specialty teachers, as well as Special Education teachers, attend these meetings as a resource when appropriate.

Lesson Planning: VHCS teachers are collaborative and engaged in lesson planning. Although teachers are given subject-area programs to follow, they do not robotically follow a "script" that dictates what to say or the method in which to present content. Instead, they use the program's content, materials, and pacing to craft lessons. This template ensures fidelity to VHCS instructional methods, as well as the integration of the arts, movement, and technology. Teachers are encouraged to innovate and create new ideas. They may submit them through the Learning Management System for sharing and use by other teachers to create different virtual reality experiences. By doing this, VHCS is building a database of experiences to use and reuse. Once submitted, teachers can edit and refine the lessons as they choose.

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

The weekly schedule provides prep time

Quarterly school-wide PD for schedule

11.5. Marketing, Recruitment, and Enrollment

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

Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special

population the school seeks to serve: (G.S.115C-218.45(e)).

ADVERTISING STRATEGY

VHCS will direct advertising and messaging to a target demographic, which includes families with K-12 students, currently enrolled with public district and site-based charter schools, private schools, and those choosing to homeschool, throughout North Carolina. All VHCS advertising, including print and digital, will be offered in both English and Spanish, since the Hispanic population is the 3rd highest demographic choosing charter schools, making up 12% of charter school enrollment.

COMMUNICATION STRATEGY

Talking points to (external audience) future parents, authorizers, media, community, organizational partners and to (internal audience) staff, teachers, and families, are provided below along with a timeline that outlines the latter part of the planning year.

Timeline:

January 2026 – Finalize plan at board meeting; meet with school marketing group

February 2026– Hire the recruiters; continue PR efforts already established; begin canvassing, reach out to churches and community groups

March –April 2026- the canvasing begins, setting up at locations in key areas / regions of the state, etc. (a formal set-up plan will be created after hiring of staff)

March-August 2026– Ongoing calls and follow-up emails to potential students as well as existing students

March-June 2026– meeting with various churches that surround strategic areas to use as a recruitment tool

March-May 2026 – all enrollment packets complete and accounted for by the school

May-July 2026– amass a waiting list

Enrollment Talking Points:

• VHCS is a new virtual reality school that embraces innovation and offers smaller class sizes.
• Through virtual reality, students receive personalized learning plans and the opportunity to work at their challenge level to achieve their academic goals.
• Accessibility and inclusivity to high-quality instruction. Virtual reality breaks down barriers to learning by providing access to high-quality instruction regardless of geographical location, socioeconomic status, or physical abilities.
• Virtual Reality Learning fosters the development of critical 21st Century skills students

need to compete in today's world. It enhances student engagement and motivation because learning is interactive, hands-on, and fun.

• The safe and controlled environment of VR ensures the well-being of every student. Students can explore and learn in a safe and supervised manner, free from physical risks or distractions.

• Our stabilization and growth plan ensures the school is here to stay.

• Allow students and families to experience virtual reality through local tours / open houses.

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

PLANNED PROMOTIONS

VHCS will create a marketing and communication plan that connects with the values and core motivations of families throughout North Carolina. VHCS will promote the school state-wide, through social media, commercial advertising, and in-person appearances.

• Social media posts, with optimized boosts for high engagement.
• Open house / town hall local events attended by families with K-12 students.
• Online advertising to parent groups and on websites for North Carolina-based businesses aimed at K-12 students.
• In-person appearances at local events, in each of the major regions of North Carolina, which have a high attendance of K-12 students, including info sessions, information booths with fun learning activities, and speaking engagements.
• In-person appearances at libraries, recreation centers, and parks throughout North Carolina, to meet families with K-12 students, in each of the major regions of North Carolina.
• VHCS will inform local school districts in each major region of North Carolina to ascertain how our charter school can support students within their boundaries who need an alternative educational model.

Q203. **Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.**

ADVERTISING STRATEGY

VHCS will direct advertising and messaging to a target demographic, which includes families with K-12 students, currently enrolled with public district and site-based charter schools, private schools, and those choosing to homeschool, throughout North Carolina. All VHCS advertising, including print and digital, will be offered in both English and Spanish, since the Hispanic population is the 3rd highest demographic choosing charter schools, making up 12% of charter school enrollment.

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need to compete in today's world. It enhances student engagement and motivation because learning is interactive, hands-on, and fun.

• The safe and controlled environment of VR ensures the well-being of every student. Students can explore and learn in a safe and supervised manner, free from physical risks or distractions.

• Our stabilization and growth plan ensures the school is here to stay.

• Allow students and families to experience virtual reality through local tours / open houses.

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

DEMOGRAPHIC INFORMATION

VHCS will be available to all students in the state of North Carolina from Fourth grade through high school. The school will start with Fourth through Eighth Grades in the first year and grow by grade in subsequent years. This option works well for students at all socio-economic levels, and for any student throughout the state, whether in large cities or remote regions. Target students include: (1)students who are currently participating in asynchronous video-based online learning, who desire high levels of virtual reality teacher interaction, (2) students currently enrolled with local site-based public schools who would be better served in a virtual reality platform with academic options, partnered with the support of professional educators; (3) students who have not found success in other online schools (or traditional schools) and are interested in advanced levels technology.

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

North Carolina is a hub for cutting-edge technology and digital transformation. VHCS is an innovative virtual reality learning school and is available to all students within the state of North Carolina. The proposed marketing and communication plan will span the entire state. One of the key strategies we will leverage for communicating with residents are open house and townhall type meetings where families can come to learn more about the school and experience virtual reality learning. We will have virtual reality headsets available for students and families to try on and explore the virtual academy realm. We will reach out and leverage established community organizations and businesses that embrace the advancement of technology and innovation, such as organizations in the Research Triangle Park and Charlotte's South End. We also wish to reach into local churches and faith-based charities, libraries, Boys & Girls Clubs, non-profits serving children and families, local community colleges and universities, and cultural and ethnic organizations.

11.6. Parent and Community Involvement

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

Creating a comprehensive plan for communicating with and engaging parents and community members from the time the school is approved through opening is essential for building support, fostering relationships, and ensuring a successful launch. Here's a detailed plan for each stage of the process:

1. Pre-Approval Stage:
   - Establish a Communication Plan: Develop a communication plan outlining key messages, target audiences, communication channels, and timelines for outreach efforts.
   - Build an Online Presence: Create a website and social media accounts to share information about the charter school's mission, vision, and progress. Regularly update these platforms with news, updates, and opportunities for engagement.
   - Host Informational Sessions: Organize informational sessions and community forums to introduce the charter school concept, answer questions, and gather feedback from parents, community members, and stakeholders.
   - Form Community Partnerships: Identify and establish partnerships with local organizations, businesses, and community leaders to garner support and promote collaboration.

2. Approval and Pre-Opening Stage:
   - Continue Outreach Efforts: Maintain regular communication with parents and community members through newsletters, email updates, and social media posts. Provide updates on the school's progress, including facility acquisition, staff hiring, and curriculum development.
   - Conduct Enrollment Events: Host enrollment events, open houses, and campus tours to showcase the school facilities, introduce prospective families to the staff, and provide opportunities for enrollment.
   - Establish Parent and Community Advisory Groups: Form advisory groups composed of parents, community members, and stakeholders to provide input and feedback on key decisions and initiatives.
   - Offer Parent Education Workshops: Organize workshops and seminars on topics relevant to parents, such as understanding the charter school model, navigating the enrollment process, and supporting student success at home.

3. Pre-Opening and Launch Stage:
   - Ramp Up Communication Efforts: Increase communication frequency as the opening date approaches, providing regular updates on final preparations, staff orientation, and student enrollment.
   - Host Welcome Events: Organize welcome events and orientations for enrolled students and their families to meet teachers, tour the school, and learn about school policies and procedures.
   - Continue Community Engagement: Maintain engagement with the broader community through participation in local events, festivals, and fairs. Distribute promotional materials and engage in face-to-face interactions to raise awareness about the charter school.
   - Solicit Volunteer Support: Recruit volunteers from the parent and community networks to assist with various tasks, such as organizing events, decorating classrooms, and distributing promotional materials.

4. Post-Opening Stage:

  - Maintain Open Communication Channels: Continue to communicate regularly with parents and community members through newsletters, emails, social media updates, and website announcements. Provide ongoing updates on school activities, events, and achievements.

  - Foster Parent Involvement: Encourage parent involvement in school activities, committees, and events. Offer opportunities for parents to volunteer in classrooms, participate in parent-teacher conferences, and join school governance structures.

  - Seek Feedback and Evaluation: Solicit feedback from parents, students, and community members through surveys, focus groups, and town hall meetings. Use feedback to assess satisfaction levels, identify areas for improvement, and inform future communication strategies.

  - Celebrate Achievements: Recognize and celebrate student and school achievements through newsletters, social media posts, and press releases. Highlight success stories, academic accomplishments, and contributions to the community.

By implementing this comprehensive communication and engagement plan, the charter school can effectively build relationships, foster trust, and cultivate a supportive community that contributes to the success and sustainability of the school.

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

Together the VHCS Board and Executive Director will create and approve a robust plan for family engagement in support of student learning and success. Components to be considered in this plan include:

1. Establish a Family Engagement Committee:
  - Form a dedicated committee comprised of school staff, parents, and community members to oversee family engagement initiatives and ensure representation from diverse perspectives.
  - Define the committee's roles, responsibilities, and objectives for promoting family involvement and partnership building.

2. Conduct Family Needs Assessment / Home Visits
  - Administer surveys or conduct focus groups with parents and caregivers to assess their needs, preferences, and priorities regarding family engagement.
  - Gather feedback on desired communication methods, involvement opportunities, and areas of interest for family participation.
  - Home visits by teachers and leaders are an effective method for creating connections with families and identifying areas of need or concern. In a VR-based school, personal connections are going to be critical to developing a sense of community and comradery.

3. Develop a Comprehensive Communication Plan:
  - Implement a multi-channel communication strategy to reach families through various platforms, including newsletters, emails, phone calls, social media, and the school website.
  - Provide regular updates on school events, academic progress, extracurricular activities, and opportunities for involvement.
  - Translate communications into multiple languages to ensure accessibility for diverse families.

4. Offer Family Education and Workshops:
  - Organize workshops and informational sessions on topics relevant to parents, such as understanding curriculum standards, supporting literacy at home, promoting positive behavior, and navigating the education system.
  - VHCS views family education and workshops as a top priority. The Virtual Reality Platform offers an ideal method for families to participate in growth opportunities that support the entire family. VHCS plans to offer after-school programming for families that includes:

• Well-being courses for both students and parents ensure that mental health remains a priority, equipping them with valuable tools to navigate challenges.
• Financial literacy courses to further empower students and parents, fostering financial independence and stability.
• English as a second language courses that cater to the diverse community we serve, enabling students and parents to effectively communicate and engage in the learning process.

By fostering an environment that supports well-being, inclusivity, and personal growth, the community support system will enhance the overall educational experience for the students and their families.

5. Facilitate Parent-Teacher Collaboration:

- Schedule regular parent-teacher conferences to discuss student progress, set academic goals, and address any concerns or challenges.

- Encourage ongoing communication between parents and teachers through email, phone calls, and face-to-face meetings to foster partnership and collaboration.

6. Create Opportunities for Family Involvement:

- Offer various opportunities for families to get involved in school activities, such as volunteering in classrooms, chaperoning field trips, participating in school events, and joining parent-teacher associations (PTAs) or advisory councils.

- Provide flexible options for involvement to accommodate diverse schedules and preferences, including evening or weekend events, virtual participation, and remote volunteer opportunities.

7. Implement Family Engagement Events and Activities:

- Host family engagement events throughout the school year, such as back-to-school nights, multicultural festivals, family literacy nights, STEM workshops, and parent leadership forums.

- Collaborate with local businesses, organizations, and cultural groups to provide enriching and inclusive experiences for families.

8. Recognize and Celebrate Family Contributions:

- Acknowledge and celebrate the contributions of families through recognition events, appreciation awards, and public acknowledgments in newsletters or social media.

- Showcase student and family achievements, artwork, and cultural diversity to promote a sense of belonging and pride within the school community.

9. Evaluate and Adjust Strategies:

- Regularly assess the effectiveness of family engagement initiatives through surveys, focus groups, and feedback mechanisms.

- Use data and input from families to evaluate the impact of engagement efforts, identify areas for improvement, and make adjustments to strategies and programming as needed.

By implementing this comprehensive plan for family engagement, the school can build strong partnerships with families, enhance support for student learning, and create a positive and inclusive school community where all stakeholders are actively involved and invested in student success.

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

There are two key strategies we will employ and offer to families that support students and the mission of the school:

Family Educational Workshops: VHCS views family education and workshops as a top priority. The Virtual Reality Platform offers an ideal method for families to participate in growth opportunities that support the entire family. VHCS plans to offer after-school programming for families that includes:

- Well-being courses for both students and parents ensure that mental health remains a priority, equipping them with valuable tools to navigate challenges.
- Financial literacy courses to further empower students and parents, fostering financial independence and stability.
- English as a second language courses that cater to the diverse community we serve, enabling students and parents to effectively communicate and engage in the learning process.

By fostering an environment that supports well-being, inclusivity, and personal growth, the community support system will enhance the overall educational experience for the students and their families.

Home Visits by Teachers and Leaders: Personal visits by teachers and leaders to the home of their students is a proven strategy for building strong partnerships and improving student achievement. This strategy can be particularly beneficial in a remote learning environment where there isn't a physical building. The VHCS Board and Executive Director will create and approve a plan for organizing and arranging home visits.

11.7. Admissions Policy

Q209.**Weighted Lottery** Does your school plan to use a weighted lottery?   The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:
1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

○ Yes

◉ No

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

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.

3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.

5. Clear policies and procedures for student withdrawals and transfers.

Admission to VHCS will be in accordance with the admission procedures approved by the NCDPI. Accordingly, admission at VHCS is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There is no tuition charged for attending VHCS except those fees allowed by law. The board will set the fee schedule in a public meeting held prior to the beginning of the school year.

VHCS will admit all eligible pupils at the end of the application period permitting the number is less than the number of the school's capacity by grade or overall. Enrollment preference at VHCS shall be given to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation, siblings of pupils already enrolled at the charter school, and children of VHCS teachers. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, the applications will be selected for all available slots through a lottery system, after preference is given as allowed by law and outlined above. Selection of students to attend VHCS will be conducted through an auditor-certified computer program. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position, which will be maintained on a yearly basis. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants will be enrolled on the same basis as outlined above.

Managing student enrollment effectively requires clear policies and procedures to handle waiting lists, withdrawals, re-enrollment, and transfers. This plan aims to establish transparent guidelines to ensure fairness, efficiency, and consistency in handling these processes.

Waiting Lists
Criteria for Placement:

  Priority given to:
  Siblings of current students.
  Students from feeder charter schools or districts.
  Students with special needs requiring specific services.
  Remaining spots filled on a first-come, first-served basis.

Communication:

  Regular updates on waiting list status provided to applicants.
  Clear timelines for when and how applicants will be notified of changes in their status.

Management:

  Regular review of waiting lists to assess movement and adjust accordingly.
  Re-evaluation of waiting list criteria annually to ensure fairness and relevance.

Withdrawals
Notification:

Parents/guardians required to provide written notice of withdrawal.

Advance notice period specified (e.g., 30 days) to allow for proper transition.

Exit Interview:

Conduct exit interviews to gather feedback and understand reasons for withdrawal.

Use feedback to improve services and address any concerns.

Re-enrollment

Reinstatement Period:

Specify deadlines for re-enrollment applications.

Ensure availability of spots for returning students.

Priority:

Former students given priority for re-enrollment, provided they meet academic and behavioral standards.

Re-evaluation of financial aid eligibility for returning students.

Transfers

Internal Transfers:

Process for students wishing to transfer within the same school.

Consideration of academic performance and available space in the desired grade.

External Transfers:

Clear guidelines for accepting students transferring from other schools.

Assessment of academic records and compatibility with the school's curriculum.

Documentation and Record-Keeping

Maintain comprehensive records of all enrollment-related transactions and communications.

Ensure compliance with data protection regulations when handling sensitive information.

Appeals Process

Provide a mechanism for parents/guardians to appeal enrollment decisions.

Establish an impartial committee to review appeals and make final decisions.

Review and Revision

Regular review of enrollment policies and procedures to ensure alignment with school values and legal requirements.
Solicit feedback from stakeholders, including parents, staff, and students, to identify areas for improvement.

Conclusion

By implementing clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers, we aim to foster transparency, fairness, and efficiency in managing student enrollment. Regular review and refinement of these processes will ensure continuous improvement and better serve the needs of our school community.

11.8. Certify

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

- ◉ Yes

- ◯ No

Q215. Explanation (optional):

12. Operations

12.1. Transportation Plan

Q216.Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.   If you plan to provide transportation, include the following:
1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

VHCS is a remote learning school and does not require a transportation plan.

12.2. School Lunch Plan

Q217.Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:
1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

VHCS is a remote learning school and does not require a school lunch plan.

12.3. Civil Liability and Insurance

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

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

Q218.Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

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

Resources

Insurance Coverage ...

Applicant Evidence :

Insurance Coverage ...

Uploaded on **4/24/2024**
by **Cynthia Gonzalez**

Q219.Attach Appendix L: Insurance Quotes

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

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

Applicant Comments :

The VHCS board is in the process of acquiring insurance quotes; however, insurance providers are requesting information for quotes that at this time the Board cannot answer, such as the location and size of the central office building, total number of students and employees, cost of technology equipment to be insured, number of automobiles to be insured, etc. We were able to receive ball-park estimates based on typical data and those estimates are listed in the Insurance Coverage Template. Because this type of school has not been done before, insurance companies need time to accurately categorize the Virtual Reality Headsets and related technology and estimate the potential liability associated with it. Please see the attached assurances.

Applicant Evidence :

[PDF]

NC -Assurances - VH...
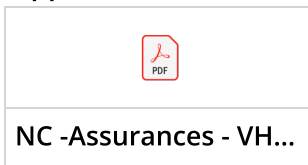
Uploaded on **4/26/2024**
by **Kim Tafiti**

12.4. Health and Safety Requirements

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

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

12.5. Start-Up Plan

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

Planning Year

With a scheduled 2026-2027 school opening, Virtual Horizons Academy intends to hire an Executive Director and contract with an outside organization for business management to support the development of a quality program. Hiring will be subject to available funding, if VHCS can secure a start-up grant.

Pre-Opening Plan

VHCS's pre-opening plan is simple compared to traditional schools with a physical building. As discussed in the business plan, the school does not plan to build, buy, or lease instructional facilities. The school will rent a small office space for administrative use and records storage. Throughout its operational school years, VHCS may rent, as needed daily, space for State Testing and professional development for staff.

Please note, all activities are contingent on funding release.

- Executive Director contract and Business Management Company start date: estimated Spring 2025

- Prepare and publish RFPs for services and products- Spring/Summer 2025

- Finalize staffing and contingency plans - Fall/Winter 2026

- Interview teachers and staff: January-May 2026

- Initial offers begin going out in February 2026

- Additional offers will be done based on contingency plan and enrollment numbers

- Student enrollment opens: January 2026

- Place laptop and VR headset orders: May 2026

- Order student kit materials: June 2026

- Process laptops, headsets, and software: June-July 2026

-

Process student kit materials: June-July 2026

-

Student and family orientation and training - August 2026

-

Check-out or Ship all items: July-August 2026

-

School opens: August 2026

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

The VHCS Board anticipates that there will be similar challenges in setting up our Virtual Reality Charter School to those of other charters. However, there is a significant advantage in that a virtual school does not require the acquisition or development of a building, thus decreasing the initial investment needed to prepare for school opening. There are important milestones that must be met in the planning year to ensure a successful opening and full enrollment in Year 1, selecting a strong school leader, staff recruitment, curriculum development, teacher professional development, and of course, student recruitment and enrollment. We have prepared a start-up Year 0 budget that reflects the staffing and resources needed to prepare for a successful school launch. The Board estimates that it will need roughly $300,000 in start-up funding. We will apply for a grant from Charter Growth Fund, the Walton Foundation, or similar grant. If we are unable to secure these funds, we will not assume these budget numbers.

Applicant Evidence :

X
NC Year 0 budget.xlsx

Uploaded on **4/26/2024**
by **Kim Tafiti**

12.6. Facility

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

Q223.What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

Capital Facilities: VHCS is not planning to build, buy, or lease capital facilities. The school will rent a small office space for administrative use and secure records and materials storage. Without the cost of a capital facility, we are able to allocate additional funds for the unique aspects of VHCS, including professional development for virtual reality teaching, laptop computers and VR headsets for all students and staff (with hotspots and/or satellite internet access, if necessary) and learning materials shipped directly to student homes for use during live class meetings and to complete homework assignments. Not having a physical building also allows us to allocate more money to teachers' pay and benefits. Additional property and liability insurance has been budgeted for administrative and support functions to be managed remotely.

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

N/A

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

N/A

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

N/A

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

N/A

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

N/A

12.7. Certify

Q229.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

◉ Yes

◯ No

Q230. Explanation (optional):

13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q231.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

VHCS does not have additional revenue or grant funding at this time.

Q232.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 Click here to access and download the Budget Template. (https://www.dpi.nc.gov/2024-budget-template/download?attachment)

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

Total Files Count: 5

Applicant Comments :

The VHCS budget is based on the following assumptions:

1. Student enrollment - The VHCS Board carefully reviewed the findings of the marketing interest survey and based the initial and out-year enrollment numbers on the interest level of families to enroll their students in a virtual reality school.
2. Staffing needs - Staffing needs are based on the enrollment figures for each year, each grade level and staff required to carry out the Educational Plan.
3. Technology and curriculum materials - Each student and staff member will receive the technology and curriculum materials kit they need based on their grade and course schedule. The budget takes into consideration these requirements and plans for the increase in enrollment and potential replacement costs.
4. Allocated state, local, and federal funding - Our budget is based on the state, local, and federal allocation formulas for the State of North Carolina.
5. Grants - In the future, the VHCS Board may consider applying for grants that would allow the school to expand its initial offerings. However, the Board felt it important to be able to operate the school within projected state, local, and federal funding levels. Grants will be supplementary to this funding.

Applicant Evidence :

X▦
2024 NC Charter Ap...
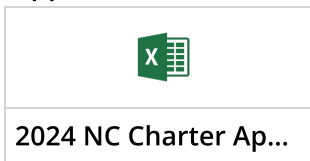
Uploaded on **4/26/2024**
by **Kim Tafiti**

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q233.How was the student enrollment number projected?

The student enrollment number was projected from the results of the market survey and family interest in a virtual reality charter school. The Board also considered the optimal number of enrolled students to ensure a successful launch. We capped enrollment at 350 4th - 8th grade students in the first year to ensure fidelity to the Educational Plan, and built in the ability to increase enrollment in subsequent years. Our initial market survey was completed in the Charlotte area and 73% of the families, which represents 600 students, said they would like to have a virtual reality charter school offered in their area. Because VHCS is a virtual school, it has the ability to enroll students wherever they may live in the state, thus, the initial enrollment of 350 is a conservative enrollment number given the interest expressed in just one area of the state alone.

The VHCS Board will approve an annual budget in compliance with state law before the beginning of each fiscal year. The Board and the Executive Director will continue to review the budget at least monthly to ensure financial stability. The fiscal year will begin on July 1 and end on June 30 of the following calendar year.

The Board Treasurer will also continue to review and report on the on-going financial activities of the school. The Treasurer will measure and report on items related to the budget, cash flow and any additional items as deemed necessary. The Treasurer, in conjunction with the Board, will ensure that the Executive Director is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting the school's activities to the Board and the State of North Carolina.

Operational Years 1-3: VHCS has applied to open its doors in August 2026. The school anticipates having a first-year enrollment of 350 students in grades 4-8 and increasing enrollment numbers and grade offerings up to a maximum of 900 students in grades 4-12 by operation year 5. *See Required Information, Enrollment chart.*

Revenue: During the 2026-2027 fiscal year, VHCS has budgeted to receive $3,610,692 in total funding. In determining this amount, the founding Board Treasurer used the charter school funding worksheet provided by the state of North Carolina on the charter school section of the state's website.

Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Per the market analysis performed, a total of 483 families were surveyed to understand their preferences and interest in a virtual reality charter school in their area. 449 families said they would support an online charter school, 34 families said they would not. Of the 449 families that would support a charter school, 73% said that they would prefer a virtual reality charter school over traditional learning. Those 327 families represent over 600 students, grades 4-10. VHCS was created to support a community that is asking for an alternative to what is currently being offered. Please see the complete survey breakdown in Question 118.

Budget Enrollment Assumptions: The enclosed budgets account for the planned growth of the school as shown in the table below. VHCS plans to open for 350 students in year one in grades 4-8, increasing to 450 in year two in grades 4-10, increasing to 650 in year three in grades 4-11, increasing to 750 in year 4 in grades 4-12, increasing to 900 in year 5 in grades 4-12, with a final maximum enrollment of 900 students in grades 4-12 in subsequent years. The break-even analysis contemplates a 30% enrollment rate for operational years one and two. VHCS used an approach to ensure funds were still available from inception to ensure a timely and funded wind down in the event the Closure Plan outlined in the budget needs to be implemented.

Q235. **Provide the break-even point of student enrollment.**

We are break-even at 105 students under our proposed program of instruction.

Q236. **Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

In accordance with North Carolina State Law, VHCS will appoint a business manager from a contracted outside organization with expertise and experience in charter school operations. The VHCS Board of Directors will approve an annual budget in compliance with state law before the beginning of each fiscal year. During the fiscal year, the Board and the Executive Director will review the budget and reports. This includes the Board appointing a board member as Treasurer to review and report on the on-going financial activities of VHCS. The Treasurer and the Board will ensure that the Executive Director is adhering to the approved budget and that the individuals charged with business activities are properly reporting such activities to the North Carolina State Office of Education Board and the State of North Carolina in a timely manner. Examples of financial reports that will be submitted in accordance with state statute or NCOE requirements include: Annual Financial Report and Annual Program Reports by October 1st of each year, Monthly Financial and Enrollment Summary reports monthly for the planning year and first year of operations; Negotiations Report; and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met.

The Board's financial oversight will provide checks and balances to ensure the proper expenditure of school funds and oversee the cash flow of VHCS. The school will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events, decreases in state and/or federal funds or targeted future expenditures. The reserve balance percentage for full enrollment is 6.4%, 6.6% and 6.7% for the startup, 1st operational, and 2nd operational years, respectively. Breakeven enrollment is targeted at 30% and 32% for operational years 1 and 2, respectively. The second operational year anticipates increased costs of between 1 and 10% for the various line items. Should interest rates and/or costs continue to increase by a greater amount, the education service provider's budget item is adjustable and can be utilized to help offset other costs.

Q237.Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.
N / A

Q238.Provide the student to teacher ratio that the budget is built on.

The budgeted student to teacher ratio is 1 teacher to 21 students. Additional elective, specialty, and teacher assistant positions have also been included in the budget to provide support to teachers and students in carrying out the educational plan of the school.

Payroll & Benefits: The projected salaries shown on the budget are based on above-expected averages for the positions listed. Virtual Reality will require some additional training, and without a physical building to maintain, VHCS is able to pay teachers and administrators more than their traditional school peers to compensate for the additional training needs. Benefits include medical, dental and vision partially paid for by VHCS. The school will also offer a partial insurance waiver bonus. VHCS will also offer an employer matched (up to 5%) 403(b) retirement account.

Teachers: There will be variance in individual teacher's pay based on levels of experience, education, and area of instruction. We anticipate the average teacher salary will be $70,000. This is in the upper end of the industry range for charter school instructors but is necessary to ensure VHCS's ability to hire qualified instructors in a tight job market. Staff will also include SPED teachers and at least one EL-qualified teacher.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

The VHCS Board is composed of educational and business professionals that have individually and collectively managed large budgets for schools, departments, and companies. Each board member is focused on ensuring sound fiscal management of the school. The Board will create a Procurement Policy that ensures all school staff is aware of the parameters for the approval of purchases and expenses.

The VHCS Board will approve an annual budget in compliance with state law before the beginning of each fiscal year. The Board and the Executive Director will continue to review the budget at least monthly to ensure financial stability. The fiscal year will begin on July 1 and end on June 30 of the following calendar year.

The Board Treasurer will also continue to review and report on the on-going financial activities of the school. The Treasurer will measure and report on items related to the budget, cash flow and any additional items as deemed necessary. The Treasurer, in conjunction with the Board, will ensure that the Executive Director is adhering to the approved budget and that the individuals charged with the school's business activities are properly reporting the school's activities to the Board and the State of North Carolina. The Board will receive monthly financial and budget statements and ledgers from the Executive Director and Business Manager that will be reviewed during board meetings.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Finances Addressing the needs of our high need students is a top priority for the VHCS board. We have allocated into the budget a baseline number of Specialty and Exceptional Children Teachers as well as Teacher Assistants that will provide IEP support and other instructional support needs as they arise. The board has built in opportunities and flexibility into the budget to expand services to these children as the demand may increase. In year 1, the school will enroll up to 350 students grades 4-8 and has allotted 6 staffing positions that are dedicated to exceptional students, other specialty needs, and teaching assistant. The number increases in each subsequent year. The board will assess the needs each year and approve the necessary staffing and other related expenses to accommodate the needs of these students per the VHCS Board Procurement Policy.

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The VHCS Board will create a Procurement Policy that complies with the state of North Carolina's purchasing and procurement procedures. This policy will outline the Request for Proposal process that The Board must follow when outsourcing any financial or business management services. Key positions, such as the Executive Directory of VHCS, will be considered, through a candidate search and will be selected by the VHCS Board. . Any contractor or employee of VHCS will be required to meet minimum job qualifications and will be required to comply with the State of North Carolina background check policies.

The VHCS Board will oversee the fidelity and compliance of its employees and contractors through regular reviews of their contracts and performance. The Board Treasurer will provide fiscal reviews of outstanding contracts and The Board will together, review employee and contractor deliverables and performance metrics to ensure they are meeting expectations. Per the VHCS Procurement Policy, vendor contracts will be reviewed regularly for performance to be renewed.

VHCS has set aside funds, during the planning year, for purchased services and insurance (See Question 219 for a list of assurances). VHCS has budgeted legal fees to retain an attorney to review contracts, leases, or purchase agreements, etc.

VHCS will secure a fidelity bond in the amount consistent with North Carolina State Law. The school will ensure that the bond received is issued by a corporate surety licensed to do business in the state of North Carolina and has a current A.M. Best Rating of "A" or better. VHCS has budgeted to purchase insurance during the planning year. This bond will be renewed annually to remain in compliance with the North Carolina Administrative Code.

Q242.Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

Education Service Provider Contracts: VHCS will budget up to $500 per student (or another amount agreed upon by the board), per school year, and prorated for students who enroll after the start of the school year at the rate of $50 per month, for student-chosen, general education, academic activities provided by Education Service Providers. These funds can only be used to pay ESPs who are approved by the VHCS board per its procurement policy. Approval must be granted before students begin services and requires (1) background checks on all ESP employees or contracted workers who will have contact with students, and (2) ESP signing an agreement acknowledging that ESP will receive payment directly from VHCS and only after services contracted have been completed and verified, as well as a form W2 or 1099 as appropriate.

Services may include those activities and subjects as listed in North Carolina Board of Education's Graduation Requirements but not available directly from VHCS or North Carolina's State Online Education. Activities may include instruction in areas of arts, physical education (excluding team sports), and technology education (e.g., coding, programming, robotics), and family-led field trips.

This amount is not a prepayment for services and will be adjusted if not used. Any unused funds will be returned to the general fund at the end of each school year. VHCS will not reimburse families who pay out of pocket for academic or extracurricular activities, even if those activities are with a contracted ESP.

Teachers and staff will teach all VHCS core academic classes. Teachers may also teach electives such as: Art, Music, Robotics, Computer Programming & Coding, based on the interest of families and qualifications of existing teaching staff. Additional elective courses may be taken through approved ESPs, up to a maximum of $500 per student, per school year, as described above.

VHCS will provide SPED services by in-house staff where finances and staffing are facilitated. If determined to be economically beneficial and/or meet the need of a student, VHCS may contract with SPED service providers, such as occupational therapists, speech therapists, and other specialists. VHCS will provide SPED services virtually whenever possible, but if a student needs in-person SPED services, and there is not an staff member in that region, the school will contract with a provider in the region to provide services to the student. All contracted service providers will be licensed in their field of service and complete a background check prior to any contact with students.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.

The proposed budget appropriately aligns with the core mission and proposed virtual reality education model for the school. The budget accounts for the technology and curriculum kit that each student will receive upon successful enrollment and agreement to school policies and procedures. The budget also allows for hiring and training all staff needed to lead and teach the students. We have accounted for potential technology replacement needs as they may arise. VHCS understands the key role that sound financial decision-making plays in accomplishing the school's mission and vision. Our goal is to control costs without compromising the quality of education our students receive. This includes ensuring that we are exercising appropriate discretion with expenses including, but not limited to, technology, staffing and benefits, curriculum, materials, and purchased services. Virtual Horizons Academy is committed to being a fiscally responsible non-profit charter school in compliance with all state and federal financial reporting and oversight requirements. Accordingly, VHCS will review monthly and yearly budgets for both state and federal funds to ensure our financial expenditures advance our mission and vision.

Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Operational Years 1-3: VHCS has applied to open its doors in August 2026. The school anticipates having a first-year enrollment of 350 students in grades 4-8 and increasing enrollment numbers and grade offerings up to a maximum of 900 students in grades 4-12 by operation year 5.

VHCS intends to keep as a reserve in its general fund 5% of annual expenditures in the general fund balance. Through prudent financial management and budgeting practices, effective enrollment recruitment and retention strategies, the Board will create procurement and expense policies for which school admin staff will be trained and expected to follow.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

N/A

Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

The school will not have assets from other sources, such as a building, furniture, chairs, computers, supplies, etc. The budget put forth in this application covers the cost of the technology, supplies, curriculum, and any other related school or business expenses needed to carry out the mission and educational plan of the school. State, local, and federal funding is adequate to purchase the necessary staff, curriculum, PD, and other related costs of the school.

13.3. Financial Compliance

Q247.How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

Virtual Horizons Academy recognizes that the Board is responsible to ensure compliance with all state-mandated reports and deadlines and will institute proper controls to mitigate risk factors that exist in a business environment. We will contract with an independent accounting firm to conduct an annual independent audit at the end of each fiscal year as required by State Law. Funds in the amount of $25,000 have been budgeted for audit services and reporting, including the Annual Financial Audit, October 1st Enrollment Count and Membership Reporting, and annual IRS Form 990 preparation and filing.

The audit report will be delivered to both the NCOE and the North Carolina State Auditors' Office by November 30 each year in compliance with state requirements. Virtual Horizons Academy will submit required monthly financial reports in the first year of operation, followed by required quarterly financial reports beginning in Year 2.

Q248.Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

N/A

Q249.Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

Acadia NorthStar 191 North Main Street, Rutherfordton, NC 28139 Phone: (828) 287-7897 Fax: (828) 287-9800

13.4. Certify

Q250.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

◉ Yes

◯ No

Q251.Explanation (optional):

14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

☑ Upload Required   **File Type:** pdf, image   **Max File Size:** 30   **Total Files Count:** 1

Resources

📄 W
Charter School Requ...

Applicant Evidence :

📄 PDF
NC-Charter School R...

Uploaded on **4/26/2024**
by **Kim Tafiti**

15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

- ○ Yes
- ◉ No

16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a $1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: **The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.**
  Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

☑ I understand

Resources

2024 Payment Form....

17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

☑ Upload Required   **File Type:** pdf, image   **Max File Size:** 30   **Total Files Count:** 1

Resources

W
Signature Page.docx

Applicant Evidence :
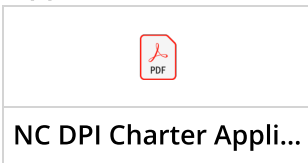
PDF
NC DPI Charter Appli...

Uploaded on **4/25/2024**
by **Kim Tafiti**

Q258. Board chair, please digitally sign your application here.
Signature

Final Status

○ Reject   ○ Approve

Approver Comments

Academic School Year		Grade Levels	Total Projected Student Enrollment
Year 1	N/A		
Year 2	N/A		
Year 3	N/A		
Year 4	N/A		
Year 5	N/A		

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	Grades 4-8	350
Year 2	Grades 4-9	450
Year 3	Grades 4-10	600
Year 4	Grades 4-11	750
Year 5	Grades 4-12	900

North Carolina Charter School Board

Virtual Horizons Charter School Board of Directors

VCHS Director

Curriculum Director

Committee Presidents

Lead Teachers

Paraprofessional

VHCS Committees/ Parents / Faculty / Board Members

Parent Organization
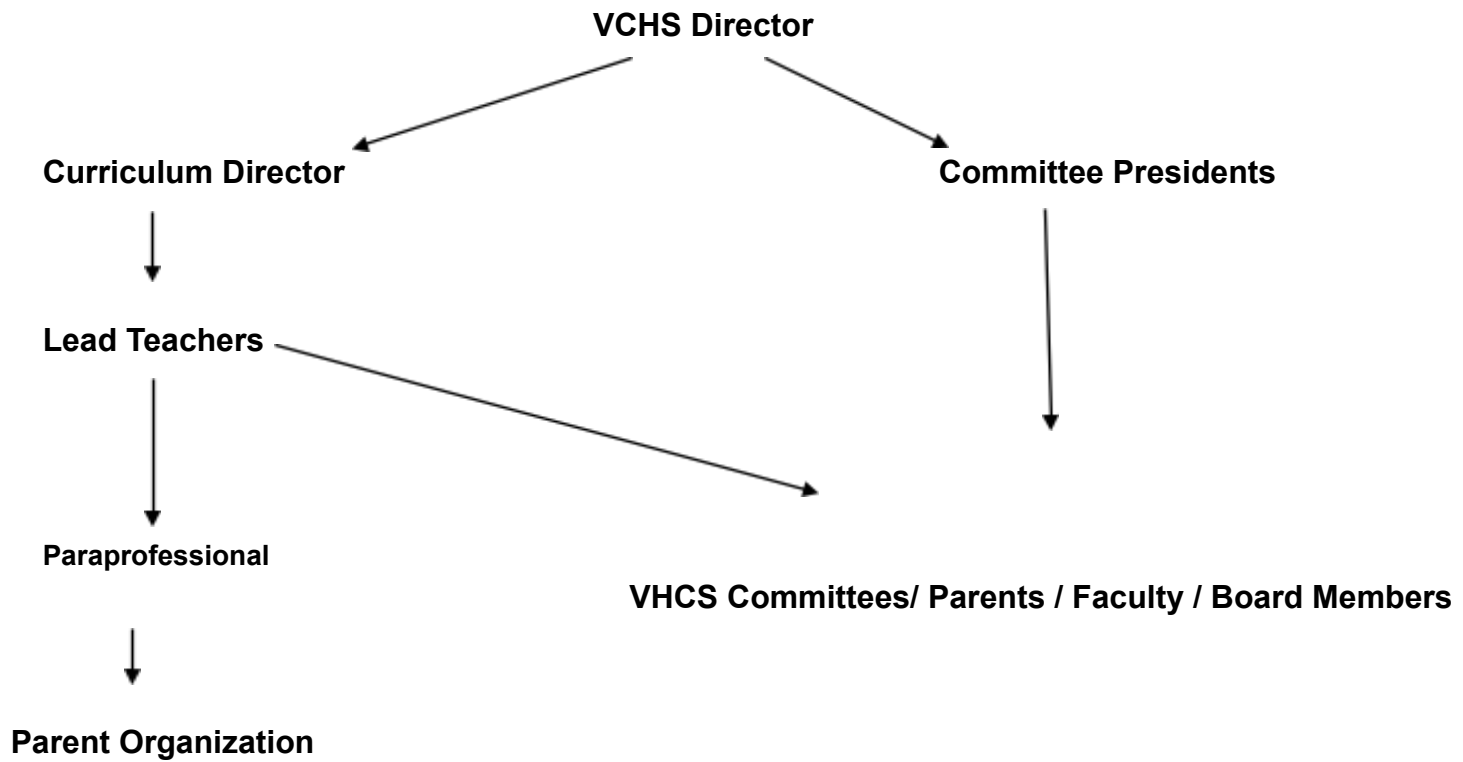
Board Member Name	Board Title	Phone Number	Email Address	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Kimberly C Tafiti	Chairman Of the Board	801-503-8032	kim@oasisxre.com	UT	COO Oasis XRE	Project Manager Training	None
Dennis M English	Vice President	919-434-0339	dennis@innerbanksstrategies.com	Durham	President Inner Banks Strategies, LLC	MPA	None
Rene C Daughtry	Secretary	919-694-5005	rdaughtr@cisco.com	Wake	Team Lead Solution Validation Services PMO @ CISCO CUstomer Experience	Certified ScrumMaster, SAFe Agilist Certification, Mast	None
Connor M O'Brien	Treasurer	574-210-2335	connor.m.obrien@gmail.com	UT	VP Links Mortgage Corporation	MBA - Finance	None
Jason M Guffey	Officer	704-956-5822	jason@morcor.biz	Lincoln	Project Manager & Construction Consultant	BA International Business & MBA	None

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

VIRTUAL HORIZONS CHARTER SCHOOL OF NORTH CAROLINA

the original of which was filed in this office on the 22nd day of April, 2024.
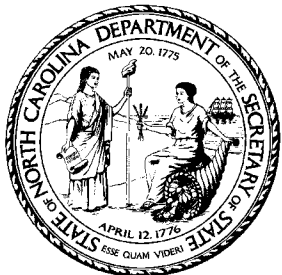
Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 22nd day of April, 2024.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: _Virtual Horizons Charter School of North Carolina_ .

2. [✔] (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: _Dennis Morgan English_ .

4. The street address and county of the initial registered agent's office of the corporation is:

    Number and Street: 5 Gingerwood Lane

    City: Durham   State: NC   Zip Code: 27713-4340 County: Durham

    The mailing address *if different from the street address* of the initial registered agent's office is:

    Number and Street or PO Box: _____

    City: _____ State: NC   Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
Kimberly Christiansen Tafiti	5 Gingerwood Lane Durham NC, 27713-4340 United States

6. (Check either "a" or "b" below.)

    a. [✔] The corporation will have members.

    b. [ ] The corporation will not have members.

7. [✔] Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. [✔] Attached are provisions regarding the limitation of activities of the corporation.

9.   Any other provisions which the corporation elects to include are attached.

10.   The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (602) 577-5057

Number and Street: 5 Gingerwood Lane

City: Durham   State: NC   Zip Code: 27713-4340 County: Durham

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11.   Principal Office Email Address: _____ Privacy Redaction _____

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Kimberly Christiansen Tafiti	5 Gingerwood Lane Durham NC, 27713-4340 United States	Chairman of the Board
Dennis Morgan English	5 Gingerwood Lane Durham NC, 27713-4340 United States	Vice President

13. **(Optional):** Please provide a business e-mail address: _____ Privacy Redaction _____ .
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14.   These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 22nd day of April ,20 24 .

                     Incorporator Business Entity Name

                     Kimberly Christiansen Tafiti
                     Signature of Incorporator

                     Kimberly Christiansen Tafiti   Incorporator
                     Type or print Incorporator's name and title, if any

NOTES:
1.   Filing fee is $60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

☐ Religious
☐ Charitable
☑ Educational
☐ Testing for public safety
☐ Scientific
☐ Literary
☐ Fostering national or international amateur sports competitions, and/or
☐ Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Dennis Morgan English - Vice President Signature: Dennis Morgan English
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States
Connor Michael O'Brien - Treasurer Signature: Connor Michael O'Brien
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States
Rene Chavez Daughtry - Secretary Signature: Rene Chavez Daughtry
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States
Jason M Guffey - Vice Secretary Signature: Jason M Guffey
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

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the original of which was filed in this office on the 22nd day of April, 2024.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 22nd day of April, 2024.

Elaine F. Marshall

Secretary of State

Scan to verify online.

State of North Carolina
Department of the Secretary of State

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2. ☑ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: _Dennis Morgan English_ .

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 5 Gingerwood Lane

City: Durham   State: NC   Zip Code: 27713-4340 County: Durham

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
Kimberly Christiansen Tafiti	5 Gingerwood Lane Durham NC, 27713-4340 United States

6. (Check either "a" or "b" below.)

a. ☑ The corporation will have members.

b. ☐ The corporation will not have members.

7. ☑ Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. ☑ Attached are provisions regarding the limitation of activities of the corporation.

9.	Any other provisions which the corporation elects to include are attached.

10.	The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: _____ (602) 577-5057 _____

Number and Street: 5 Gingerwood Lane _____

City: _____ Durham ____ State: ___ NC ___ Zip Code: 27713-4340 County: _____ Durham _____

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

11.	Principal Office Email Address: _____ Privacy Redaction _____

12.	**(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Kimberly Christiansen Tafiti	5 Gingerwood Lane Durham NC, 27713-4340 United States	Chairman of the Board
Dennis Morgan English	5 Gingerwood Lane Durham NC, 27713-4340 United States	Vice President

13.	**(Optional):** Please provide a business e-mail address: _____ Privacy Redaction _____ .
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14.	These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 22nd day of _____ April _____ ,20 24 .

_____
Incorporator Business Entity Name

_____ Kimberly Christiansen Tafiti _____
Signature of Incorporator

Kimberly Christiansen Tafiti Incorporator
Type or print Incorporator's name and title, if any

NOTES:
1.	Filing fee is $60. This document must be filed with the Secretary of State.

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- ☐ Religious
- ☐ Charitable
- ☑ Educational
- ☐ Testing for public safety
- ☐ Scientific
- ☐ Literary
- ☐ Fostering national or international amateur sports competitions, and/or
- ☐ Prevention of cruelty to children or animals.

The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Dennis Morgan English - Vice President Signature: Dennis Morgan English
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States
Connor Michael O'Brien - Treasurer Signature: Connor Michael O'Brien
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States
Rene Chavez Daughtry - Secretary Signature: Rene Chavez Daughtry
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States
Jason M Guffey - Vice Secretary Signature: Jason M Guffey
Address: 5 Gingerwood Lane Durham NC, 27713-4340 United States

Virtual Horizons Charter School
Bylaws

ARTICLE I: NAME

SECTION 1.01 NAME

The name of this corporation shall be Virtual Horizons Charter School. The corporation's business may be conducted as Virtual Horizons Academy.

ARTICLE II: PURPOSES AND POWERS

SECTION 2.01 PURPOSE

Virtual Horizons Charter School is a C-corporation registered as a non-profit in the state of North Carolina. Upon charter approval, it will be converted to a nonprofit with the Internal Revenue Service. Virtual Horizons Charter School shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Virtual Horizons Charter School provides publicly funded education for students from Kindergarten through high school completion, using virtual instruction by North Carolina-licensed teachers.

SECTION 2.02 POWERS

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any lawful acts that may be necessary or convenient to affect the charitable purposes for which the corporation is organized and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The corporation's powers may include but are not limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

SECTION 2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS

Virtual Horizons Charter School is registered as a North Carolina nonprofit corporation and will be converted to a nonprofit with the Internal Revenue Service upon charter approval. Thus, it is recognized as a tax-exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

Notwithstanding any other provision of these Bylaws, no board member, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an

organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director, officers, member, or other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes outlined in the Articles of Incorporation and these Bylaws.

Distribution Upon Dissolution. Upon termination or dissolution of Virtual Horizons Charter School, any assets lawfully available for distribution shall be distributed to one or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code, which organization or organizations have a charitable purpose which, at least generally, includes a purpose like Virtual Horizons Charter School.

ARTICLE III: MEMBERSHIP

SECTION 3.01 MEMBERS

The corporation shall have voting members within the meaning of the Nonprofit Corporation Act.

SECTION 3.02 AFFILIATES

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations seeking to support the corporation's mission. The Board, a designated committee of the Board, or any duly elected officer by board policy shall have the authority to admit any individual or organization as an affiliate to recognize representatives of affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition, and media coverage at fundraising activities, clinics, other events, or at the corporation website. Affiliates have no voting rights and are not officers of the corporation.

SECTION 3.03 ASSOCIATES

Nothing in Article V shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of the North Carolina Nonprofit Corporation Act. Such individuals may originate and participate in the discussion on any subject that may properly come before any meeting

of the Board but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, outlined in the North Carolina Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of Board Members or Officers of the corporation, on a disposition of substantially all the assets of the corporation, on a merger, on dissolution, or changes to the corporation's Articles of Incorporation or Bylaws. Still, no such person shall be a Board Member. The Board may also, without establishing memberships, create an advisory council, honorary board, or other auxiliary groups deemed appropriate to advise and support the corporation.

ARTICLE IV: MEETINGS OF MEMBERS

SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the conference. At least once every 12 months, the Board meeting shall include: (1) review and election of Board Members and specific positions; (2) review and appointment of Officers of the corporation; (3) review and approval of annual budget.

SECTION 4.02 SPECIAL MEETINGS

The Chair or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chair of the Board has yet to be elected, then the President of the corporation is authorized to call a special meeting in place of the Board Chair.

ARTICLE V: BOARD OF DIRECTORS

SECTION 5.01 GENERAL POWERS

Subject to limitations of the North Carolina Nonprofit Public Benefit Corporation Act, the corporation's Articles of Incorporation, and these Bylaws, the activities and affairs of the corporation shall be conducted, and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company, or committees, however, composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the

conduct of the corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS

The authorized number of Board Members shall be at least five (5) and at most seven (7) unless changed by amendment of these Bylaws. Suppose a charter authorizer appoints a representative to serve on the Board of Directors. In that case, the Board of Directors may appoint an additional Member to ensure an odd number of Board members.

The Members from the community at large are to be elected by the current Board of Directors. They may be elected for up to three (3) three-year terms, provided that a Member who has served three (3) three-year terms may be elected to additional terms if the Board determines that such additional terms are essential to the continuity of Board management and affairs.

SECTION 5.03 FEES AND COMPENSATION

Board Members shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Member's actual and necessary expenses incurred in conducting the corporation's business.

SECTION 5.04 RESTRICTION OF INTERESTED DIRECTORS

At most, forty-nine percent (49%) of the people serving on the Board at any time may be interested people. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, and (b) any immediate relative of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered by the corporation.

SECTION 5.05 CHAIR

The Chair shall preside over the board meetings, have other powers, and perform other duties as the Board may prescribe occasionally.

SECTION 5.06 SECRETARY

The Secretary shall keep or cause to be kept a record of minutes of all meetings, proceedings, and actions of the Board and its committees, including the following information for all such meetings: the time and place of holding, whether regular or

special; if unique, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof, and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the corporation's seal and shall affix the same on such papers and instruments as may be required in the regular course of business. Still, failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, a notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody, shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be maintained or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

SECTION 5.08 TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The book of accounts shall always be open to inspection by any Board Member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the corporation's funds as may be ordered by the Board and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and the corporation's financial condition. The Treasurer shall present an operating statement and report from the last regular board meeting to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be determined from time to time by the Board.

ARTICLE VI: OFFICERS

SECTION 6.01 OFFICERS

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the corporation's President, with the approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation unless the Board appoints other individuals. The corporation may also have, at the discretion of the Board, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as deemed necessary by the Board. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the corporation's President or the Chair of the Board.

SECTION 6.02 REMOVAL

At the request of a majority of Board Members, any Officer may be placed on probation pending a final vote to remove the Officer; the vote must occur within 60 days of notice of probation. Upon final removal, the Officer will relinquish any information about the corporation within 48 hours of removal.

SECTION 6.03 RESIGNATION

Any Officer may resign at any time by giving written notice to the Board. Such resignation may not prejudice any contract to which the Officer is a party. Any such resignation shall take effect on the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall be optional to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 6.04 VACANCIES

A vacancy in any office shall be filled by appointment from the Board of Directors. Such vacancies shall be filled as they occur.

ARTICLE VII. COMMITTEES

SECTION 7.01 BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees of the Board, each consisting of at least one (1) member. Appointments to such Board committees shall be by majority vote of the Board Members then in office. Unless otherwise provided in these Bylaws or by the laws of the State of North Carolina, each Committee shall have all the authority of the Board to the extent delegated by the Board.

ARTICLE VIII: AMENDMENTS AND CORPORATE CHANGES SECTION 8.01 BYLAWS

These Bylaws will be reviewed at least once every four (4) years and shall be documented as to the date of such review. New Bylaws may be adopted, or these Bylaws may be amended or repealed by a majority vote of the Members, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the corporation or make any provisions of these Bylaws inconsistent with the charter, the corporation's Articles of Incorporation, or any law.

SECTION 8.02 ARTICLES OF INCORPORATION

Amendments to the corporation's Articles of Incorporation shall require a majority vote of the Board.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Board Chair of Virtual Horizons Charter School; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on 4/18/2024; and that these bylaws have not been amended or modified since that date.

IN WITNESS of which, I have signed my name on 4/18/2024, NORTH CAROLINA.

Kim Tafiti

Kim Tafiti, Board Chair

Virtual Horizons Charter School
Bylaws

ARTICLE I: NAME

SECTION 1.01 NAME

The name of this corporation shall be Virtual Horizons Charter School. The corporation's business may be conducted as Virtual Horizons Academy.

ARTICLE II: PURPOSES AND POWERS

SECTION 2.01 PURPOSE

Virtual Horizons Charter School is a C-corporation registered as a non-profit in the state of North Carolina. Upon charter approval, it will be converted to a nonprofit with the Internal Revenue Service. Virtual Horizons Charter School shall be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Virtual Horizons Charter School provides publicly funded education for students from Kindergarten through high school completion, using virtual instruction by North Carolina-licensed teachers.

SECTION 2.02 POWERS

The corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any lawful acts that may be necessary or convenient to affect the charitable purposes for which the corporation is organized and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The corporation's powers may include but are not limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

SECTION 2.03 NONPROFIT STATUS AND EXEMPT ACTIVITIES LIMITATIONS

Virtual Horizons Charter School is registered as a North Carolina nonprofit corporation and will be converted to a nonprofit with the Internal Revenue Service upon charter approval. Thus, it is recognized as a tax-exempt entity under Section 501(c)(3) of the United States Internal Revenue Code.

Notwithstanding any other provision of these Bylaws, no board member, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on

behalf of the corporation not permitted to be taken or carried on by an organization exempt under Section 501(c)(3) of the Internal Revenue Code as it now exists or may be amended. No part of the net earnings of the corporation shall inure to the benefit or be distributable to any director, officers, member, or other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes outlined in the Articles of Incorporation and these Bylaws.

Distribution Upon Dissolution. Upon termination or dissolution of Virtual Horizons Charter School, any assets lawfully available for distribution shall be distributed to one or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code, which organization or organizations have a charitable purpose which, at least generally, includes a purpose like Virtual Horizons Charter School.

ARTICLE III: MEMBERSHIP

SECTION 3.01 MEMBERS

The corporation shall have voting members within the meaning of the Nonprofit Corporation Act.

SECTION 3.02 AFFILIATES

The Board may approve classes of non-voting affiliates with rights, privileges, and obligations established by the Board. Affiliates may be individuals, businesses, and other organizations seeking to support the corporation's mission. The Board, a designated committee of the Board, or any duly elected officer by board policy shall have the authority to admit any individual or organization as an affiliate to recognize representatives of affiliates' rights, privileges, and obligations. At no time shall affiliate information be shared with or sold to other organizations or groups without the affiliate's consent. At the discretion of the Board, affiliates may be given endorsement, recognition, and media coverage at fundraising activities, clinics, other events, or at the corporation website. Affiliates have no voting rights and are not officers of the corporation.

SECTION 3.03 ASSOCIATES

Nothing in Article V shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of the North Carolina Nonprofit Corporation Act. Such individuals may originate and participate in the discussion on any subject that may properly come before any meeting of the Board but may not vote. The corporation may confer, by amendment of its Articles of

Incorporation or of these Bylaws, some or all of a member's rights, outlined in the North Carolina Nonprofit Corporation Act, upon any person who does not have the right to vote for the election of Board Members or Officers of the corporation, on a disposition of substantially all the assets of the corporation, on a merger, on dissolution, or changes to the corporation's Articles of Incorporation or Bylaws. Still, no such person shall be a Board Member. The Board may also, without establishing memberships, create an advisory council, honorary board, or other auxiliary groups deemed appropriate to advise and support the corporation.

ARTICLE IV: MEETINGS OF MEMBERS

SECTION 4.01 REGULAR MEETINGS

Regular meetings of the Board shall be held at such dates and at such times and places as the Board may fix. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the conference. At least once every 12 months, the Board meeting shall include: (1) review and election of Board Members and specific positions; (2) review and appointment of Officers of the corporation; (3) review and approval of annual budget.

SECTION 4.02 SPECIAL MEETINGS

The Chair or a majority of the Board may call special meetings of the Board for any purpose(s) at any time. If a Chair of the Board has yet to be elected, then the President of the corporation is authorized to call a special meeting in place of the Board Chair.

ARTICLE V: BOARD OF DIRECTORS

SECTION 5.01 GENERAL POWERS

Subject to limitations of the North Carolina Nonprofit Public Benefit Corporation Act, the corporation's Articles of Incorporation, and these Bylaws, the activities and affairs of the corporation shall be conducted, and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), Management Company, or committees, however, composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

SECTION 5.02 NUMBER: ELECTION AND TERM OF DIRECTORS

The authorized number of Board Members shall be at least five (5) and at most seven (7) unless changed by amendment of these Bylaws. Suppose a charter authorizer appoints a representative to serve on the Board of Directors. In that case, the Board of Directors may appoint an additional Member to ensure an odd number of Board members.

The Members from the community at large are to be elected by the current Board of Directors. They may be elected for up to three (3) three-year terms, provided that a Member who has served three (3) three-year terms may be elected to additional terms if the Board determines that such additional terms are essential to the continuity of Board management and affairs.

SECTION 5.03 FEES AND COMPENSATION

Board Members shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Member's actual and necessary expenses incurred in conducting the corporation's business.

SECTION 5.04 RESTRICTION OF INTERESTED DIRECTORS

At most, forty-nine percent (49%) of the people serving on the Board at any time may be interested people. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, and (b) any immediate relative of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered by the corporation.

SECTION 5.05 CHAIR

The Chair shall preside over the board meetings, have other powers, and perform other duties as the Board may prescribe occasionally.

SECTION 5.06 SECRETARY

The Secretary shall keep or cause to be kept a record of minutes of all meetings, proceedings, and actions of the Board and its committees, including the following information for all such meetings: the time and place of holding, whether regular or special; if unique, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof, and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the corporation's seal and shall affix the same on such papers and instruments as may be required in the regular course of business. Still, failure to affix it shall not affect the validity of any instrument.

The Secretary shall give, or cause to be given, a notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody, shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be maintained or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

SECTION 5.08 TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The book of accounts shall always be open to inspection by any Board Member.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the corporation's funds as may be ordered by the Board and shall render to the Chairman and Executive Director, upon request, an account of all transactions as the Treasurer and the corporation's financial condition. The Treasurer shall present an operating statement and report from the last regular board meeting to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be determined from time to time by the Board.

ARTICLE VI: CONFLICT OF INTEREST AND COMPLIANCE

SECTION 6.01: CONFLICT OF INTEREST POLICY

Purpose:

The Virtual Horizons Charter School (hereafter referred to as "the Organization") recognizes the importance of conducting its affairs with integrity and transparency. To uphold these principles, the Organization adopts the following Conflict of Interest Policy.

Policy Statement:

Disclosure: All directors, officers, and key employees of the Organization shall annually disclose any actual or potential conflicts of interest that may arise in connection with their duties to the Organization.

1. Recusal: Any individual with a conflict of interest shall recuse themselves from discussions or decisions in which they have a financial or personal interest.
2. Review and Action: The Board of Directors shall review all disclosed conflicts of interest and take appropriate action, which may include but is not limited to, requiring disclosure, recusal, or other measures deemed necessary to address the conflict.

SECTION 6.02: COMMITMENT TO NC OPEN MEETINGS LAW

Purpose:

The Organization is committed to conducting its meetings in accordance with the North Carolina Meeting of Public Bodies to ensure transparency and accountability in its operations.

Policy Statement:

1. Notice and Accessibility: All meetings of the Organization's Board of Directors and committees shall be publicly noticed and open to the public in accordance with the requirements of the North Carolina Meeting of Public Bodies.
2. Minutes: Accurate minutes shall be kept for all meetings, documenting attendance, actions taken, and votes cast, and shall be made available to the public in compliance with the Open Meetings Law.
3. Compliance: The Organization shall adhere to all provisions of the North Carolina Open Meetings Law (N.C. Gen. Stat. §§ 143-318.9 through 143-318.18) and take necessary steps to ensure compliance at all times.

ARTICLE VII: OFFICERS

SECTION 7.01 OFFICERS

The Officers of the corporation shall be at minimum: (1) President, (2) Secretary, and (3) Treasurer. The Chair of the Board may serve as the corporation's President, with the approval of a majority of Board Members. The Secretary and Treasurer of the Board shall also serve in such roles as Officers of the corporation unless the Board appoints other individuals. The corporation may also have, at the discretion of the Board, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as deemed necessary by the Board. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the corporation's President or the Chair of the Board.

SECTION 7.02 REMOVAL

At the request of a majority of Board Members, any Officer may be placed on probation pending a final vote to remove the Officer; the vote must occur within 60 days of notice of probation. Upon final removal, the Officer will relinquish any information about the corporation within 48 hours of removal.

SECTION 7.03 RESIGNATION

Any Officer may resign at any time by giving written notice to the Board. Such resignation may not prejudice any contract to which the Officer is a party. Any such resignation shall take effect on the date of the receipt of such notice or at any later time specified. The acceptance of such resignation shall be optional to make it effective. The letter of resignation or stated resignation will become part of the minutes that pertain to that particular board meeting.

SECTION 7.04 VACANCIES

A vacancy in any office shall be filled by appointment from the Board of Directors. Such vacancies shall be filled as they occur.

ARTICLE VIII. COMMITTEES

SECTION 8.01 BOARD COMMITTEES

The Board may create one or more standing or ad hoc committees of the Board, each consisting of at least one (1) member. Appointments to such Board committees shall be by majority vote of the Board Members then in office. Unless otherwise provided in these Bylaws or by the laws of the State of North Carolina, each Committee shall have all the authority of the Board to the extent delegated by the Board.

ARTICLE IX: AMENDMENTS

These bylaws may be amended at any regular or special meeting of the Board of Directors by a two-thirds vote of the directors present, provided that written notice of the proposed amendment(s) is given to all directors at least [insert notice period] days in advance, and provided further that any amendment to the Conflict of Interest Policy or the Commitment to NC Open Meetings Law shall require unanimous consent of the directors present.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the duly elected and acting Board Chair of Virtual Horizons Charter School; that the foregoing Bylaws are the Bylaws of the corporation as adopted by the Board of Directors on 4/18/2024; and that these bylaws have not been amended or modified since that date.

IN WITNESS of which, I have signed my name on 4/18/2024, NORTH CAROLINA.

Kim Tafiti

Kim Tafiti, Board Chair

Virtual Horizons Charter School
Evidence of Community / Parent Support Survey Results

Date	Location	Surveys Sent
10/24/2023	Email/Charlotte-Cornelius Area	314
2/22/2024	Town Hall - 21105 Catawba Ave, Cornelius, NC	169

Question 1	Total Responses	Yes Responses	% Yes	No Responses	% No
Would you support a virtual reality charter school in Charlotte?	483	**449**	**93%**	34	7%

Question 2	Total Responses	Virtual Reality	% VR	Traditional	% Traditional
Would you prefer a charter school that uses virtual reality for instruction, or a more traditional type of learning?	449	**328**	**73%**	121	27%

Position	Year 0	Year 1	Year 2	Year 3	
Principal/School Leader	1	1	1	1	
Assistant Principal	0	0	0	2	
Dean(s)	0	0	0	0	
Additional School Leadership	0	1	2	3	
Core Classroom Teachers	0	16	20	28	
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	4	5	6	
Student Support Positions (e.g. social workers, psychologists, etc.)	0	1	2	3	
Specialized School Staff	0	0	0	0	
Teaching Aides or Assistants	0	2	3	4	
School Operations Support Staff	0	0	0	0	

Year 4	Year 5
1	1
2	2
0	0
3	4
32	39
8	10
3	4
0	0
5	6
0	0

Virtual Horizons Charter School
Estimated Students Served by Grade and School Year Table

Estimated Number of Students Served by Grade and School Year														
Year 1	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
SY 26-27	0	0	0	0	80	80	70	70	50	0	0	0	0	350
Year 2	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
SY 27-28	0	0	0	0	80	80	80	80	70	60	0	0	0	450
Year 3	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
SY 28-29	0	0	0	0	110	110	100	100	90	70	70	0	0	650
Year 4	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
SY 29-30	0	0	0	0	110	110	110	110	100	70	70	60	0	750
Year 5	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
SY 30-31	0	0	0	0	150	150	120	110	100	90	70	60	50	900

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

2) Background check must include any additional aliases that have been used by the individual.

3) Background check must include a completed county level check for any county returned in the Social Security Trace.

4) Background check must include a completed nationwide check.

Certification Statement:

Note: *To be completed individually by **each** proposed founding charter school board member.* ***Form must be signed by hand.***

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Rene Daughty_, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _Rene_ Date _April 24, 2024_

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Charter School Board Member Background Check Form

Board Member Background Check
Each member of the founding board <u>must</u> submit a completed background check that meets the following parameters: **1) Background check must include a <u>Social Security Trace</u>** (which scans his/her SSN and lists every county/state of residence where that SSN has been used). **2) Background check must include any <u>additional aliases</u> that have been used by the individual.** **3) Background check must include a completed <u>county level check for any county returned in the Social Security Trace</u>.** **4) Background check must include a completed <u>nationwide check.</u>**

Certification Statement:

Note: *To be completed individually by <u>each</u> proposed founding charter school board member. **Form must be signed by hand**.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Connor M. O'Brien, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature_____ Date 4/25/2024

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Pro forma Budget		
		P
Number of Students:		
Grade Distribution:		
Revenue		
Local Funding including anticipated fees from students		
Fee Basis if applicable:		
State Funding		
Private Grants & Donations		
Source: (specify)		
Loans		
Commercial		
Private		
Other (specify):		
Expenses	**# of Staff**	**@ Salary**
Salaries (100)		
Director or Principal		
Other Administration: (specify)	1.00	$ 30,000
Teacher-Regular Ed		
Teacher-Special Ed		
Instructional Assistants	10.00	$ 1,500
Secretary		
Business Manager/Bookkeeper		
IT Technician		
Program Facilitator/Instructional Support		
Speech & Language Therapist		
Library/Media Specialist (Certified/Noncertified) (Circle)		
Counselor (Certified/Noncertified) (Circle)		
Substitute Teachers (daily basis)		
Teachers Aids and Paraprofessionals		
Other:		
Employee Benefits (200)		11
Purchased Professional Services(300)		
Audiologist, Psychologist of related support services purchased through contract		
Professional Employee Training and Development (330)		
Official or Administrative Services in Support of Management (310)		
Professional Educational Services (Curricular Support or Contracted Institutional Services) (320)		
Legal (300)		
Audit Services (300)		
Web Site Development (300)		
Other: Supplemental Curriculum Development-Using technical sites for curriculum i.e. Canvas		
Purchased Property Services(400)		

Equipment or Vehicle Rental or Lease/Purchase Agreements		
Computer and related Equipment rentals		
Other Purchased Services (500)		
Travel (580)		
Transportation (Student) (510-513)		
Personnel and Wage Records and Data Management		
Supplies(600)		
Instructional and other general supplies (610)		
Library Instructional Aids/Books/Periodicals (640/645)		
Textbooks (641)		
Audiovisual Materials (646)		
Software (670)		
Other (printing; postage)		
Total Instruction, Administration & Support		
Operations & Maintenance		
Purchased Property Services (400)		
Facilities Rental or Lease (440)		
Water, Sewage , Disposal Services		
Property Tax		
Equipment or Vehicle Rental or Lease/Purchase Agreements		
Custodial Services		
Other Purchased Services (500)		
Property/Casualty Insurance (520/521)		
Advertising and Marketing		
Printing and Binding		
Phone/Communications		
Supplies (600)		
Operational Supplies		
Utilities and other Expendable Supplies (610-630)		
Property (700)		
Land & Improvements		
Buildings		
Technology-Related Hardware (Computers etc.)		
Furniture & Other Equipment		
Debt Service and Miscellaneous Costs (800)		
Fees/Permits & dues		
Loan Payments		
Other (security, copier lease)		
Total Operations & Maintenance		
Total Expenditures		
Total Revenues		

Year Zero	
Planning Year	
Total	
$0	
$300,000	We will apply for a grant from Charter Growth Fund, or the Walton Foundation. If we are unable to secure these funds, we will not assume these numbers.

Total	
$	
$30,000	
$	
$	
$15,000	
$	
$	
$	
$	
$	
$	
$	
$	
$	
$	
$7,500	
$	50,000.00
$	50,000.00
$	50,000.00

Year Zero

$	2,500.00
$	5,000.00
$	20,000.00
	$230,000
Total	

$50,000
$5,000
$15,000

	$70,000
	$300,000
	$300,000

Balance

Virtual Horizons Charter School
2026-2027 Academic Calendar

Jul-26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug-26

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sep-26

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct-26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Nov-26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec-26

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan-27

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Feb-27

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Mar-27

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Apr-27

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May-27

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	S	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Quick Dates

Professional Development July 1-31
Oct. 16, Jan. 8, Apr. 16
Back-to-School Night Sep 7th
Tours available on request

Student Non-attendance Days:
Labor Day, Sep 7th
Fall Break, Oct 7th-9th
Thanksgiving, Nov 25th-27th
Winter Break, Dec 19th-Jan 3rd
Martin Luther King Day, Jan 18th
President's Day, Feb 15th
Spring Break, Apr 3rd-11th

Important Dates:
School Starts, Aug 12st
Parent/Teacher Conferences, Sep 10-11th
SAT/ACT, Oct 21-23 and Feb 3-5
Parent/Teacher Conferences, Mar 18th and 19th
State Level Testing, Apr 26th-May 5th
6th grade Promotion, May 19th
8th grade Graduation, May 20th
High School Graduation, 4th year
Last Day of School, May 21st
Board Meetings are the third Tuesday of each month unless otherwise noted:
July 21, Aug 18, Sept 22, Oct 20, Nov 17,
Dec 15, Jan 19, Feb 16, Mar 16, Apr 20, May 18 and Jun 21
Board review dates for charter goals: December 16 and June 9

1st Semester - Aug 12th-Dec 18th
2nd Semester - Jan 5th-May 21st
Summer Term - Jun 9th-July 3rd

Bell Schedule 4-6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Homeroom Meeting with Teacher				
8:30am	Brain Break – get ready for first class and rest of the day				
9-10am	Math	Math	Math	Math	Math
10:00-11:00 am	ELA	ELA	ELA	ELA	ELA
11:30am	Asynchronous Assignments	Asynchronous Assignments	Asynchronous Assignments	Asynchronous Assignments	Homework
12:00pm	Lunch Break				Field Trip

Teacher Office Hours

Meet with Paraprofessional |
12:30-1:30pm	STEM	Social Studies	STEM	Social Studies	
2-3pm	Asynchronous Assignments	Art	Asynchronous Assignments	Art	
4:00pm	After School Activities	After School Activities	After School Activities	After School Activities	

Bell Schedule 7-8

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Homeroom Meeting with Teacher				
8:30-10am	Science 7/8	Social Studies 7/8	Science 7/8	Social Studies 7/8	Field Trips

Teacher office hours for extra help

Conference with Para |
10:30-12:00	Math 7/8	Math 7/8	Math 7/8 Lab	Math 7/8 *help session*	
12:00pm	Lunch Break				
12:30-2:00pm	ELA 7-8	Virtual Reality Lab	ELA 7-8	Writing Lab *help session*	
2:00pm	Asynchronous assignments Teacher Office Hours Available				

Bell Schedule 9-12

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	Asynchronous assignments and Office Hours Available				9:00am Break
10:00-11:30am	English 9-12	World Geography/US History/Civics	English 9-12	World Geography/US History/Civics	Park Day Field Trip Teacher office hours for extra help Conference with Para
11:30am	Lunch Break				
12:00-1:30pm	Math 9-12	Math 9-12	Math 9-12	Math Lab *Small group support*	
1:30-3:00pm	Art	Biology	Biology Lab *Every other week*	Biology	
3:00pm	Asynchronous learning (homework and project collaboration) Teacher Office Hours Available				
4:00pm	CTE Learning				

Course Title and Description	North Carolina Core Objectives
Language Arts 4-5 2.0 Credits Pre-requisite: K-3 Grade Language Arts **Reading Standard:** With prompting and support, retell familiar stories, including key details. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Standard 1 (Reading): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Standard 2 (Writing): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Standard 3 (Inquiry): Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

Language Arts 6-8 3.0 credits Pre-requisite: 4-5 Grade Language Arts **Reading Standard:** A balance of reading experiences exists in the Language Arts Core. A teacher will find informational reading, poetry, narrative, and drama to be part of the content. It is necessary to include cross-curricular content reading, such as history, science and technical science. Also, teachers will find that there must be some cross over with their lower grade feeder schools to ensure that students will be prepared for the academic adventures ahead. Teachers will notice that there is a big focus on the **analysis** of literary and informational texts. Several elements of literature still exist, such as theme vs. main idea, point of view, setting, and characterization. Figurative language will also be found, but will include more than just simile and metaphor. What may be most noticeable is that while teachers will still find these elements in the Language Arts Core, there is a distinct increase in what will be covered. Another North Carolina core thread that appears in the Common Core is the connection to text. The language of this standard in the Common Core is different, but the idea of text-to-self, text-to- text, and text-to-world is still present. Additionally, teachers will need to include a multi-media element to their reading.	Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others. Standard 3 (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.
English 9-12 4.0 credit Prerequisite: English 7-8 The English Core has four strands — Reading, Writing, Speaking/Listening, and Language Reading has two categories, acknowledging the different skill sets to effectively read each a wide range of texts: • Reading Literature (RL): The objectives cover a comprehensive approach to the analysis of literature • Reading Informational Text (RI): The objectives address the need for lifelong learners to identify not only key ideas of text	Standard 1: (Reading): (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. Standard 2: (Writing): Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, to report observations, and to persuade others.

but also to think about all aspects that could be argued, i.e. fallacious reasoning, point of view, claims, and evidence. Writing (W): focuses on three types: 1) argument, 2) informative/explanatory, 3) narrative • Argument: reasoning and evidence need to support the claims. • Informative/Explanatory: writing to examine a topic and convey ideas and information. • Narrative: writing to develop real or imagined experiences or events. Speaking and Listening (SL) — back in the core • Discussion and collaboration are critical. High School includes more than interviews. Students are expected to listen and respond thoughtfully. • Integrate, collaborate, qualify, propel, incorporate, evaluate are just a few of the verbs to implement in your classroom. • Presentations put students on stage using a variety of technology and forums. Language (L): Conventions (grammar, usage, mechanics), Knowledge of language (context and format), Vocabulary Acquisition and Use Parallel structure, phrases and clauses are the high school emphasis. • The CC requires correct capitalization, punctuation, and spelling (covered in earlier levels). • Focus on the colon and semi-colon in teaching punctuation. • Lifelong learners need skills to understand vocabulary in all its aspects (use of dictionary, thesaurus and digital reference materials to teach pronunciation). • Connotation and denotation: recognizing word nuances is key. • Using contractions, jargon, and idiomatic expressions as well as appropriate levels of diction for any given situation. Figurative language is taught on all levels.	Standard 3: (Inquiry): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

VIRTUAL HORIZONS CHARTER SCHOOL
HIGH SCHOOL COURSE OFFERINGS GRAPH

SECTION I

VHCS will offer, at a minimum, the core and elective courses listed in the tables in SECTION II in alignment with NC State High School Graduation Requirements. VHCS may elect to offer additional courses in future years based upon the enrolled student population and interests. Courses will be delivered in the virtual reality environment with certified teachers trained in the best methods of virtual reality learning. Curriculum designers and teachers have access to thousands of Virtual Reality Synchronous Learning Environments, Labs, Field Trips, 3D Spawnable Assets, and Experiences from which to design their courses. These resources include, but are not limited to:

- 60+ synchronous learning environments
- 10,000+ 3D IFX objects & teaching aids (spawnables)
- Ability to integrate media (video, websites, presentations, etc.)
- Virtual Reality Dissections
- 200+ pre-produced self-guided asynchronous content experiences
- 120+ global 360-video "field trips" in English, Spanish, French, German, and Arabic
- Career and Technical Certification courses
  - Nursing Assistant
  - Medical Assistant
  - Welding
  - Carpentry
  - Robotics
  - Drones
  - Vet Tech
  - Ag Science
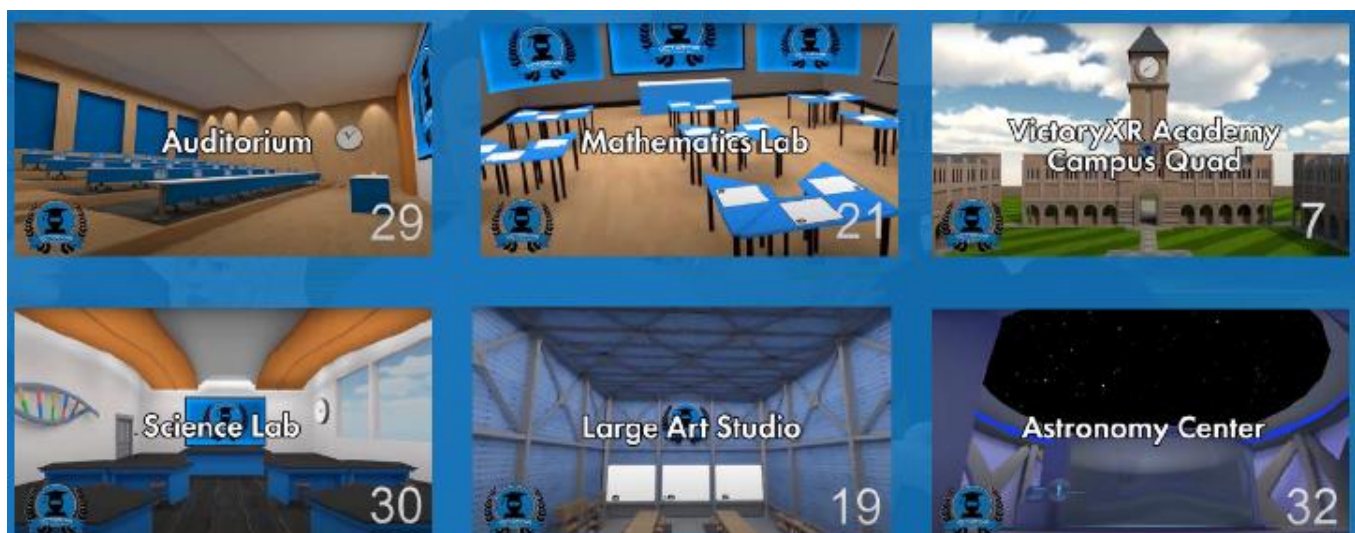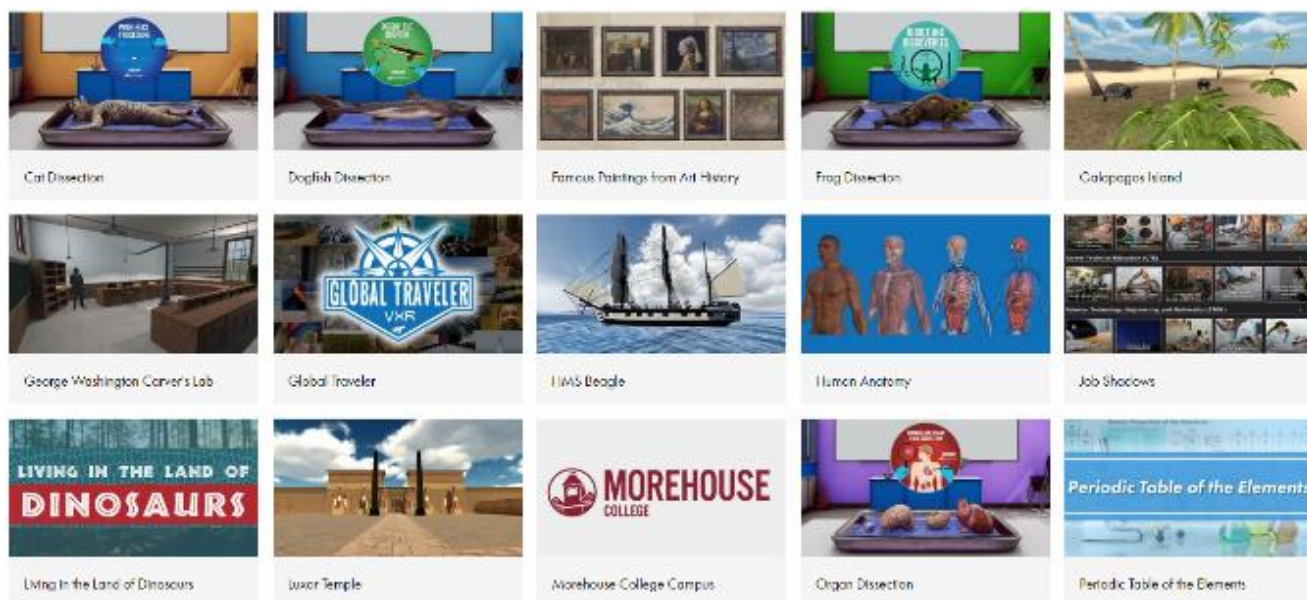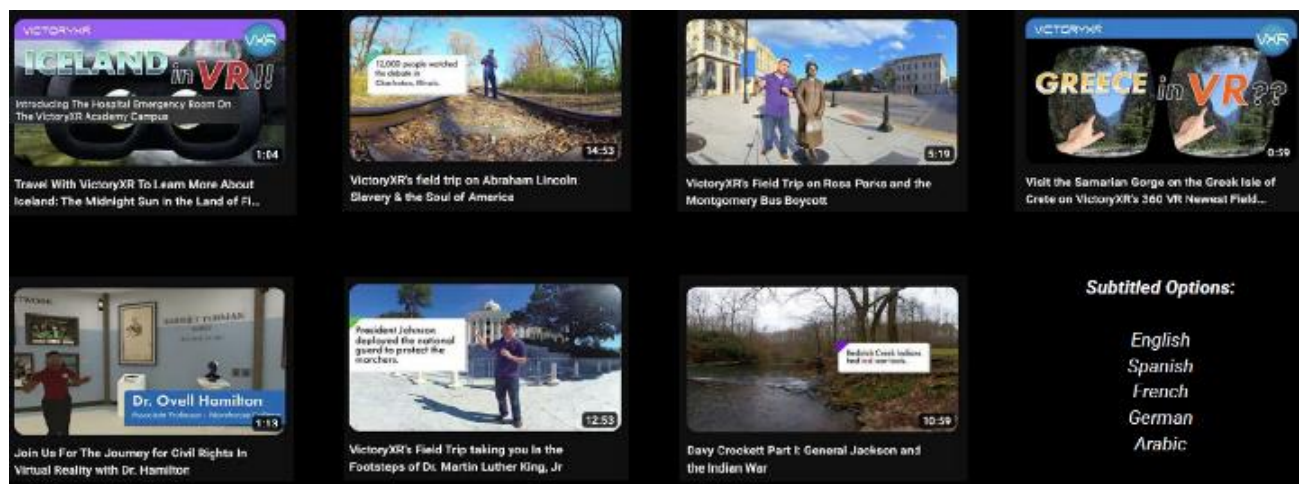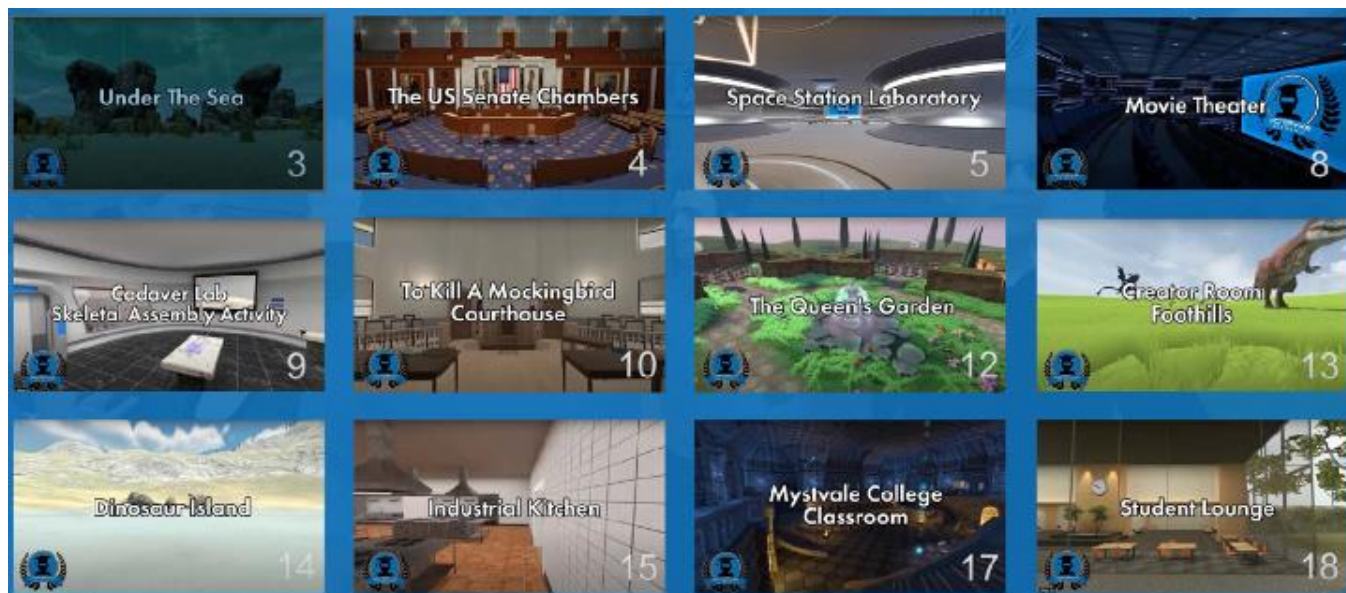
Virtual Reality CTE

Helps students become career-ready and prepares them to complete the NOTCI certification assessments.

CTE Course Offerings		
CTE Healthcare	Nursing Assistant (CTE)	Vital Signs
		PPE
		Parts of the Body
		Modified Bed/Bath
		Wheelchairs & Ambulation Devices
		Making a Bed
		Medical Instruments
		Range of Motion Exercises
	Medical Assistant (CTE)	First Aid & Aseptic Fields
		Heart Rhythms with an ECG
		Vision Test
		PPE
		Hematology & Pulmonary Diagnostics
		Biomedical Equipment
		Nebulizer Usage
		Suture Removal
		Bleeding Control
CTE Trades	Welding	Welding Demo
		PPE
		Oxy-Fuel Cutting
		Gas Metal Arc Welding
		Gas Tungsten Arc Welding
	Carpentry	OSHA: Safety
		Housekeeping: Safety
		PPE
		Tools & Tool Care
		Designing a Shed
		Building the Shed
CTE Tech	Drones	Drone Basics
		Obstacle Course

		Search and Rescue
		Reconnaissance Mission
		Extreme Weather Obstacle Course
		Large Structure Inspection
	Robotics	Robotics Demo
		Robots and their Use Cases
		Breadboards and Circuits
		The Software Behind Robots
		Building a Functional Robot
CTE Life Science	Agricultural Science	Tractor Maintenance
		Identifying Livestock
		PPE
		Preventing Accidents
		Hand Tools
		Simple Machines
		Tractor Safety
	Veterinary Science	Handling & Restraint
		Body Language & Behavior
		Instruments & Technology
		Safety Procedures

SECTION II

Curriculum designers and teachers will leverage the latest in virtual reality development to build out the following core and elective courses aligned to State of NC Academic Standards.

ENGLISH	
Course	**Description**
English I	English I is a foundational course designed to develop students' skills in reading, writing, speaking, and listening. Through a variety of literary genres, students will explore themes, analyze texts, and engage in critical thinking and discussion. The course emphasizes the development of language proficiency, literacy, and communication skills necessary for success in high school and beyond.
English II	English II is a comprehensive course designed to further develop students' skills in reading, writing, speaking, and listening. Building upon the foundations established in English I, students will explore a variety of literary genres, engage with complex texts, and refine critical thinking and communication skills. The course emphasizes analysis, interpretation, and synthesis of texts to deepen understanding and foster a lifelong appreciation for literature and language.
English III	English III is an advanced course designed to deepen students' understanding of American literature, language, and culture. Through the study of a diverse range of literary texts, students will explore key themes, historical contexts, and cultural perspectives while honing critical thinking, writing, and communication skills. The course emphasizes analysis, interpretation, and synthesis of texts to develop students' abilities as informed readers, writers, and thinkers.
English IV	English IV is an advanced course that explores literature from around the world, emphasizing critical analysis, cultural awareness, and synthesis of ideas. Through the study of diverse literary texts, students will engage in deep discussions, develop advanced writing skills, and cultivate a global perspective. The course challenges students to think critically, communicate effectively, and appreciate the richness and complexity of human experiences as reflected in literature.
*Honors and AP courses will be offered as needed.	

MATHEMATICS	

Course	Description
Math 1	Math 1 is a foundational course designed to provide students with essential mathematical concepts and skills necessary for success in high school mathematics. Through problem-solving activities, real-world applications, and interactive learning experiences, students will develop a solid understanding of algebraic concepts, geometry, and statistical reasoning. The course emphasizes critical thinking, mathematical reasoning, and communication skills essential for solving mathematical problems and making connections between mathematical ideas.
Math 2	Math 2 is a rigorous course designed to build upon the foundational concepts learned in Math 1 and further develop students' mathematical proficiency in algebra, geometry, and statistics. Through problem-solving tasks, critical thinking exercises, and collaborative projects, students will deepen their understanding of algebraic expressions, geometric concepts, and statistical reasoning. The course emphasizes the application of mathematical concepts to real-world scenarios and the development of mathematical literacy essential for success in higher-level mathematics courses.
Math 3	Math Course 3 is an advanced course designed to build upon the mathematical concepts and skills developed in Math 1 and Math 2, and prepare students for higher-level mathematics courses. Through rigorous problem-solving activities, critical thinking exercises, and collaborative projects, students will deepen their understanding of algebraic, geometric, and statistical concepts. The course emphasizes the application of mathematics to real-world scenarios, the development of mathematical reasoning, and the preparation for college and career readiness.
4th Year Math - the course will be based on standardized test scores of the student such as, SAT, ACT, ASVAB, or a math that aligns with students' post-high school plans.	
*Honors and AP courses will be offered as needed.	

SCIENCE	
Course	**Description**
Introduction to Computer Science	This course introduces students to fundamental concepts and principles of computer science, equipping them with essential knowledge and skills in

SCIENCE	
	programming, problem-solving, and computational thinking. Through hands-on activities and projects, students will explore various programming languages, algorithms, data structures, and software development techniques. Emphasis will be placed on both theoretical concepts and practical applications, with opportunities for students to develop their creativity, critical thinking, and collaboration skills.
Earth/Environmental Systems	Earth/Environmental Systems is a comprehensive course designed to explore the interactions between Earth's natural systems, including the atmosphere, hydrosphere, lithosphere, and biosphere. Through inquiry-based investigations, hands-on activities, and real-world applications, students will develop an understanding of Earth's dynamic processes, environmental issues, and human impacts on the planet. The course emphasizes scientific inquiry, critical thinking, and problem-solving skills to address complex environmental challenges facing society.
Biology	Biology is a foundational course designed to explore the fundamental principles of life and living organisms. Through inquiry-based investigations, laboratory experiments, and hands-on activities, students will develop an understanding of biological concepts, processes, and applications. The course emphasizes scientific inquiry, critical thinking, and problem-solving skills to analyze biological phenomena and their relevance to everyday life.
Chemistry	Chemistry is a rigorous course designed to explore the fundamental principles of matter and its interactions. Through laboratory investigations, mathematical analysis, and theoretical inquiry, students will develop an understanding of chemical concepts, reactions, and applications. The course emphasizes scientific inquiry, critical thinking, and problem-solving skills to analyze chemical phenomena and their relevance to everyday life.
Physics	Physics is a foundational science course that explores the fundamental principles governing the behavior of matter and energy in the universe. Through inquiry-based investigations, hands-on experiments, and mathematical analysis, students will develop an understanding of physical concepts, laws, and applications. The course emphasizes critical thinking, problem-solving skills, and scientific inquiry to analyze and interpret physical phenomena.
*Honors and advanced placement classes will be offered as needed	

SOCIAL STUDIES	
Course	**Description**
Founding Principles of the USA and North Carolina: Civic Literacy	Founding Principles of the USA and North Carolina: Civic Literacy is a comprehensive course designed to provide students with a deep understanding of the historical, political, and legal foundations of the United States and the state of North Carolina. Through inquiry-based learning, critical analysis, and civic engagement, students will explore the principles of democracy, constitutional government, and civic responsibility. The course emphasizes the development of civic knowledge, skills, and dispositions essential for informed and active participation in civic life.
American History	American History is a comprehensive course designed to explore the political, social, economic, and cultural development of the United States from its founding to the present day. Through inquiry-based learning, critical analysis of primary and secondary sources, and historical inquiry, students will examine key events, movements, and figures that have shaped the nation's history. The course emphasizes the development of historical thinking skills, civic literacy, and an understanding of the complexities of the American experience.
Economics and Personal Finance	Economics and Personal Finance is a comprehensive course designed to provide students with essential knowledge and skills in economics, financial literacy, and personal money management. Through real-world applications, hands-on activities, and interactive learning experiences, students will explore economic principles, financial concepts, and practical strategies for making informed financial decisions. The course emphasizes the development of financial literacy, critical thinking, and economic reasoning necessary for financial success and responsible citizenship.
World History	World History is a comprehensive course designed to explore the major events, movements, and civilizations that have shaped human history from ancient times to the present. Through inquiry-based learning, critical analysis of primary and secondary sources, and historical inquiry, students will examine key developments, interactions, and transformations in global history. The course emphasizes the development of historical thinking skills, cultural awareness, and an understanding of the complexities of the human experience across different regions and time periods.
*Honors and advanced placement courses will be offered as needed.	

PHYSICAL EDUCATION

Course	Description
Health and Wellness Education	Health and Wellness Education is a comprehensive course designed to provide students with essential knowledge and skills to make informed decisions about their health and well-being. Through interactive lessons, practical activities, and real-world applications, students will explore various aspects of physical, mental, and social health. The course emphasizes the development of lifelong healthy habits, critical thinking skills, and strategies for promoting personal and community wellness.
Participation Skills	Participation Skills is a dynamic course designed to equip students with the essential knowledge and skills needed to engage effectively in a variety of physical activities and sports. Through experiential learning, practical exercises, and skill development, students will explore the fundamentals of movement, teamwork, and sportsmanship. The course emphasizes the development of physical fitness, motor skills, and positive attitudes toward physical activity and lifelong wellness.
Fitness for Life	Fitness for Life aims to empower students with the knowledge, skills, and motivation to lead physically active and healthy lifestyles both during and beyond their high school years.
Team Sport/Athletic Participation	Students may choose to participate in a sport or athletic program for credit.

ELECTIVES

Course	Description
Career and Technical Education:	May include, but not limited to: Robotics Drones Carpentry Welding Nursing Assistant Medical Assistant Veterinary Tech Agricultural Science CTE courses prepare students for national certification tests

ELECTIVES	
Arts Education	May include, but not limited to: Dance Music Theater Arts Visual Arts
World Languages	May include, but not limited to: Spanish Other languages may be added once we under stand the student population we are serving and their areas of interest
*Students may choose to participate in elective courses offered by a local school district per the dual enrollment policies of the respective district, VHCS, and State of NC. This could include ROTC, sports teams, or cross-disciplinary courses such as, math, science, social studies, or English courses.	

VIRTUAL HORIZONS CHARTER SCHOOL OF NORTH CAROLINA
STUDENT DAILY AND WEEKLY SCHEDULE BY GRADE BAND

STUDENT #1 – 4th Grader with STEM Focus

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	**Homeroom Meeting with Teacher**				
8:30am	**Brain Break – get ready for first class and rest of the day**				
9:00-10:00am	4th Grade Math	4th Grade Math	4th Grade Math	4th Grade Math	4th Grade Math
10:00-11:00 am	ELA 3/4	ELA 3/4	ELA 3/4	ELA 3/4	ELA 3/4
11:30am	**Specialty Rotations** **SCIENCE / CIVICS / PE / MUSIC**				
12:00pm	**Lunch Break**				
12:30-1:30pm	STEM 3-4	Social Studies 3	STEM 3-4	Social Studies 3	**Virtual Field Trip** **Conference with Para / Teacher**
2:00-3:00pm	Asynchronous Assignments	Art	Asynchronous Assignments	Art	
After School Hours	**Asynchronous homework assignments / Teacher Office Hours Available**				

STUDENT #2 – 5th Grader with IEP

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Homeroom Meeting per IEP				
9:00-10:00am	SPED Support (OT, SAI)				Elective course in STEAM
10:30-11:45am	ELA 4-5	Robotics	ELA 4-5	ELA 4-5	Virtual Field Trip
11:45am	Lunch Break				
12:30-1:45pm	STEM 4-5	Social Studies 5	STEM 4-5	Social Studies 5	Conference with Para / Teacher
2:00-3:00	Math 5	Math 5	Math 5	Math 5 Lab	
After School Hours	Asynchronous homework assignments / Teacher Office Hours Available				

Student #3 – 7th Grader with Computer Science Focus

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Homeroom Meeting with Teacher				
8:30-10:00am	Physical Education	Music Elective	Physical Education	Music Elective	Virtual Field Trip
10:00-11:30am	Science 7	Social Studies 7	Science 7	Social Studies 7	ART Elective
11:30am	Lunch Break				
12:00-1:30pm	Math 7	Math 7	Math 7 Lab	Math 7 *Peer Collaboration*	Virtual Reality Coding Elective
1:30-3:00pm	ELA 7-8	Computer Science Lab	ELA 7-8	Writing Lab *Peer Collaboration*	Conference with Para / Teacher
After School Hours	Asynchronous homework assignments / Teacher Office Hours Available				

Student #4 – 9ʰ Grader Accelerated Learner with English Focus

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	Asynchronous assignments and Office Hours Available				
10:00-11:30am	Honors English	American History	Honors English	American History	Virtual Field Trip
11:30am	Lunch Break				
12:00-1:30pm	Math 1	Math 1	Math 1	Math Lab *Peer Collaboration*	World Language
1:30-3:00pm	World Language	Biology	Biology Lab	Biology	Medical Assistant CTE
After School Hours	Asynchronous homework assignments / Teacher Office Hours Available Theater rehearsal & shows; dance & voice lessons				

Charter School Board Member Information Form

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Name of charter school	Virtual Horizons Charter School of North Carolina

School Information	

Board Member's Information	
Full name: Connor Michael O'Brien	
Home Address: 120 Parkview Drive	
Park City, UT 84098	
Business Name & Address: Links Mortgage Corporation	
225 Broadway Street, LL12	
South Haven, MI 49090	
Telephone No.: (574) 210-2335	

Board Members

E-mail address: connor.m.obrien@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: X
Educational History	United States Military Academy at West Point Class of 2010 Bachelor of Science Kellogg School of Management – Northwestern University Class of 2019 Master of Business Administration
Employment History	United States Army (Infantry Officer) – May 2010 – September 2015 Links Mortgage Corporation – October 2015 – Present
How were you recruited to join this Board of Directors?	I am a founding board member of Virtual Horizons Charter School in Utah. Following our successful application, I was asked to assist in opening another school in North Carolina.
Why do you wish to serve on the board of the proposed charter school?	I believe in the power of education, and I believe innovation and technology are a catalyst for this power. Using Virtual Reality, we can level the playing field for children in every geographic region,

Question	Response
	regardless of socioeconomic status, and provide them the very best education possible.
How were you recruited to join this Board of Directors?	See above
Why do you wish to serve on the board of the proposed charter school?	See above
What is your understanding of the appropriate role of a public charter school board member?	I believe we serve as a guidepost for the school and the community which it serves. We must allow room for the school administrators to run the school and for the teachers to teach while keeping our attention on the long-term vision for the school. It is our responsibility to ensure all employees and board members are held accountable for our actions, and ensure these actions are in pursuit of the school's goals and priorities.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I currently serve as the Treasurer for the founding board of Virtual Horizons Charter School in Utah. This is the first Virtual Reality-based charter school approved in the United States.
Describe the specific knowledge and experience that you would bring to the board.	I currently work in Multifamily-focused real estate finance. My job is heavily involved in capital allocation, risk identification and mitigation, budget forecasting and regulatory compliance. As the board's treasurer, I believe these skill sets are important to ensure we are properly using public money for the betterment of our students and ensuring the financial health of the school.
School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	We want this school to offer the most innovative approach to education available. We want to use our virtual reality platform to reach the most disadvantaged students to whom an excellent education is not readily accessible. We want to inspire students to be lifelong learners who better the world around them.

What is your understanding of the school's proposed educational program?	Virtual reality-based education is unlike anything else. It is very immersive and interactive for the students and teachers alike. The immersive nature allows students to explore subjects at a much deeper level than with a textbook or through a "traditional" online platform. For example, students can tour the Egyptian pyramids as if they are there in person while simultaneously manipulating the pyramids to learn about their geometry as well as their history. This mixing of subjects serves to reinforce what students learn in the respective subjects' classes to further reinforce the lessons. The immersive nature of virtual reality also creates an emotional connection between students and the subject matter which further enables students' recall and understanding of the material.
What do you believe to be the characteristics of a successful school?	A successful school is one where students, teachers, and staff feel valued, safe, and inspired. Success also means translating these feelings into academic achievement and pride in being part of the school.
How will you know that the school is succeeding (or not) in its mission?	Students can leverage what they have learned into other aspects of their life. They have learned how to impart knowledge, compassion, and understanding to others. Their emotional intelligence matches their educational prowess. For the older students, success also means they can use what they have learned to guide them into the next phase of their life. Whether that entails, college, military service, trade/technical school, any other path in life, they can draw on what they learned at Virtual Horizons to excel in any endeavor they undertake.
Governance	
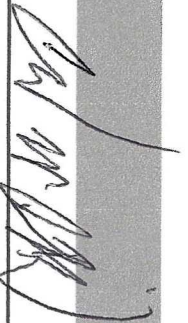
Describe the role that the board will play in the school's operation.	The board will serve a few functions. The board's first and foremost obligation will be oversight of the school's compliance with all state and federal regulations. The board must ensure the school's administration is meeting financial obligations and promoting the school's vision and goals. Except for extreme circumstances, the board should not intervene in day-to-day school operations – we must empower school administration and faculty to take ownership of daily school functions. The board will also serve as a conduit of information and communication between the school's administration and parents for school governance-related issues.
How will you know if the school is successful at the end of the first year of operation?	There are several benchmarks for success, but the most important indication is if students and faculty are excited to return for the next school year.
How will you know at the end of five years of the schools is successful?	The first benchmark we will look to is if our school is full, and we have an overflow of both student and faculty applications. The second is if former students return to tell us how much their education has helped them in their current endeavors.
What specific steps will the charter school board need to take to ensure that the school is successful?	Give us the flexibility to innovate and experiment with how virtual reality is implemented in the classroom. This technology will continue to evolve, and we will have to change with it. Part of this will include faculty and administration experimenting with different ways to leverage this technology to better serve our students and community. Not all these efforts will be successful. We must be held accountable for our actions but allow us to try new ideas to help our students succeed.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	If the action was not, or could not be proven to be, intentional, I would confront the board member one-on-one to voice my concern and allow them the opportunity to correct their actions. If the unethical act was, in fact, intentional then I would bring it to the attention of the full board to determine the correct course of action. While this might cause some short-term problems, we must not allow that to prevent us from keeping school's best interest at the forefront of everything we do. If I was the one believed to be acting unethically, I would expect other board members to address the situation in the same manner. We can not allow anything to compromise our integrity as a board.

Certification

I, Connor Michael O'Brien, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Virtual Horizons Charter School is true and correct in every respect.

Board Member's Signature

| Signature | Date 4/19/2024 |

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

Connor M. O'Brien

Email: connor.m.obrien@gmail.com   Phone: +1 (574) 210-2335 (United States Mobile Phone)

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Education and Qualifications

2006-2010	**United States Military Academy**	Bachelor of Science
	West Point, New York, USA	
2016-2019	**Kellogg School of Management**	Masters of Business Administration – Finance
	Chicago, Illinois, USA	

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Work Experience

Oct-15 – Present – Vice President – Links Mortgage Corporation   **South Haven, MI, USA**
- Responsible for originating HUD-insured mortgage debt for multifamily apartments and senior housing, maintaining client relationships, and performing quality assurance/quality control for all deals prior to closing
- Have underwritten deals totaling over $100,000,000 and advised clients how to allocate their capital stack and optimize their financial expenditures in a HUD-compliant manner resulting in significant cost savings for clients

May-10 – Sep-15 – Infantry Officer, United States Army   **Multiple Locations**

Apr-15 – Oct-15 – Brigade Assistant Operations Officer   **Anchorage, AK, USA**
- Served as the operations manager during multiple, high-risk training operations involving over 1,000 personnel resulting in no serious injuries and 100% accountability of equipment

Oct-14 – Apr-15 – Joint Special Operations Task Force (Forward) Officer-in-Charge   **Republic of the Philippines**
- Managed a department of 6 employees during a combat deployment to the Republic of the Philippines
- Coordinated with the U.S. State Department and the Philippine Interior Ministry resulting in continuous support for civil and military operations throughout the country

Nov-13 – Apr-14 – Special Assistant to the Chief Executive Officer   **Anchorage, AK, USA**
- Handpicked by the CEO (Brigade Commander) to serve as his operations assistant
- Managed a department of 5 employees to coordinate the CEO's daily schedule, security, transportation, communication with senior staff, and maintain confidential counseling records for senior leaders in the organization. This resulted in all confidential documents being secure and up-to-date, and the CEO always having maximum time and flexibility to make command decisions

Feb-13 – Nov-13 – Infantry Company Executive Officer   **Anchorage, AK, USA**
- Second in command of a department of 130 employees
- Managed the department's logistical, maintenance, and day-to-day operations. This resulted in our department being chosen to lead the first Army Contingency Response Force for U.S. Pacific Command

May-12 – Jan-13 – Logistics Planner   **Multiple Locations**
- Managed the transportation of over 200 pieces of cargo worth more than $30,000,000 from 8 locations in Afghanistan to Anchorage, AK resulting on no lost or damaged equipment
- Planned and implemented post-deployment maintenance of military equipment worth more than $50,000,000 resulting in a deficiency-free reset of all mission-critical items

May-11 – Apr-12 – Infantry Platoon Leader   **Multiple Locations**
- Managed a department of 41 employees before and during an 11-month combat deployment to Afghanistan
- Advised and partnered with Afghan security forces and government officials to combat Violent Extremist Organizations along the Afghanistan-Pakistan border. This resulted in the successful completion of over 60 combat missions and the capture of multiple, High Value Individuals
- Maintained 100% accountability of over $5,000,000 worth of equipment
- Served as the Substance Abuse Prevention Officer for our parent organization resulting in our department having the highest level of military readiness in the entire organization

May-10 – Apr-11 – Infantry Officer Trainee   **Fort Benning, GA, USA**
- Successfully completed the Infantry Basic Officer Leadership Course and U.S. Army Ranger School

Charter School Board Member Information Form

Note: *To be completed individually by each proposed founding charter school board member. Please include a* **one-page** *resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	Virtual Horizons Charter School

Board Member's Information	
Board Members	Full name: Dennis English Jr
	Home Address: 5 Gingerwood Lane, Durham NC 27713
	Business Name & Address: Inner Banks Strategies
	Telephone No.: 919-434-0339
	E-mail address: dennis@innerbanksstrategies.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: X Yes: ☐
Educational History	Bachelor of Science Masters Public Administration
Employment History	Assistant Secretary, North Carolina Department of Administration Office of Historically Underutilized Businesses
How were you recruited to join this Board of Directors?	Was introduced by Mary Catherine
Why do you wish to serve on the board of the proposed charter school?	I have a passion to serve our future generation and to make sure I can make a contribution to our children by offering my talents to the board.
How were you recruited to join this Board of Directors?	Met with founders on a zoom to ask questions and get a better understanding of how the school would educate our students.

Why do you wish to serve on the board of the proposed charter school?	Click or tap here to enter text.
What is your understanding of the appropriate role of a public charter school board member?	To ensure we carry out the fiduciary duties and comply with all rules managing the public charter.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have been a charter school consultant for eight years. My work has included public affairs, board recruitment, application writing, and lobbying.
Describe the specific knowledge and experience that you would bring to the board.	Overall understanding of how a charter school is run. Operation, finances, board governance

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	We want to give all students an opportunity to learn in a virtual reality setting and ensure we have a diverse learning environment.
What is your understanding of the school's proposed educational program?	The educational program is all virtual with learning being acquired on a virtual reality headset technology with educational instruction from a teacher.
What do you believe to be the characteristics of a successful school?	High quality teaching, genuine concern for the students, fiscally responsible, well governed board, and a rigorous curriculum and friendly environment.
How will you know that the school is succeeding (or not) in its mission?	We will attain student and academic growth, retain quality teachers.

Governance

Describe the role that the board will play in the school's operation.	We will ensure that the school is following its mission, operate within the budget parameters, and hold school leaders accountable for operating the school effectively.
How will you know if the school is successful at the end of the first year of operation?	We will have met all academic, test scores, and student enrollment goals.
How will you know at the end of five years of the schools is successful?	The school will have record number enrollment growth, operating a balanced budget, our students will have the highest test schools amongst other schools. Parents, teachers and students will have a sense of pride to be a part of a great educational enterprise such as Virtual Horizons Charter School.
What specific steps will the charter school board need to take to ensure that the school is successful?	We will meet regularly as the bylaws required, establish committees in line with operations, establish specific board goals and follow steps to achieve them, hold monthly update meetings with school leadership.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Call a meeting to address the board member and allow them to speak about the matter. Once the board has met we should call for a vote to have the board member removed if the board agrees that it is necessary to do so.

Certification
I, Dennis English, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for __Virtual_Horizons_____ Charter School is true and correct in every respect.

Board Member's Signature	
Signature *Dennis English*	**Date Apr 25, 2024**

If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

Dennis M. English, MPA

5 Gingerwood Lane
Durham, NC 27713

(919) 434-0339
english21906@gmail.com

CAREER PROFILE

15+ Years of Diversified Experience and Documented Contributions in Government Relations

Experienced & Successful Public Affairs Executive / Lobbyist with 15+ years' experience representing organizations, forging relationships, negotiating legislative provisions that advance the interests of an organization. Proven ability to work across partisan lines, bridging ideological divides to influence and produce favorable legislative results.

Core Competencies:

Government Affairs /
Public Policy

———

Currently registered as a
Lobbyist in North Carolina

———

Legislative Expertise /
Community Affairs

———

International Affairs /
State Government Advocacy

———

Negotiating Skills /
Corporate Strategy

———

Tactical and Strategic Planning

———

Issues Management / Project
Coordination

———

Able to work effectively on
"both sides of the aisle"

RELEVANT EXPERIENCE

Senior Consultant, 2017-2024
Inner Banks Strategies LLC.

Advised and assisted clients with Government Relations activities including partnership development, marketing, sales process support, market research/analysis, proposal writing, and leveraging relationships with public sector entities. Represented the legislative and regulatory interests of a group of diverse companies before administrative agencies, state governments and foreign governments. Assisted companies to deal effectively in governmental arenas, utilizing strategies directly affecting corporate bottom line. Updated corporate officials on legislative and regulatory agendas. Acted as trouble-shooter when legislative or regulatory issues arise. Provided advice on political and fundraising activities.

- Developed key government accounts for sustainable growth
- Utilized longstanding relationships with general government agencies and officials for continued business opportunities
- Provided strategic advisement on closing business, expanding business opportunities, and general business development
- Attended networking events on behalf of the client to build name recognition and relationships
- Held weekly meetings to discuss progress, present reports, and review the sales pipeline

Public Affairs Accomplishments:

o Convened a meeting on behalf of the Town of Princeville, NC at the White House that resulted in federal government funding and action in the wake of Hurricane Matthew. Those in attendance were representatives from the Department of Housing and Urban Development the Intergovernmental Relations team, Town of Princeville Mayor, Town Council, and Town Manager.

o Worked with Senator Richard Burr and Senator Thom Tillis' staff and helped the Town of Spring Lake, NC accomplish several key business issues. (Example: Land swap with Fort Bragg).

o Very effective at the General Assembly getting bills passed and advocating on behalf of Alpha Academy and the NC Charter School Association. Several accomplishments during the 2021 Legislative Session focused on COVID relief, timely local payments to charter schools, and key budget provisions, including charter school transportation.

OTHER EXPERIENCE

Director, Office for Historically Underutilized Business, 2013-2017
North Carolina Department of Administration, Raleigh, NC

Managed day-to-day operations and long-term public policy strategy while promoting Minority and Women Businesses across the state to agency Procurement Directors. Developed programs to increase the pool of qualified Historically Underutilized Businesses for public services and construction projects.

- Lobbied and advocated for Minority and Women Business legislation at the state level
- Executive Director Advisory Council on Small and Historically Underutilized Businesses
- Lead and implemented NC Contractors College program to build statewide capacity for Minority and Women Enterprises

Economic Development Coordinator, 2012-2013
Kenan Institute of Private Enterprise, Chapel Hill, NC

Facilitated strategic economic development projects across an 18-county region in eastern North Carolina by leveraging relationships with a diverse group of stakeholders, including North Carolina's General Assembly, US Department of Commerce, North Carolina Department of Commerce, North Carolina's Councils of Government, and North Carolina Regional Economic Development Commissions.

- Directed and supervised day-to-day activity of staff and MBA interns to develop and implement policy/program initiatives
- Advocated for policies promoting sensible regulation, business expansion, and hiring of more North Carolina residents
- Created a regional entrepreneur networking program that allowed business owners to build strategic relationships with partners

Founder/CEO, 2009-2012
English & Associates LLC, Raleigh, NC

Advised and assisted clients with business development activities including partnership development, marketing, sales process support, market research/analysis, proposal writing, and leveraging relationships with influential decision makers.

- Developed campus-wide energy efficiency and service contract for Piedmont Service Group to present to university client
- Developed a strategic growth plan for and connected Higher Heights Home Care with strategic partnerships in metro Atlanta
- Conducted community survey report for The Bogue Citizens Association to support fundraising from private businesses

Education	Affiliations	Awards
Master of Public Administration, North Carolina Central University	Board Member, Triangle Martin Luther King Jr. Committee – 2015 to 2018	North Carolina's Order of the Long Leaf Pine Award - 2016
Bachelor of Science in Business Administration, Saint Augustine's University	Board Member, Movement of Youth - 2014 to 2015	
Summer Venture in Management Program, Harvard Business School	Board Member, NC Foundation for Public School Children - 2001 to 2006	

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	Virtual Horizons Charter School

Board Member's Information	
Board Members	Full name: Jason M Guffey
	Home Address: 1613 Daniels Rd Lincolnton, NC 28092
	Business Name & Address: Morcor 313 Motz Ave, Lincolnton, NC 28092
	Telephone No.: 704-956-5822

	E-mail address: jason@morcor.biz

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: ☐X
Educational History	B.S.B.A Business Management – International Business; UNC Charlotte M.B.A. – University of Pheonix
Employment History	Construction Project Management -5 years Residential - 5 years Commercial/Heavy Commercial (Schools/Churches/Bulk Storage Facilities) - 9 years Heavy Industrial (Power plants, Dams, Cement Plants, Port Facilities, Steel Mills) - 5 years Charter School Construction/Owner's Rep Business Operator -4 years Home Weatherization Specialties

How were you recruited to join this Board of Directors?	I have served on a couple of Charter School Boards with some of the founders of the school. They asked if I would join the founding board.
Why do you wish to serve on the board of the proposed charter school?	This Charter answers a need that surfaced for many of us during COVID but there was no infrastructure yet. While we are not in the same climate as we were during COVID, this school offers a creative way for children to blend their curiosity for technology with an interactive classroom experience.
How were you recruited to join this Board of Directors?	
Why do you wish to serve on the board of the proposed charter school?	
What is your understanding of the appropriate role of a public charter school board member?	In general, the board is to be a governing board only. As a founding board we do need to get a bit more into the weeds until the staff is engaged and running. We won't be in the day-to-day operations, just overseeing policy, the budget, and compliance with the state.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I've served as a Vice Chair on two other charter school boards as well as have been involved with several other boards. Through my work being an owner's rep with a charter school developer, I have interacted with many boards over the years and watched the best practices and lessons learned from other boards.
Describe the specific knowledge and experience that you would bring to the board.	I'm very familiar with Charter Law, best practices, how to run a board meeting, open meetings laws, FOIA regulations, hiring and firing of school leaders, parental/student/staff evaluations and surveys, recruiting techniques, and other aspects of operating a successful school.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The mission is to provide a highly experiential and holistic education to children all over the state of NC through virtual reality. No matter where they live they will be able to engage with teachers and classmates as if they are in the same room without leaving their own homes.
What is your understanding of the school's proposed educational program?	The school's virtual comprehensive program will address the core requirements of NC as well as offer electives and extracurricular activities.
What do you believe to be the characteristics of a successful school?	A successful school is a school where the students feel sage and are able to learn the curriculum, where teachers are able to practice their craft, and the parents are confident that their students are being equipped to thrive as children and adults. All of this must happen in a sufficient quantity to have a balanced budget.
How will you know that the school is succeeding (or not) in its mission?	There are lots of metrics to evaluate the success of the school. Grades, retention numbers of students and staff, enrollment numbers, budget reports, yearly audits, EOG testing, satisfaction surveys, etc.

Governance	
Describe the role that the board will play in the school's operation.	The board will select a managing director and will oversee the performance of the director. The board will write and approve policy, help with grants, and serve as fiduciaries of the state's money. The board will assist in marketing and recruitment efforts, administer surveys, and build relations with the community.
How will you know if the school is successful at the end of the first year of operation?	As a board we will know if the school is successful based on the student testing data, the student and teacher retention data, the new student recruitment data, and when we present a clean audit.
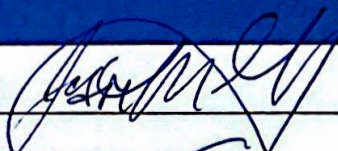
How will you know at the end of five years of the schools is successful?	This is along the same lines as the 1ˢᵗ year, but our board will be even more of a governing board, having worked through the craziness of the initial year, policies in place, recruitment is well underway, we have even more experienced teachers, siblings are entering the school, the staff is well trained, the test data is continuing at projected levels, and the school is presenting clean audits and is building a cash reserve.
What specific steps will the charter school board need to take to ensure that the school is successful?	At the monthly meetings and at other times as necessary the charter board will visit with the administrator and will receive reports on the areas mentioned – The performance and development of the students, the teachers, and the parents. The operations manager will present the budget and the board will review and ask questions to ensure that we are operating within our means and that appropriate steps are being taken to keep us in regulatory compliance.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would have no problem at all finding out if there was any impropriety going on. It would be dealt with and depending on the severity of the issue, the board members would be released from the board and we would discuss with the Office of Charter Schools any additional steps that would need to be taken.

Certification

I, ___Jason Guffey___, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _Virtual Horizons ___ Charter School is true and correct in every respect.

Board Member's Signature

Signature	Date 4/23/2024

If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board <u>must</u> submit a completed background check that meets the following parameters:

1) Background check must include a <u>Social Security Trace</u> (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

2) Background check must include any <u>additional aliases</u> that have been used by the individual.

3) Background check must include a completed <u>county level check for any county returned in the Social Security Trace</u>.

4) Background check must include a completed <u>nationwide check.</u>

Certification Statement:

Note: *To be completed individually by <u>each</u> proposed founding charter school board member. **Form must be signed by hand**.*

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, _Jason Guffey___ certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _4/23/2024_____

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Jason Guffey

Jason@MORCOR.biz

Project Manager I Construction Consultant I Commercial I Residential I Industrial

EXPERIENCE

2017- Present
MORCOR/Palmetto Team - Independent Contractor
PM/Project Executive of Construction and Development
- Work with clients of ACD/MORCOR to evaluate needs, budgets, and building/land size. Coordinate land acquisition, engineering (traffic, civil, MEPS, etc.), selection of GC team, contracts, execution of contracts, change orders, budgets, and schedules for hard delivery dates.

2013-2015
Banyan Strategics/Palmetto Team – Independent Contractor
Consultant and COO of Construction and Operations
- Coordinated land acquisition, traffic and other impact studies, development, and construction of schools. Led school programmatic/space allocation and design studies as well as assisted in establishing budgets and seeking lenders to fund projects.

2007-2016
CCC Group, Inc.
Project Manager
Managed teams on highly complex industrial projects. Responsible for estimating, budgeting, reporting, scheduling, administration of contracts, safety, client relations, project closeouts, etc.
- BP Cooper River, Charleston, SC – PTA Chemical Facility
- Turner/Carpenter Rotary Forge, Athens, AL – Steel Mill
- Enviva Port of Chesapeake, Chesapeake, VA – Port Facility
- Alcoa Power Generating, Robbinsville, NC – Turbine Rebuild
- Xcel Energy, Amarillo TX – Precipitator Rebuild
- Epcor, Roxboro, NC – Coal Power Plant
- Alcoa Generating, Albemarle, NC – Turbine Rebuild
- Project engineer on multiple other projects including hydro-electric projects, cement plants, kiln rebuilds.

2002-2007
Dome Technology
Superintendent
- Responsible for on-site construction of churches and schools in fifteen cities nationwide.

1998-2002
David Weekley Homes
Superintendent
- Responsible for construction of high-end homes in golf course and lakeside communities.
- Builder of the Quarter for 19 of the 20 quarters

EDUCATION

BS., BA., International Business, University North Carolina, Charlotte 2002

MBA University of Phoenix, 2012

ACHIEVER LEARNER ARRANGER INTELLECTION BELIEF CONTEXT POSITIVITY COMMUNICATION RESPONSIBILITY INDIVIDUALIZATION

704-956-5822

Jason Guffey

Jason@MORCOR.biz

OSHA 510, 500; OSHA 10 & 30 Hour Instructor MSHA .46 Instructor

Eagle Scout

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	Virtual Horizons Charter School

Board Member's Information	
Board Members	Full name: Kimberly Christiansen Tafiti
	Home Address: 6053 Windlass Circle, Stansbury Park, UT 84074
	Business Name & Address: Oasis XRE, 6053 Windlass Circle, Stansbury Park, UT 84074
	Telephone No.: 801-503-8032

	E-mail address: Kim@OasisXRE.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: ☐ Yes: X
Educational History	**Some College Completed, but did not finish degree:** **Utah State University** **1993 - 1996** Studied Business Education, Training and Development emphasis. **Salt Lake Community College** **1991 - 1993** General Education **Brighton High School, Utah** High School Diploma **Professional Development / Certifications** Completed Kepner-Trego Project Manager Training Completed Sandler President's Club Sales Training Completed Selling to VITO Training
Employment History	Kim has more than 25 years extensive experience in the educational technology industry. Her experience includes leadership positions for customer success, project management and implementation, professional services, and sales teams. Her forte lies in constructing teams that prioritize high teacher and student engagement and creating sustainable change throughout each educational organization. Throughout her career, she has established, trained, and managed numerous teams spanning client success, school turnaround, technical support, project management, account management, sales, and professional services as Director of Client Success and Vice President of Client Success. She is currently serving as Chief Operation Officer. She has led countless educational technology implementations including statewide implementations in Utah, Georgia, Hawaii, and Arizona, and districtwide implementations in New York City

	Schools, Buffalo Public Schools, Minneapolis Public Schools, Atlanta Public Schools, Fairfax County Public Schools, and numerous CA districts and counties, including San Bernardino County Office of Education, and Riverside County Office of Education.
How were you recruited to join this Board of Directors?	Kim is currently the COO of Oasis XRE, a virtual reality education company and sits as Vice Chair of the recently approved Utah-based Virtual Reality Education Charter, Virtual Horizons Charter School of Utah. She is passionate about bringing innovative and future-ready education solutions and services to more students and families to prepare them for the future they will be competing in and entering in just a few short years. She initiated the creation of the board.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board of this exciting new charter school to ensure that the mission, vision, and educational plan for this charter is successfully fulfilled and responsibly managed. I am dedicated to ensuring fidelity to the goals, objectives, budgets, and educational models implemented to ensure every student is successful in reaching their educational and to prepare them for life beyond the classroom.
How were you recruited to join this Board of Directors?	Kim is currently the COO of Oasis XRE, a virtual reality education company and sits as Vice Chair of the recently approved Utah-based Virtual Reality Education Charter, Virtual Horizons Charter School of Utah. She is passionate about bringing innovative and future-ready education solutions and services to more students and families to prepare them for the future they will be competing in and entering in just a few short years. She initiated the creation of the board.
Why do you wish to serve on the board of the proposed charter school?	I wish to serve on the board of this exciting new charter school to ensure that the mission, vision, and educational plan for this charter is successfully fulfilled and responsibly managed. I am dedicated to ensuring fidelity to the goals, objectives, budgets, and educational models to ensure every student is successful in reaching their educational goals and to prepare them for life beyond the classroom.
What is your understanding of the appropriate role of a public charter school board member?	My understanding of the appropriate role of a public charter school board member is to establish the policies and procedures that govern the school, provide financial oversight to ensure the proper use of funds, play a role in strategic planning for the school, hire key staff, engage the

	community, and provide accountability for the performance of the school especially related to student outcomes.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I currently serve on a school board as Vice Chair. I also have experience preparing reports, data, and presentations for boards and frequently attend board meetings as a participant.
Describe the specific knowledge and experience that you would bring to the board.	The specific knowledge that I would bring to the board and school is more than 25 years of experience working with K-12 and Higher Ed educational technology solutions. I have specific experience implementing and training on virtual reality education solutions with K-12 organizations. Virtual Reality is an emerging technology, it is a powerful tool that facilitates experiential learning in ways not available before. I have the experience to help educators learn and embrace the technology for improved student outcomes and to reignite students' love of learning.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	The school's mission is to leverage virtual reality education to help every student access their full potential and unlock their future possibilities for college, career, trade, or entrepreneurship.

What is your understanding of the school's proposed educational program?	The proposed educational plan will provide virtual reality classes that include hands-on learning activities and academic support to students based on North Carolina standards and high school graduation requirements. Students will participate wherever they live and will receive a technology and curriculum kit that includes a virtual reality headset, laptop computer, internet connection (if needed), and all learning materials and supplies. Learning will consist of a combination of synchronous classes with a certified teacher and classmates within the virtual reality realm, asynchronous virtual reality experiences, and online and offline assignments. There will be opportunities for students to meet together for projects, extracurricular activities, elective course activities, mentoring, etc. by leveraging community centers and business locations located in their area.
What do you believe to be the characteristics of a successful school?	For me, a successful school is one where the learning expectations for every student are high and that every child is working at their challenge level. I'd like to see every student achieve their greatest potential at whatever level they may start. Virtual Reality Education allows teachers, paras, and staff to personalize and individualize learning for each student and offers accommodations for exceptional learners and those students that need additional support. I'd also like to see a school where teachers feel supported and are given the resources, training, and pay that they need to help every student find success. Virtual Reality offers the opportunity for more funding applied to salaries, PD, and instructional programming because there is no need for a building. The school building is accessed in the virtual realm with classrooms that include field trips around the world, under the sea, or in the galaxy. Teachers have the option to hold class near the Egyptian Pyramids, in science lab, or on the moon, for example.

How will you know that the school is succeeding (or not) in its mission?	There are 3 measures that I will look to, to know if the school is succeeding in its mission: 1. Student academic achievement – we will review student academic and growth data to ensure we are meeting and exceeding learning expectations. 2. Student and family experience – retention and enrollment date along with stakeholder surveys will provide critical data regarding school climate, success in reaching our goals, and student/family satisfaction. 3. Financial stability – regular review of financial statements will indicate if the school is operating within its budget and being responsible with the funding it receives. Within each of these areas there are clear metrics we will use as a board of directors to measure success and progress towards the goals and mission of the school.

Governance	
Describe the role that the board will play in the school's operation.	The VHCS Board of Directors will play the role of governance, ensuring the school is managed well from a fiscal and business perspective, and that the school is in keeping with the charter mission, goals, and educational plan. We are a support to the Executive Director and staff in accomplishing their task of operating and managing the day-to-day activities of administration, learning and assessment.

How will you know if the school is successful at the end of the first year of operation?	We will be looking at several measures to determine the success of the school:
	1. First, student academic achievement – how did students perform against the baseline (beginning of year) assessments?
	2. Teacher satisfaction – how are the teachers feeling about the first year of the school and teaching in virtual reality?
	3. Financial stability – reviewing financial data to indicate if the school kept within budgetary parameters and is financially stable.
	4. Student and family satisfaction – student and family satisfaction surveys, retention and enrollment data, and family engagement levels are all key indicators we will use to determine success in this area.
	As a Board of Directors, we understand that continuous improvement is key to success and that when starting a new school there are always going to be changes and improvements along the way. We are dedicated to using data, listening to feedback, and reviewing our practices and policies to ensure a positive experience for the staff, teachers, students, and families that will work for and attend the school.

| How will you know at the end of five years of the schools is successful? | At the end of five years, we will measure success by the:

1. Academic achievement (performance on formative and summative assessments) and student growth (progress of individuals over time) at optimal levels that indicate improvement and growth.
2. Student and family satisfaction through stable retention, increased enrollment status, positive student/family satisfaction survey data, and high levels family engagement.
3. Progress of students towards high school graduation and college and career readiness.
4. Financial stability of the school and the ability of the school to increase enrollment and the educational programming it offers.

Ultimately, we consider the school a success when we see students exiting the school future-ready and prepared to meet the demands of whatever college, trade, or career path they choose. Further, we will consider it a success when students have developed the life and emotional intelligence skills they need to be productive members of their families, community and workplace. We wish this school to be a springboard for students to leap into their future, ready for the challenge, and an ability to compete in an ever changing world. |

What specific steps will the charter school board need to take to ensure that the school is successful?	First and foremost, the Board must be clear on the mission and vision of the school and ensure that staff, students, and families are clear on the vision and expected outcomes. Hiring an effective Executive Director and other key staff is critical to the successful launch and management of the school. Board support of school leadership is critical to providing the resources they need to be successful. Along those lines includes fostering a positive school culture where staff, teachers, students, and families are given the resources and support they need to find success in their various roles. Frequent check-ins and openness to feedback allow all stakeholders to feel supported in the hard work of educating young scholars. As a board, we can be most helpful by adequately budgeting funds towards staff and teacher PD, salaries and benefits, and time to adequately plan and prepare. One of the key responsibilities of the board is to ensure the school is being fiscally responsible, transparent and compliant with all policies, laws, and regulations. And lastly, the Board's ability to adapt and innovate, to stay abreast of emerging best practices in education and being willing to make changes when needed will be a priority for ensuring the school is viable and relevant. By taking these steps, we hope to create a sustainable and successful school that benefits the students and families that attend.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	In a situation where I believe a board member or members is acting unethically, I would follow the following steps: 1. Gather information and document everything. 2. Communicate directly with the respective board member/s to express the concern and the impact it is having on the school. 3. Consult with other members of the board to explore potential courses of action. 4. Follow all board policies and procedures, including reviewing the bylaws, to determine the appropriate steps for addressing the issue. 5. Seek legal advice as needed. 6. Take appropriate action as dictated by the severity of the situation, which may include censure, removal from the board, or other legal action.

| | 7. Continue to focus on the mission of the school and the well being of all stakeholders and advancing the purpose and goals of the school. |
| | 8. Continue the training and education of board members to ensure each board member is aware of their roles, responsibilities, and parameters in which they must operate as a member of the board. |

Certification

I, _Kim Tafiti_ , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _Virtual Horizons_ Charter School is true and correct in every respect.

Board Member's Signature

| Signature _Kim Tafiti_ | Date _April 24, 2024_ |

If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

Kim Tafiti

6053 Windlass Circle, Stansbury Park, UT 84074
801-503-8032   ktafiti@gmail.com

CAREER SUMMARY

Kim has more than 25 years extensive experience in the educational technology industry. Throughout her career, she has established, trained, and managed numerous teams spanning client success, school turnaround, technical support, project management, account management, sales, and professional services. She has led countless educational technology implementations including statewide implementations in Utah, Georgia, Hawaii, and Arizona, and districtwide implementations in New York City Schools, Buffalo Public Schools, Minneapolis Public Schools, Atlanta Public Schools, Fairfax County Public Schools, and numerous CA districts and counties, including San Bernardino County Office of Education, and Riverside County Office of Education.

PROFESSIONAL EXPERTISE

Virtual Horizons Charter School of Utah   Current
Vice Chair
Founding board member of the first 100% virtual reality charter school in the nation.

Oasis XRE, LLC. – Stansbury Park, UT   May 2023 - Current
Chief Operating Officer
Oasis XRE is a pioneering virtual reality education firm specializing in providing expert guidance to schools that wish to embark on the journey virtual reality learning.

Footsteps2Brilliance, Inc. – Washington, DC   Nov 2016 – May 2023
Vice President of Client Success
Established and led the team that delivers consulting, implementation, professional development, training, and technical customer service to clients for bilingual early literacy program.

School Improvement Network (now Frontline) – SLC, UT   Jan 2015 – Nov 2016
Director of Partner Implementation
Recruited and onboarded a new team of client success professionals that led to a 45% increase in customer renewal rates, for an overall renewal rate of 94%. Co-developed school turnaround model that led to $1.6 million in revenue in the first year and being selected as the state-designated turnaround provider for North Dakota.

Truenorthlogic (Now part of PowerSchool) – Sandy, UT   May 2004 – Jan 2015
Director of Client Services
TalentEd is the leading provider of comprehensive talent management systems to K-12 education agencies working to improve student achievement by increasing educator effectiveness. Created and led team that maintains greater than 95% customer renewal rate translating into greater than 65% of overall company revenue.

EDUCATION

Some college, but did not complete degree:
Utah State University, 1993 – 1996, Business Education, Training and Development emphasis
Salt Lake Community College, 1991 – 1993, General Education
Brighton High School, Utah – High School Diploma
Professional Development and Certifications:
Kepner-Trego Project Manager Training
Sandler President's Club Sales Training
Selling to VITO training

Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member Please include a **one-page** resume with this form and sign by hand*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school, you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire   Where narrative responses are required, brief responses are sufficient

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview, and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development

School Information	
Name of charter school	Virtual Horizons Charter School

Board Member's Information	
Board Members	Full name: Rene Daughtry
	Home Address: 2204 Rocky Bay Court Cary NC 27519
	Business Name & Address: Cisco Systems 7200 Kit Creek Road RTP NC 227709
	Telephone No.: 919. 395.9684

How were you recruited to join this Board of Directors?	Current board member Dennis English informed me about the vision of the school. Once I spoke to the founding members and did some research I accepted the invitation to join the board
Why do you wish to serve on the board of the proposed charter school?	This idea is the next step in utilizing technology for education. I see the evolution of VR to AI.
What is your understanding of the appropriate role of a public charter school board member?	The role of a public charter school board member is to provide strategic leadership, governance, and oversight to ensure that the school delivers high-quality education and fulfills its mission of serving students and the community.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	NPO Believers United for Progress - Secretary NPO 100 Black Men Triangle East – Chair of the Technology Committee NPO WakeED Partnership – Board of Directors NCCU School of Business – Chair of the Advisory Council SHAW University – School of Business Board Member Envision Science Academy | STEAM Charter School – Board Member Southeast Raleigh Magnet High School - IT Advisory Board
Describe the specific knowledge and experience that you would bring to the board.	I have experience in Lego Robotics, Scratch Coding Vex Robotics and VR. My STEM experience in creating workshops will be a help with the school's curriculum.

School Mission and Program	
What is your understanding of the school's mission and guiding beliefs?	To bring VR Education to the underserved and underrepresented communities. All children should have the same high level of education.
What is your understanding of the school's proposed educational program?	To utilize VR for school lessons and give the students a real life experience.
What do you believe to be the characteristics of a successful school?	The students scholastic grades, student and parents surveys and public opinion.

Board Member's Signature

| Signature | _[signature]_ | Date | _April 24, 2024_ |

If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board <u>must</u> submit a completed background check that meets the following parameters:

1) Background check must include a <u>Social Security Trace</u> (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

2) Background check must include any <u>additional aliases</u> that have been used by the individual.

3) Background check must include a completed <u>county level check for any county returned in the Social Security Trace</u>.

4) Background check must include a completed <u>nationwide check.</u>

Certification Statement:

Note: *To be completed individually by <u>each</u> proposed founding charter school board member.* ***Form must be signed by hand***.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, ___RENE DAUGHTRY___, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _April 24, 2024_

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

RENE CHAVEZ DAUGHTRY
2004 Rocky Bay Court
Cary, NC 27519
renedaughtry@aisymmetry.com
https://www.linkedin.com/in/renedaughtry/

GlobalXperts – Raleigh, NC
Vice President Business and Community Engagement
2022 - Present
- Developing growth strategies and plans
- Managing and retaining relationships with existing clients
- Increasing client base
- Having an in-depth knowledge of business products and value proposition
- Negotiating with stakeholders
- Identifying and mapping business strengths and customer needs
- Create a solid interlock of opportunity between the business and community

Cisco Systems – Research Triangle Park, NC
Technical Leader / Solution Validation Solutions PMO Team Lead and Client Program Manager
1995 – Present
- Direct supervision of 15 senior project managers
- Effective management of employees on career development, educational goals setting, compensation planning, performance improvement plans development, and monthly 1:1 meeting facilitation with each employee
- Initiation of successful global project delivery for over 130 customers with a combined portfolio of more than $100M
- Generation of new Delivery Process document for ISO compliance
- Establishment and supervision of the tiger team that helped streamline delivery process transitioning from "Waterfall" to "AGILE" delivery
- Thorough assessment of current metrics and forecasted pipeline guaranteeing proper resourcing and efficient project delivery

Education
Hunter College

Certifications
Agile Professional 2015 2020
Scrum Master 2016 2018 2020 2022
Lean Six Sigma Yellow Belt – 2015 2017 2021
Boy Scouts of America – Certified Merit Badge Counselor (coding, game design, robotics) – 2016 2018 2020 2022
SaFE Agile Certification – 2018 2022

**Office of
CHARTER SCHOOLS**
NC Department of Public Instruction

Charter School Board Member Background Check Form

Board Member Background Check

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1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).

2) Background check must include any additional aliases that have been used by the individual.

3) Background check must include a completed county level check for any county returned in the Social Security Trace.

4) Background check must include a completed nationwide check.

Certification Statement:

Note: *To be completed individually by **each** proposed founding charter school board member.* **Form must be signed by hand.**

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, ___Kim Tafiti___, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature ___Kim Tafiti___ Date ___April 24, 2024___

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

2001

Driving while impaired

Guilty

Misdemeanor served community service

Virtual Horizons Charter School
Academic Goals

Measure	Metric	Targets			
Exceeds	Meets	Does Not Meet	Falls Far Below		
Improve Student Learning through Virtual Reality	Measure students' by pre and post assessment to determine proficiency in reading yearly to the governing board	20% of students are reading on grade level and have passed their state assessments showing closing of achievement gaps and performing on grade level.	10% of students are reading on grade level and have passed their state assessments showing closing of achievement gaps and performing on grade level after 3 years	0% of students are reading on grade level and have passed their state assessments showing closing of achievement gaps and performing on grade level after 3 years	0% of students are reading on grade level and have passed their state assessments showing closing of achievement gaps and performing on grade level after 3 years
Parental Involvement	Increase parental involvement in school activities	20% parental involvement of all activities regarding students	15% of parental involvement of activities regarding students	10% of parental involvement of activities regarding students	5% of parental involvement of activities regarding students

Measure	Metric	Targets			
Exceeds	Meets	Does Not Meet	Falls Far Below		
Expand Course Offerings	Increase VR course offerings yearly	Increase VR course offerings by two courses each year	Increase VR course offerings by one course each year	Maintain VR course offerings that are in the catalog	Decrease VR course offerings by one or two course offerings
Enhance Teacher Training	Ensure Teachers will increase course development in Virtual Reality	90% of teachers will increase course development in virtual reality and contribute to the library	70% of teachers will increase course development in virtual reality and contribute to the library	50% of teachers will increase course development in virtual reality and contribute to the library	30% of teachers will increase course development in virtual reality and contribute to the library

FINANCIAL PERFORMANCE AND STABILITY CHART

Indicator – Financial performance and sustainability		
Measure	**Metric**	**Board Goal**
Current ratio	**Current Assets** **÷** **Current Liabilities**	**1.25**
Debt ratio	**Total Liabilities** **÷** **Total Assets**	**NA**
Occupancy costs	**Facility Costs** **÷** **Total Operating Revenues**	**NA**

Maintain applicable bond covenants	**No Default Certification, Audited Financial Statements**	**No default. School upholds all contractual obligations.**
Current assets to total annual operating expenses	**[Current Assets** **÷** **(Total Annual Operating Expenses ÷ 365)]**	**60 days cash on hand**
Adherence to Budget	**(Budgeted expenditure - Expenditure) / Budgeted expenditure**	**Overall budget to actual expenditures within 5 percent of budget**

<u>Area of Proposed Coverage</u>
Comprehensive General Liability
Officers and Directors/Errors and Omissions
Property Insurance
Automobile Liability
Crime Coverage - Minimum/Maximum Amount
Worker's Compensation
Cyber Security Liability
Abuse
Employee Benefits Liability
Inland Marine
Umbrella Liabiltiy
Student Accident
Total Cost

Proposed Amount of Coverage

$1,000,000.00/occurrence
$1,000,000.00/occurrence
$1,000,000.00/occurrence
$1,000,000.00/occurrence
$250,000.00 | $250,000.00
$1,000,000/occurrence
$1,000,000/occurrence
$1,000,000/occurrence
$1,000,000/each employee
$50,000/occurrence
$3,000,000/occurrence
$25,000 - $500,000 based on accident type

Cost (Quote)

$2,800
$4,000
$5,000
$300
Included
$5,500
$3,684
$2,500
$300
$524
$5,500
$600
$30,708

Area of Proposed Coverage	Proposed Amount of Coverage
Comprehensive General Liability	$1,000,000.00/occurrence
Officers and Directors/Errors and Omissions	$1,000,000.00/occurrence
Property Insurance	$1,000,000.00/occurrence
Automobile Liability	$1,000,000.00/occurrence
Crime Coverage - Minimum/Maximum Amount	$250,000.00 | $250,000.00
Worker's Compensation	$500,000.00
Other Coverage	Cybersecurity/$1,000,000 occurrence
Total Cost	

Cost (Quote)

$3,000
$4,500
$5,000
$2,000
$1,000
$9,500
$3,500
$28,500

Insurance Proposal for

Virtual Horizons Charter School

Presented By

Daniel LeaMon

CHARTER SCHOOL
INSURANCE ALLIANCE

A Division Of:

ALERAGROUP

Introduction to the Charter School Insurance Alliance

The Charter School Insurance Alliance is a subsidiary of Alera Group, Inc., a national insurance agency with strong roots in Las Vegas, Nevada. We are licensed in property, casualty, health, and life insurance. The Charter School Insurance Alliance was founded on the growing need for charter schools to partner with an agency that understands the arduous process most charter schools face in creating their insurance program.

We are committed to providing our charter school clients with:
· The best insurance quotes available in the market.
· Outstanding customer service.
· Knowledge and expertise in the charter school arena unprecedented by any other insurance agency.

As a national agency, our office is able to work with charter schools anywhere throughout the nation. It is our hope that you will partner with us to satisfy your charter school's insurance needs. If you have any questions, please feel free to give us a call at anytime.

Introduction to Your Team

Daniel LeaMon
Risk Management Consultant
daniel.leamon@aleragroup.com

Sandra Johnson
Senior Account Manager
sandra.johnson@aleragroup.com

9555 Hillwood Dr. Ste 140
Las Vegas, NV 89134
Phone: 702-396-4844
Fax: (702) 396-4832
www.aleragroup.com

Our Commitment to You

We truly value our clients business and we strongly believe an integral part of your charter school's insurance program is the professional service provided to you by your agency.

As such, we actually enter into an agreement with all our charter school clients to establish the minimum level of customer service you can expect from us. Below you will find a copy of the commitment we make with each one of our charter schools.

Customer Service Item	Frequency
Certificates of Insurance	Same Business Day
Phone Calls Returned	Same Business Day
Staff Availability	Mon.-Fri. 9:00 a.m. to 4:00 p.m.
Agent Availability	Anytime
Risk Management Review	Quarterly
Workers Compensation Safety Program Review	Annually
Auto Liability Safety Program Review	Annually
Claims Review Meetings	Quarterly
Annual Claims Review	90 Days Prior to Renewal
Delivery of Renewal Information	90 Days Prior to Renewal
Renewal Proposal	15 to 30 Days Prior to Renewal
Select Insurance Carrier(s)	15 to 30 Days Prior to Renewal
Release Renewal Insurance Certificates	24 Hours After the Receipt of Policy Number(s)
Bound Policy Delivery	Within 60 Days After Renewal

Location Schedule

Customer: Virtual Horizons Charter School

Policy Period: August 1, 2025   to   August 1, 2026

Virtual Horizons Charter School

#1   TBD

General Liability

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages	Limits
Per Occurrence	$1,000,000
General Aggregate Limit Per Location	$3,000,000
Products/Completed Operations Aggregate	Included
Personal Injury and Advertising	$1,000,000
Fire Damage Legal Liability	$100,000
Medical Payments	$15,000

Deductible

Bodily Injury, Property Damage, Each Occurrence	$0

Description of Premium	Basis (25-26)	Premium
Number of Students K-8	350	Included
Total Number of Staff	14	Included

TOTAL GENERAL LIABILITY PREMIUM $2,800.00

Exclusions: Asbestos Liability; Law Enforcement Professional Liability; Punitive Damages; Access or Disclosure of Confidential or Personal Info; Employment Related Practices; Fungi or Bacteria; Silica or Silica-Related; Pollution; Criminal Acts; Breach of Contract; War; Copyright Infringement

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9555 Hillwood Dr. Ste 140
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Abuse & Molestation

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages - Occurrence Form	Limits
Each Occurrence Limit	$1,000,000
Aggregate Limit	$3,000,000

TOTAL ABUSE & MOLESTATION PREMIUM   **$2,500.00**

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Employee Benefits Liability

Customer: Virtual Horizons Charter School

Policy Period: 8/1/2025   to   8/1/2026

Carrier: TBD

A.M. Best Rating: A XV

Coverages - Claims Made	**Limits**
Each Employee	$1,000,000
Aggregate Limit	$3,000,000
Deductible	$1,000

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM $300.00

Exclusions: Bodily Injury, Propety Damage or Personal Injury; Insufficiency of Funds; Failure to Perform a Contract; Workers Compensation Laws; ERISA; Taxes, Fines & Penalties; Available Benefits; Criminal Acts; Employment

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Commercial Auto

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Commercial Auto:

Hired Auto Liability	$1,000,000
Non-Owned Auto Liability	$1,000,000
Hired Auto Physical Damage- Comprehensive	$1,000
Hired Auto Physical Damage- Collision Ded.	$1,000

TOTAL AUTO PREMIUM $300.00

Inland Marine

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Inland Marine: Limits

Educational Institutions Miscellaneous Property $50,000
Contractors Equipment Coverage - Leased or Rented from Others $50,000
  Pollutant Cleanup and Removal $10,000

Deductible Each Occurrence $1,000

Terms
Special Form
Actual Cash Value

TOTAL INLAND MARINE PREMIUM   **$524.00**

Property

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025 to 8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverage Limits

Coverage Type	Coinsurance	Limit	Deductible
Contents	100%	$100,000	$1,000
Business Income	N/A	$2,000,000	72 hours

Terms
Special Form
Agreed Value

TOTAL PROPERTY PREMIUM **$5,000.00**

Additional Property Coverages for
Virtual Horizons Charter School

The following Additional Coverage applies separately at each of your premises. In this proposal, any additional limits for this coverage that you have purchased are indicated at the described premises to which the increased limits apply. A policy level deductible applies to each of the Additional Coverage, unless otherwise indicated at the described premises.

Equipment Breakdown	Included at Property Limit
Deductible	$1,000
Premium:	**Included**
Commercial Crime:	
Employee Dishonesty	$1,000,000
Forgery & Alteration	$1,000,000
Premises Coverage	$1,000,000
Transit Coverage	$1,000,000
Credit, Debit or Charge Card Fraud	$1,000,000
Money Orders and Counterfeit Money	$1,000,000
Deductible	$5,000
Premium:	**Included**

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Directors & Officers, Educators Legal, Employment Practices Liability

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

School & Educators Legal Liability - Inlcudes Directo	Limits
Each Loss Limit	$1,000,000
Aggregate Limit	$3,000,000
Deductible	$10,000

Employement Practices Liability	Limits
Each Loss Limit	$1,000,000
Aggregate Limit	$3,000,000
Deductible Each 'Wrongful Employment' Act	$10,000

Non-Monetary Relief Defense Coverage	Limits
Aggregate Limit	$300,000
Deductible	$10,000

Additional Terms

Retroactive Date	Inception

TOTAL PREMIUM   **$4,000.00**

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Workers Compensation

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: The Hartford
A.M. Best Rating: A+ XV

Coverages   Limits

Part One: Workers Compensation Insurance
  Nevada Statutory Requirements

Part Two: Employers Liability
  Each Accident Limit $1,000,000
  Injury by Disease - Each Employee $1,000,000
  Injury by Disease - Policy Limit $1,000,000

WC Class Codes & Payroll Breakdown   Payroll

Class 8868 - School, Professional Employees and Clerica $1,010,000.00
Class 9101 - All other school employees $10,000.00

TOTAL WORKERS COMPENSATION PREMIUM $5,500.00

Umbrella Liability

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A XV

Coverages   Limits

Occurrence or Each Claim Limit	$3,000,000
General Aggrgate Limit	$3,000,000
Retained Limit	$0

Underlying Coverages   Underlying Limits

General Liability	$1,000,000 / $3,000,000
Educators Legal Liability	$1,000,000 / $3,000,000
Counseling Professional Liability	$1,000,000 / $3,000,000
Employee Benefits	$1,000,000 / $3,000,000
Abuse or Molestation	$1,000,000 / $3,000,000
Auto Liability - Hired/Non-Owned Auto	$1,000,000 CSL

TOTAL EXCESS LIABILITY PREMIUM $5,500.00

Exclusions: Follows underlying forms

Cyber Security Liability

Customer: Virtual Horizons Charter School

Policy Period: 8/1/2025   to   8/1/2026

Carrier: Coalition Insurance Company

A.M. Best Rating: A+ XV

Cyber Coverages

Coverage Type	Retention	Limits/Sublimits
Network & Info Security Liability	$5,000	$1,000,000
Regulatory Defense & Penalties	$5,000	$1,000,000
PCI Fines and Assessments	$5,000	$1,000,000
Funds Transfer Liability	$5,000	$1,000,000
Multimedia Content Liability	$5,000	$1,000,000
Breach Response Costs	$5,000	$1,000,000
Crisis Mgmt. & Public Relations	$5,000	$1,000,000
Ransomware & Extortion	$5,000	$1,000,000
Direct & Contingent Bus. Income	$5,000	$1,000,000
Computer Equipment & Bricking	$5,000	$1,000,000
Funds Trans. Fraud & Social Engineering	$5,000	$250,000 sublimit
Impersonation Repair Costs	$5,000	$50,000 sublimit
Reputation Repair	$5,000	$1,000,000

Limit Type	Limit
Aggregate Limit	$1,000,000

TOTAL CYBER LIABILITY PREMIUM $3,684.00

Policy Terms: Claims Made Policy

Subject To: Signed and dated cyber application.

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Student Accident Insurance

Customer: Virtual Horizons Charter School
Policy Period: 8/1/2025   to   8/1/2026
Carrier: TBD
A.M. Best Rating: A++ XV

Coverage: ## Limits

Accidental Medical Expense (Excess) Limit	$25,000
Accidental Dental Expense included	
No Deductible	
Benefit Amount - 100% of Usual and Customary	Full Excess
Accidental Death Limit	$25,000
Accidental Dismemberment Limit	$50,000
Accidental Paralysis Limit	$50,000
AD&D and Paralysis Aggregate - Per Accident	$500,000

TOTAL ACCIDENT PREMIUM $600.00

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2025 Premium Summary

Customer Virtual Horizons Charter School

Coverage	Premium
General Liability	$2,800.00
Abuse	$2,500.00
Employee Benefits Liability	$300.00
Auto	$300.00
Inland Marine	$524.00
Property	$5,000.00
Crime	Included
Directors & Officers, Educators Legal, Employment Practices Liability	$4,000.00
Workers' Compensation	$5,500.00
Umbrella Liability	$5,500.00
Cyber Liability	$3,684.00
Student Accident Insurance	$600.00
TOTAL 2025 ANNUAL PREMIUM	**$30,708.00**

Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.

B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the North Carolina State Office of Education.

C. The charter school gives the North Carolina State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.

D. The charter school will annually maintain written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.

E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require carrying out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.

F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the North Carolina State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.

G. After settling any outstanding debt, all physical and other assets owned by the charter school become the property of the North Carolina State Board of Education upon the termination of the charter school.

H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.

I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion, or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.

J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.

K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.

L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences already specified.

M. The charter school assures that it will not conduct a program of instruction until such time as:

(1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors (not applicable for online learning);

(2) Adequate equipment, and materials are available; and

(3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.

O. The charter school will only employ educators who hold valid North Carolina Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.

P. The charter school will comply with the North Carolina State Curriculum as the foundation for the instructional program for the school.

Q. At the beginning of every school year and prior administering any state assessment, the charter school will review the State Ethics Policy PowerPoint with all teachers who will administer any state assessment during the school year. School test proctors are then responsible to read the *Standard Test Administration and Testing Ethics Policy for North Carolina Educators* brochure and then sign the *Standard Test Administration and Testing Ethics Policy* document. The signed document must be kept on file at the school.

The charter school will administer end of state testing according to North Carolina education guidelines.

Virtual schools are responsible to secure approved sites where state assessments can be administered and proctored.

R. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.

S. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

T. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.

U. The charter school will operate under the provisions of the North Carolina Open Meeting Law and adopt bylaws in an open meeting.

V. A copy of the charter will be supplied to interested individuals or groups on request.

W. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.

X. A secondary charter school will be accredited or in the process of seeking accreditation.

Y. The charter school will acquire and maintain nonprofit corporate status.

Z. The charter school will follow all state procurement rules.

AA. The charter school will maintain accurate student transcripts.

BB. All governing board members will attend a mandatory human resources training annually.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expe…
please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match th…
page.

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a max…
The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any par…

LEA #1:	1000-Statewide Avg	What percentage of students from t…
LEA #2:		What percentage of students from t…
LEA #3:		What percentage of students from t…

Grade	Year 1			Year 2			Year 3
	LEA #1 1000	LEA #2	LEA #3	LEA #1 1000	LEA #2	LEA #3	LEA #1 1000
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4	80			80			100
Grade 5	80			80			100
Grade 6	70			80			100
Grade 7	70			80			90
Grade 8	50			70			80
Grade 9				60			70
Grade 10							60
Grade 11							
Grade 12							
LEA Totals:	350	0	0	450	0	0	600

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as s…
subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

ects to enroll. In addition,
ose on the initial cover

imum of three LEAs.
ticular level.

he LEA selected above will qualify for EC funding?	10%

he LEA selected above will qualify for EC funding?	

he LEA selected above will qualify for EC funding?	

Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		1000			1000		
		110			150		
		110			150		
		110			120		
		110			110		
		100			100		
		70			90		
		70			70		
		70			60		
					50		
0	0	750	0	0	900	0	0

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: *Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. 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.*

State EC Funds: *Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).*

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	1000-Statewide Avg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	$6,663.71	350	$2,332,298.50
Local Funds	$2,053.06	350	$718,571.00
State EC Funds	$5,309.31	35	$185,825.85
Federal EC Funds	$1,514.35	35	$53,002.25
		Total:	$3,289,697.60

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
		Total:	$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
		Total:	$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	$ 2,332,299	$ 2,998,670	$ 3,998,226	$ 4,997,783
Local Per Pupil Funds	$ 718,571	$ 923,877	$ 1,231,836	$ 1,539,795
State EC Funds	$ 185,826	$ 238,919	$ 318,559	$ 398,198
Federal EC Funds	-	$ 53,002	$ 90,861	$ 113,576
Other Funds*				
Working Capital*				
TOTAL REVENUE:	$ 3,236,695	$ 4,214,468	$ 5,639,482	$ 7,049,352

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment 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 Appen

on federal funding in

	Year 5
$	5,997,339
$	1,847,754
$	477,838
$	136,292
$	**8,459,222**

additional questions
operating budget,
nent of these funds. If

dix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	$ 120,000	$ 120,000	1	$ 122,000	$ 122,000	1	$ 124,000	$ 124,000	1	$ 127,500	$ 127,500	1	$ 130,000	$ 130,000
Assistant Administrator	0		$ -	0		$ -	2	$ 85,000	$ 170,000	2	$ 87,000	$ 174,000	2	$ 90,000	$ 180,000
Finance Officer	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Clerical	1	$ 50,000	$ 50,000	2	$ 52,500	$ 105,000	2	$ 54,000	$ 108,000	3	$ 58,000	$ 174,000	4	$ 60,000	$ 240,000
Food Service Staff	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Custodians	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Transportation Staff	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Student Support (Paraprofessional)	1	$ 40,000	$ 40,000	2	$ 42,500	$ 85,000	3	$ 45,000	$ 135,000	3	$ 48,000	$ 144,000	4	$ 50,000	$ 200,000
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
Total Admin and Support:	**3**		**$ 210,000**	**5**		**$ 312,000**	**8**		**$ 537,000**	**9**		**$ 619,500**	**11**		**$ 750,000**
Instructional Personnel															
Core Content Teacher(s)	16	$ 70,000	$ 1,120,000	20	$ 73,000	$ 1,460,000	28	$ 75,000	$ 2,100,000	32	$ 80,000	$ 2,560,000	39	$ 83,000	$ 3,237,000
Electives/Specialty Teacher(s)	2	$ 70,000	$ 140,000	2	$ 73,000	$ 146,000	2	$ 75,000	$ 150,000	3	$ 80,000	$ 240,000	4	$ 83,000	$ 332,000
Exceptional Children Teacher(s)	2	$ 70,000	$ 140,000	3	$ 73,000	$ 219,000	4	$ 75,000	$ 300,000	5	$ 80,000	$ 400,000	6	$ 83,000	$ 498,000
Instructional Support	0		$ -	0		$ -	0		$ -	0		$ -	0		$ -
Teacher Assistants	2	$ 50,000	$ 100,000	3	$ 53,000	$ 159,000	4	$ 54,000	$ 216,000	5	$ 58,000	$ 290,000	6	$ 60,000	$ 360,000
Curriculum Specialist	0		$ -	0		$ -	0		$ -	1	$ 80,000	$ 80,000	1	$ 85,000	$ 85,000
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel:	**22**		**$ 1,500,000**	**28**		**$ 1,984,000**	**38**		**$ 2,766,000**	**46**		**$ 3,570,000**	**56**		**$ 4,512,000**
Total Admin, Support and Instructional Personnel:	**25**		**$ 1,710,000**	**33**		**$ 2,296,000**	**46**		**$ 3,303,000**	**55**		**$ 4,189,500.00**	**67**		**$ 5,262,000**

Benefits	Year 1 Number of Staff	Year 1 Cost Per	Year 1 Total	Year 2 Number of Staff	Year 2 Cost Per	Year 2 Total	Year 3 Number of Staff	Year 3 Cost Per	Year 3 Total	Year 4 Number of Staff	Year 4 Cost Per	Year 4 Total	Year 5 Number of Staff	Year 5 Cost Per	Year 5 Total
Administrative & Support Benefits															
Health Insurance			$ -			$ -			$ -			$ -			$ -
Retirement Plan--NC State	3	$ 3,500	$ 10,500	5	$ 3,120	$ 15,600	8	$ 3,356	$ 26,850	9	$ 3,442	$ 30,975	11	$ 3,409	$ 37,500
Retirement Plan--Other			$ -			$ -			$ -			$ -			$ -
Life Insurance			$ -			$ -			$ -			$ -			$ -
Disability			$ -			$ -			$ -			$ -			$ -
Medicare			$ -			$ -			$ -			$ -			$ -
Social Security			$ -			$ -			$ -			$ -			$ -
Social Security/Workers' Compensation/Unemployment	3	$ 7,000	$ 21,000	5	$ 6,240	$ 31,200	8	$ 6,713	$ 53,700	9	$ 6,883	$ 61,950	11	$ 6,818	$ 75,000
Medical/Dental/Group Life Insurance	3	$ 2,100	$ 6,300	5	$ 1,872	$ 9,360	8	$ 2,014	$ 16,110	9	$ 2,065	$ 18,585	11	$ 2,045	$ 22,500
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
Total Admin and Support Benefits:			$ 37,800			$ 56,160			$ 96,660			$ 111,510			$ 135,000
Instructional Personnel Benefits															
Health Insurance			$ -			$ -			$ -			$ -			$ -
Retirement Plan--NC State	22	$ 3,409	$ 75,000	28	$ 3,543	$ 99,200	38	$ 3,639	$ 138,300	46	$ 3,880	$ 178,500	56	$ 4,029	$ 225,600
Retirement Plan--Other			$ -			$ -			$ -			$ -			$ -
Social Security			$ -			$ -			$ -			$ -			$ -
Disability			$ -			$ -			$ -			$ -			$ -
Medicare			$ -			$ -			$ -			$ -			$ -
Life Insurance			$ -			$ -			$ -			$ -			$ -
Social Security/Workers' Compensation/Unemployment	22	$ 6,818	$ 150,000	28	$ 7,086	$ 198,400	38	$ 7,279	$ 276,600	46	$ 7,761	$ 357,000	56	$ 8,057	$ 451,200
Medical/Dental/Group Life Insurance	22	$ 2,045	$ 45,000	28	$ 2,126	$ 59,520	38	$ 2,184	$ 82,980	46	$ 2,328	$ 107,100	56	$ 2,417	$ 135,360
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
			$ -			$ -			$ -			$ -			$ -
Total Instructional Personnel Benefits:			$ 270,000			$ 357,120			$ 497,880			$ 642,600			$ 812,160
Total Personnel Benefits:			$ 307,800			$ 413,280			$ 594,540			$ 754,110			$ 947,160
Total Admin & Support Personnel (Salary & Benefits):	3		$ 247,800	5		$ 368,160	8		$ 633,660	9		$ 731,010.00	11		$ 885,000
Total Instructional Personnel (Salary & Benefits):	22		$ 1,770,000	28		$ 2,341,120	38		$ 3,263,880	46		$ 4,212,600	56		$ 5,324,160
TOTAL PERSONNEL:	25		$ 2,017,800	33		$ 2,709,280	46		$ 3,897,540	55		$ 4,943,610	67		$ 6,209,160

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

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support	Year 1	Year 2	Year 3
Office			
Office Supplies	$ 5,000.00	$ 6,000.00	$ 7,500.00
Paper	$ -	$ -	$ -
Computers & Software	$ 15,000.00	$ 20,000.00	$ 20,000.00
Communications & Telephone	$ 12,000.00	$ 15,000.00	$ 17,500.00
Copier leases	$ 3,000.00	$ 3,000.00	$ 3,500.00
Other	$ -	$ -	$ -
Management Company			
Contract Fees (inlcudes Human Resurces)	$ 122,500.00	$ 157,500.00	$ 210,000.00
Other	$ -	$ -	$ -
Professional Contract			
Legal Counsel	$ 15,000.00	$ 20,000.00	$ 20,000.00
Student Accounting	$ 10,000.00	$ 10,000.00	$ 15,000.00
Financial	$ 10,000.00	$ 10,000.00	$ 15,000.00
Other			
Facilities			
Facility Lease/Mortgage (Admin Office)	$ 30,000.00	$ 30,000.00	$ 30,000.00
Maintenance	$ 2,500.00	$ 2,500.00	$ 3,000.00
Custodial Supplies	$ -	$ -	$ -
Custodial Contract	$ -	$ -	$ -
Insurance (pg19)	$ 2,000.00	$ 2,000.00	$ 2,500.00
Other	$ -	$ -	$ -
Utilities			
Electric	$ -	$ -	$ -
Gas	$ -	$ -	$ -
Water/Sewer	$ -	$ -	$ -
Trash	$ -	$ -	$ -
Other	$ -	$ -	$ -
Transportation			
Buses	$ -	$ -	$ -
Gas	$ -	$ -	$ -
Oil/Tires & Maintenance	$ -	$ -	$ -

Other	$	-	$	-	$	-
Other						
Marketing	$	30,000.00	$	35,000.00	$	40,000.00
Child nutrition	$	-	$	-	$	-
Travel	$	5,000.00	$	6,000.00	$	7,000.00
Other	$	-	$	-	$	-
Closure Reserve Fund	$	10,000.00	$	25,000.00	$	35,000.00
Total Administrative & Support Operations:	$	**272,000.00**	$	**342,000.00**	$	**426,000.00**

OPERATIONS BUDGET: Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	$ 35,000.00	$ 48,300.00	$ 63,800.00
Other	$ -	$ -	$ -
VR Headset and Chromebook/Laptop	$ 680,000.00	$ 420,000.00	$ 509,040.00
(above includes 10% surplus)			
Instructional Contract			
Staff Development	$ 5,000.00	$ 118,600.00	$ 47,000.00
Other	$ -	$ -	$ -
Learning Management System	$ 7,000.00	$ 8,500.00	$ 10,000.00
Books and Supplies			
Instructional Materials			
Curriculum/Texts	$ 135,000.00	$ 241,500.00	$ 319,000.00
Copy Paper			
Testing Supplies	$ 10,000.00	$ 15,000.00	$ 25,000.00
Other	$ -	$ -	$ -
Postage Fee for Headsets/Laptops)	$ 25,000.00	$ 30,000.00	$ 39,000.00
Total Instructional Operations:	$ 897,000.00	$ 881,900.00	$ 1,012,840.00
TOTAL OPERATIONS:	$ 1,169,000.00	$ 1,223,900.00	$ 1,438,840.00

Applicants may amend this table and the position titles to fit their Education and Operations Plans.

	Year 4		Year 5
$	9,000.00	$	11,000.00
$	-	$	-
$	25,000.00	$	25,000.00
$	20,000.00	$	20,000.00
$	3,500.00	$	4,000.00
$	-	$	-
$	262,500.00	$	315,000.00
$	-	$	-
$	25,000.00	$	25,000.00
$	15,000.00	$	15,000.00
$	15,000.00	$	15,000.00
$	35,000.00	$	35,000.00
$	3,000.00	$	3,500.00
$	-	$	-
$	-	$	-
$	2,500.00	$	3,000.00
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-
$	-	$	-

$	-	$	-
$	45,000.00	$	45,000.00
$	-	$	-
$	8,000.00	$	10,000.00
$	-	$	-
$	20,000.00	$	-
$	**488,500.00**	**$**	**526,500.00**

Year 4	Year 5
$ 79,600.00	$ 95,600.00
$ -	$ -
$ 676,200.00	$ 651,672.00
$ 57,000.00	$ 69,400.00
$ -	$ -
$ 12,500.00	$ 15,000.00
$ 398,000.00	$ 478,000.00
$ 35,000.00	$ 45,000.00
$ -	$ -
$ 48,000.00	$ 57,000.00
$ 1,306,300.00	$ 1,411,672.00
$ 1,794,800.00	$ 1,938,172.00

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	$ 2,017,800.00	$ 2,709,280.00	$ 3,897,540.00	$ 4,943,610.00	$ 6,209,160.00
Total Operations	M	$ 1,169,000.00	$ 1,223,900.00	$ 1,438,840.00	$ 1,794,800.00	$ 1,938,172.00
Total Expenditures	N = J + M	$ 3,186,800.00	$ 3,933,180.00	$ 5,336,380.00	$ 6,738,410.00	$ 8,147,332.00
Total Revenue	Z	$ 3,236,695.35	$ 4,214,467.70	$ 5,639,481.60	$ 7,049,352.00	$ 8,459,222.40
Surplus / (Deficit)	= Z - N	$ 49,895.35	$ 281,287.70	$ 303,101.60	$ 310,942.00	$ 311,890.40

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.
  o Name of the Selected Board Attorney: <u>Ward and Smith, P. A.</u>
  o Date of Review: <u>April 25,2024</u>
  o Signature of Board Members Present (Add Signature Lines as Needed):
    ▪ *Kim Tafiti*
      01395FA0061E44B...
    ▪ 14D85663570E42F...
    ▪ *Renee Chavez Daughtry*
      A369D755D7F44E7...
    ▪ 14D85663570E42F...
    ▪ A3813F448BD24BB...

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
  o Name of the Selected Board Auditor: <u>ACADIA NorthStar, LLC</u>
  o Date of Review: <u>April 25,2024</u>
  o Signature of Board Members Present (Add Signature Lines as Needed):
    ▪ *Kim Tafiti*
      01395FA0061E44B...
    ▪ 14D85663570E42F...
    ▪ *Renee Chavez Daughtry*
      A369D755D7F44E7...
    ▪ 14D85663570E42F...
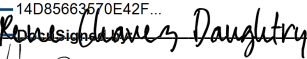   ▪ A3813F448BD24BB...

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
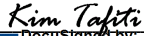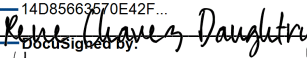 o Name of the Contact for Selected EMO/CMO: _____<u>*Not Applicable at this time. This will be determined upon approval of the Charter*</u>_____

- o Date of Review: _____April 25, 2024_____
- o Signature of Board Members Present (Add Signature Lines as Needed):
  - • ____Kim Tafiti_____
  - • _____
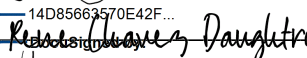 - • ___Rene Chavez Daughtry_____
  - • _____
  - • _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
  - o Name of the Contact: *Not Applicable at this time. This will be determined upon approval of the Charter*
  - o Name of the Selected Financial Service Provider: N/A_____
  - o Date of Review: April 25, 2024_____
  - o Signature of Board Members Present (Add Signature Lines as Needed):
    - • ____Kim Tafiti_____
    - • _____
    - • ___Rene Chavez Daughtry_____
    - • _____
    - • _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
  - o Name of the Contact: *Not Applicable at this time. This will be determined upon approval of the Charter*
  - o Name of the Selected PowerSchool Service Provider: ____N/A_____
  - o Date of Review: _____April 25, 2024_____
  - o Signature of Board Members Present (Add Signature Lines as Needed):
    - • ____Kim Tafiti_____
    - • _____
    - • ___Rene Chavez Daughtry_____
    - • _____
    - • _____

Certification

I, _____Kimberly Christiansen Tafiti_____, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Virtual Horizons Charter School of North Carolina__ is true and correct in every respect.

Signature   _Kim Tafiti_
DocuSigned by:
01395FA0061E44B...

Date _____April 25, 2024

Signature Page

The foregoing application is submitted on behalf of the <u>Virtual Horizons Charter School Board of Directors</u>. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Kimberly Christiansen Tafiti

Board Position: Board Chair

Signature: _____

Date: April 25, 2024

Sworn to and subscribed before me this __25__ day of __april__ , 20 __24__.

Notary Public: _____   Official Seal:

My commission expires: __11/21/2__ , 20 __27__.

STACEY STONE
Notary Public - State of Utah
Comm. No. 734278
My Commission Expires on
Nov 21, 2027