

Veritas Academy

A Proposed Public Charter School

Located In Colorado Springs District 11

Charter Application

Submitted to the Charter School Institute

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**Indicates section submitted after CSI Interview, November 7, 2008*

*The direction in which education starts a man will
determine his future life.*

-Plato, The Republic

EXECUTIVE SUMMARY

Veritas Academy will educate students in the sixth through twelfth grades. Veritas proposes to open in Fall 2009 within the boundaries of Colorado Springs District 11.

Vision:

We believe all students should be immersed in the best our tradition has to offer. We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. We believe all students can be formed in a habitual vision of greatness that makes lifelong learners of the doctor and the mechanic, the housewife and the professor. Veritas Academy strives to build a lasting community of learners in which each student is the agent of his or her education.

The founders of Veritas Academy believe that all young men and women deserve the same quality education, regardless of their ethnicity, gender, or socioeconomic background. All students, not only those wealthy enough to attend private schools or to earn places in specialized public schools, deserve to study the best that the Western tradition has to offer.

Mission Statement:

From the seminar to the science lab, from the music room to the playing field, Veritas Academy begins with the conviction that ***all human beings can know truth, create beauty, and practice goodness.*** To that end, we expect students to develop

- basic tools of learning,
- ordered basic knowledge,
- moral seriousness,
- breadth and depth of imagination,
- artistic ability and sensitivity,
- and a sense of wonder.

We expect each student to display mastery in history, mathematics, science, literature, and English, as well as to gain familiarity with at least one other language and rudiments of the fine arts. To that end, students will follow a common academic core curriculum which includes seven years of history, mathematics, science, writing, literature, and foreign language (four years of Latin, three years of modern language). Students also will take four years of drawing and painting, five years of music, and two years of drama.

Although the program will be rigorous, Veritas welcomes students of ordinary ability as well as the very brightest. As Mortimer Adler cogently argues in *The Paideia Proposal*,

Those who think [a common, core curriculum like Veritas's] cannot be successfully followed by all children fail to realize that the children of whom they are thinking have never had their minds challenged by requirements such as these. It is natural for children to rise to meet higher expectations; but only if those expectations are set before them, and made both reasonable and attractive.

Distinctive Features:

To foster the active involvement of each student, Veritas will offer these distinctive features: class sizes of twenty students or fewer, single-sex classrooms, and the use, whenever possible, of original texts and documents rather than textbooks. Courses will be performance-based – through the use of seminars, frequent writing exercises, and performances in the arts.

- *Small Class Size:* This allows faculty to know each student and to offer him or her personal attention. The student cannot easily avoid participation and will be encouraged to become the primary agent in his or her education.
- *Single-Sex Classes:* Research supports the understanding that boys and girls learn best in single-sex classrooms. It is well documented that boys and girls learn in quite different ways. In a single-sex setting, Veritas will be able to use approaches and strategies that complement those differences. The single-sex classroom also avoids the documented sexism of the co-ed classroom, frees boys and girls from the distraction of the presence of the opposite sex in the classroom, and generates a high degree of personal confidence and freedom. *See* pages 46 and 48.
- *Original Texts, Socratic Seminars, and Colloquia:* Seminar classes are central to the Veritas experience and are offered in the upper grades. In seminar, students read original texts. Commentaries, introductions, reviews, or summaries are not allowed. They will deal directly with the thoughts and words of the author, not with the ideas of some other reader or expert. In seminar, the action always remains with the students. The faculty member does not lecture, but rather leads the discussion.
- *A Performance-Based Program:* In the arts program, all students will play an orchestral instrument, sing in the choir, and compose music. In the visual arts, they will paint and draw. In drama, they will act. In seminar, they will discuss and write. In mathematics and science, they will solve problems and be engaged in experimentation.

Other distinctive features of Veritas include:

- *Core Curriculum:* A common curriculum assures that all students spend their time on what is essential. An integrated curriculum ensures that each element of the

curriculum is purposefully related to the learning environment and to the rest of the curriculum. Each course builds on those that precede it.

- *School Culture:* Veritas seeks to draw students out of the youth culture that attracts most adolescents into a **community of learners** in which each student actively pursues a **habitual vision of greatness**. This Veritas culture not only ensures that learning and teaching can proceed optimally, it also elevates each day's work. The *music program* plays a distinct role in the creation of this culture, as does *student orientation*, *Morning Assembly*, and *grassroots service projects*. These integrate a vision of pursuing that which is worthwhile, reinforcing the discipline of mind and heart that is gained by moving through a rigorous core curriculum for seven years: reading, creating, and participating in that which is good, true and beautiful. Moreover, all students wear *uniforms* to eliminate distractions and to strengthen the identity of the Veritas community.
- *Longer school day:* To implement the full curriculum and allow time for remediation and a daily assembly, Veritas has a longer school day than District 11.
- *Educational partnership with the University of Colorado at Colorado Springs, Colorado Springs Youth Symphony, and Colorado Springs Children's Choral:* Veritas is in the process of exploring a partnership that would include shared space and perhaps shared resources.
- *A 6th-12th grade program:* The founders of Veritas believe that the middle school years will be essential to giving students a solid foundation in all areas of study in preparation for a rigorous high school program. Moreover, research suggests that students who attend a multi-grade high school (such as 6-12; 7-12 or K-12) graduate at a higher rate than do those who attend a traditional 9th-12th grade high school.¹

History:

Veritas Academy stands in the tradition of these successful schools: Trinity Schools (see TrinitySchools.org) and Tempe Preparatory Academy (see TempePrep.org). Tempe Prep was founded in 1996 as a public charter school in Tempe, AZ, using much of Trinity's award-winning curriculum. Tempe Prep has been one of Arizona's top performing schools since its beginning. Veritas Academy has hired Academy Project, a nonprofit education corporation located in Falls Church, Virginia, to provide both the curriculum and ongoing faculty training. Academy Project is headed by Andrew Zwerneman, the current Head of School for Trinity School at Meadow View and one of the founding Heads of School for Tempe Preparatory Academy.

¹ <http://rand.org/news/press/2008/05/07/>

While Veritas inherits the curriculum from a private, Christian school, the founders have removed all sectarian elements to the curriculum and will ensure full alignment with state curriculum standards before opening; if this alignment needs further adjustment, this will occur by the end of the first year of operation. The success of Tempe Prep offers reassurance that this curriculum can be transferred to the public realm. Read more about Trinity and Tempe Prep on pages 41 and 42.

Timeline:

Veritas Academy expects to open in Fall 2009 with the 6th-9th grades. Our ideal class size is twenty, but to be able to afford opening as a small school, and also to allow for attrition, we will allow up to twenty-five students per section in the middle school. We will open with two sections of twenty-five students (one of boys, one of girls) in each grade of middle school, or 50 students per grade with a cap of 40 students in the ninth grade.

Once future enrollment is secured and the school culture has a strong foundation, Veritas hopes to begin doubling the size of each grade, beginning with the sixth grade and growing again year by year. At that time we would limit class size to twenty, so with two sections of boys and two sections of girls, the largest a class would grow is 80 students. Thus the eventual enrollment projection is 560 students.

Thus the enrollment would be as follows:

	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
2009-10	50	50	50	40				190
2010-11	50	50	50	40	40			230
2011-12	50	50	50	40	40	40		230
2012-13	50	50	50	40	40	40	40	310
Future full implementation	80	80	80	80	80	80	80	560

Student Body:

D11 has a racially and socioeconomically diverse student population. CDE records break out the 2007 student population as follows:

Total Population	29,518
Percent Minority	37.16%
Percent Eligible for Free and Reduced Lunch	45.05%

Given that D11's at-risk population is 45.05 percent, we understand that this may also be the demographic of Veritas. There is no certainty to our demographics, however, as students will be enrolled based on a lottery system. Parents whose children are in private schools, homeschooled, as well as from other districts are welcome to enter the lottery, so our demographic will not be determined until the end of that lottery.

One comparison of note: Harrison District 2 has a free-reduced percentage of 65.07%. James Irwin, a similar charter school within that district, has a free-reduced population of 21.97% in the middle school and 11.08% in the high school. Given these demographic numbers at James Irwin, we believe it is reasonable to assume that Veritas, while open to all students, will attract a smaller percentage than the average 45% at-risk population.

Evidence of Need in this Community:

In many of the districts surrounding District 11 there are highly successful classical charter schools. There is no such school in District 11, nor does any high school in District 11 receive an "excellent" in its Student Accountability Report. Within this application is the support of the community as found in the 5 Letters of Support and 64 Letters of Intent (as of Sept 3, 2008).

Moreover, the need for such a school is witnessed in the 2,864 families on waiting lists to these existing classical charter schools. *See* page 20 in Evidence of Need.

Conclusion:

The founders of Veritas Academy are parents and residents of District 11. Veritas is a non-profit organization, and will be run without a third-party management company. We are eager and excited to bring a proven model of excellence to the students of Colorado Springs. Our conviction, bolstered by the successes of Trinity Schools and Tempe Preparatory Academy with students of varying abilities, is that all young men and women can rise to the challenge of becoming members of a community of learners like that of Veritas Academy.

Education is not animal training, it is a human awakening.

-Jacques Maritain

A: MISSION STATEMENT

Vision:

We believe all students should be immersed in the best our tradition has to offer. We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. We believe all students can be formed in a habitual vision of greatness that makes lifelong learners of the doctor and the mechanic, the homemaker and the professor. Veritas Academy strives to build a lasting community of learners in which each student is the agent of his or her education.

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- basic tools of learning,
- ordered basic knowledge,
- moral seriousness,
- breadth and depth of imagination,
- artistic ability and sensitivity,
- and a sense of wonder.

While *what* a student learns is important, *how* a student learns is just as important. We believe, in fact, that education is not simply a matter of acquiring important facts and skills, but also of acquiring habits of mind that enable a student to become a learner in every environment. Thus, we constantly emphasize that **the student is the main agent in his or her education.** Students who fail to see for themselves fail to learn. Rather than receiving knowledge passively, each student must actively apprehend concepts, perceive relationships and express knowledge in written and spoken forms.

This is why we envision Veritas as a **community of learners.** Each member of this community, faculty and student alike, is called to pursue his or her own education, with the understanding that we learn far more together than we could on our own. Thoughtful and imaginative participation is, then, required of every student.

The community of learners at Veritas is anchored by the teachers' own passion for learning. Learning is a life-long human endeavor and the faculty is committed to pursuing knowledge for its own sake. This pursuit of knowledge is promoted by faculty seminars in which all faculty members, regardless of their areas of expertise, study different disciplines together.

All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher.

*-Mortimer Adler, *The Paideia Proposal**

B: GOALS, OBJECTIVES, AND PUPIL PERFORMANCE STANDARDS

Pupil Performance Standards

Veritas Academy's primary goal is to provide a rigorous education that manifests itself not only in high academic achievement, but also in developing in our students a life-long love of learning. Within the context of our curriculum we have many internal assessments. We are eager, however, to show accountability at the federal, state, and district levels. To that end, we have established Specific, Measurable, Attainable, Research-based, Time-specific (SMART) goals,² listed below. However, Veritas understands that without baseline data, some of these goals may need to be reevaluated upon actual student enrollment.

- 70% of students will show at least one year's growth in one year's time as demonstrated by a value-added analysis of student achievement data in the first two years of operation (using results from a national norm-referenced test such as NWEA/MAP the first year of operation, as well as CSAP when data is available).
- After four years of operation, 90% of students will show one year's growth. *See sections on Remediation and Corrective Action, p.58 and p.75, for Veritas Academy's plan to deal with students who fail to meet these growth goals.*
- 70% of students who have been at the school for at least two years will be proficient or advanced in reading, writing and math as measured by the CSAP.
- 90% of students who have been at Veritas for four years will be proficient or advanced in reading, writing and math as measured by the CSAP.
- Veritas Academy will demonstrate adequate yearly progress for all disaggregated groups as measured by CSAP and determined by the Colorado Department of Education.
- Within the first three years of administering the ACT, students' composite score will average 19 (the first year ACT will be administered is 2012). Within five years, the composite score will be 25 or higher.

² To compare our goals with district achievement, see Appendix 1

- Veritas will meet the current 11 indicators of Accreditation. We understand that Accreditation Standards shift in the next year, and we will change our goals accordingly.

	Colorado Accreditation Report Indicators	Veritas Academy's response	
A	Educational Improvement Plan	See Section D: Educational Program and Curriculum	
B	CSAP Goals	Benchmark: 2 years Reading: 70% Writing: 70% Math: 70%	Goal: 4 years 90% 90% 90%
	ACT Goals	Benchmark: 3 years Composite score: 19	Goal: 5 years 25
	NWEA/MAP Goals	One year's growth Benchmark: 2 years 70%	Goal: 4years 90%
C	Closing Achievement Gap	Achievement Gap will be easier to track using new Growth Model; see research in our approach to at-risk students	
D	Longitudinal Growth	Colorado Growth model will be implemented; NWEA/MAP scores will also track longitudinal growth	
E	Data regarding Achievement in Other Curriculum Areas	Internal assessments for Latin, Modern Language, Music, Art, Drama; See Academic Competitions, pg.74	
F	Compliance with School Accountability Report	Reporting information will be prepared as needed for CSI and shared with the community upon publication according to mandates	
G	Compliance with Educational Accreditation Act	We understand these Accreditation standards are changing and will comply with all new Accreditation indicators.	
H	Compliance with Safe Schools Act	<ul style="list-style-type: none"> • Uniforms required • Closed campus • Parent/teacher conferences required 	
I	Compliance with Colorado Basic Literacy Act	<ul style="list-style-type: none"> • All new students take a literacy test such as NWEA/MAP • Any student with ILP will be 	

		given resources on an individual basis (NWEA/MAP or TOWRE administered up to four times a year)
J	Annual Assessment Review will include CDE written report	Again, reporting information will be prepared as needed for CSI and shared with the community upon publication according to mandates.
K	Compliance with Budgeting, Accounting	Budget will be balanced; annual audit will show no problems. <i>See our Budget in Section F and Appendix 18.</i>

Other Goals

In addition to the pupil performance standards listed above, Veritas Academy has also identified the following goals that are essential to achieving the school's mission:

Parent Involvement

- Parents will sign letters of commitment in which they acknowledge their responsibility in helping students complete homework assignments. They also commit to volunteer significant hours to the school as needed. One hundred percent of parents will sign this letter of commitment. *See full discussion of parental involvement on page 97.*

Community Involvement

- Members of the community will be invited to attend Veritas performances in the arts. Performances from professional artists or from other schools may be invited to participate in our Fine Arts Festival each spring. Members of the community will be invited to give lectures. *See full discussion of community involvement on page 97.*

Attendance, Enrollment, and Graduation

- Consistent attendance is essential for academic progress and absences should be kept to a minimum. Veritas Academy will maintain an attendance rate of 95% or higher.
- Veritas Academy will maintain a voluntary re-enrollment rate of 85% or higher from year to year.
- Veritas will have a graduation rate of 80% in the first three years eligible (beginning in 2013). Within five years the graduation rate will be 90% or higher.

Professional Development

- The Veritas administration will work with Academy Project to fully train our faculty during the first year of operation.
- Veritas will have an internal master teacher program within five years of operation. *See full discussion of professional development on page 65.*

C: EVIDENCE OF SUPPORT

Student Body Demographics:

D11 has diverse student populations. CDE records break out the 2007 student population by race and percent minority as follows:

American Indian or Alaskan Native	461
Asian or Pacific Islander	839
Black	3,125
Hispanic	6,544
White	18,549
Total	29,518
Percent Minority	37.16

The numbers for students eligible for free and reduced lunch are also quite diverse.

District 11's total student population eligible for free and reduced lunch is 45.05%.

To narrow our search for population demographics, we looked at the D11 elementary schools within a 2 mile radius of our proposed facility (3650 N. Nevada) as well as the nearest middle and high schools:

Elementary School	Percent Eligible for Free and Reduced
Bates	50.79
Edison	73.82
Jackson	57.71
Lincoln	78.86
Steele	14.72
Stratton	34.32
Pike	75.59
Average:	55.16

Middle School	Percent Eligible for Free and Reduced	High School	Percent Eligible for Free and Reduced
Holmes	31.34	Coronado	26.01
Horace Mann	54.5	Palmer	29.05
North	54.87	Wasson	47.55
Average:	46.9	Average:	34.2

Summary of Demographics:

Given that D11's at-risk population in the middle and high schools near our location is between 34-46%, we understand that this may also be the demographic of Veritas. Of course, it is impossible to know with any precision the demographic make-up of our school because students will be enrolled based on a lottery system. Parents whose children are in private schools, homeschooled, as well as from other districts are welcome to enter the lottery, so our demographic will not be determined until the end of that lottery.

One comparison of note: Harrison District 2 has a free-reduced percentage of 65.07%. James Irwin, a similar charter school within that district, has a free-reduced population of 21.97% in the middle school and 11.08% in the high school. Given these demographic numbers at James Irwin, we believe it is reasonable to assume that Veritas, while open to all students, will attract a smaller percentage than the average 45% at-risk population.

Evidence of Need in this Community:

In many of the districts surrounding District 11 there are highly successful classical charter schools. There is no such school in District 11, nor does any high school in District 11 receive an "excellent" in its Student Accountability Report.

School	District	SAR (2006-2007)
Doherty	11	High
Coronado	11	High
Mitchell	11	Average
Palmer	11	High
Wasson	11	Average
The Classical Academy	20	Excellent
James Irwin Charter School	2	Excellent
The Vanguard School	12	Excellent
Rocky Mountain Classical Academy	49	Excellent

Further evidence of need for a classical, liberal arts school is evident in the number of families on waiting lists to the schools mentioned above:

School	Waiting List grades 6-12
The Classical Academy	2,575 (22% of these from D11)
James Irwin Charter School	151
Cheyenne Mountain Charter Academy/ The Vanguard School	138
Rocky Mountain Classical Academy	325 (K-8)

Letters of Intent to Enroll

There is support for this charter school among families in District 11 and surrounding districts as demonstrated by the 64 Letters of Intent, and the 147 students whose parents have completed Letters of Intent. Moreover we have received Letters of Supports from State Senate candidate Keith King, State Representative Bob Gardner, State Representative Amy Stephens as well as from the Music Director of the Youth Symphony, Gary Nicholson, and the Executive Director of the Colorado Springs Children's Chorale, Marcia Hendricks. *See Appendix 2 for a sample Letter of Intent to Enroll; see Appendix 3 for Letters of Support.*

The demographics of students from these Letters of Intent are as follows:

Number of Students*	Home District	Number of Students	Grade Level in Fall 2009
80	11	9	9
27	20	12	8
9	2	5	7
4	3	12	6
2	8	14	5
6	12	20	4
1	14	12	3
5	38	12	2
8	49	16	1
5	unknown	9	K
		25	Pre-K

* as of September 3, 2008; Veritas anticipates gathering many more Letters of Support and Letters of Intent in the next several weeks.

Outreach to the Local Community

The founders of Veritas have held Open Houses every few weeks since the Spring of 2008. Initially these were in homes but have been held in libraries and churches as well. Without grant money this has been a grassroots effort. We have taken advantage of free advertising such as the Public Service Announcements on the local radio station, KRCC. Meanwhile, we have taken out an advertisement in *Colorado Springs Kids* (circulation 20,000), which will run through November 2008. We are looking for approval to place our literature in community centers, libraries, and so on. We have pursued bringing word of Veritas to a wide group of families through the following:

- Veritas manned a booth at the Diversity Fair on August 23, 2008
- The local Urban League has expressed interest in holding an Educational Symposium to which we would be invited
- Contacting the Hispanic Chamber of Commerce
- Veritas will translate key literature into Spanish and have a translator available at an Open House
- Presenting Veritas to local businesses, such as Memorial Hospital, faculty of UCCS and Colorado College, Youth Symphony and Children's Chorale

Once we have further funding we plan the following:

- Direct Mailing (the priority would be a 2 mile radius around the proposed facility)
- Print Advertising
 - Pikes Peak Parent
 - Woodmen Edition
 - Westside Pioneer
 - Homeowner Association Newsletters (such as Mountain Shadows Community Association)
 - *The Gazette*
- Radio Advertising

Founding Committee Membership

Eric V. Hall As an attorney with Rothgerber, Johnson and Lyons, Mr. Hall specializes in church-state law and school law. Before Mr. Hall's legal career began in 2000, he was a teacher, first in a bi-lingual school in the Rio Grande Valley of Texas through Teach for America, and then at Trinity School. Mr. Hall received his BA from William and Mary in International Relations, his MA in Liberal Arts from St. John's College, and his JD from the University of Notre Dame. He is the father of four children.

Mary Faith Hall Currently a stay at home mother of four, Mrs. Hall spent eight years teaching humanities, Latin, and drama at Trinity School. She received her BA in philosophy from the University of Notre Dame and her MA in Liberal Arts from St. John's College.

Katherine A. Brophy Mrs. Brophy has homeschooled five of her six children for nine years. She received her BA in English Literature from Saint Mary's College. An accomplished vocalist and guitarist, Mrs. Brophy is passionate about music in education.

Potential Board members are discussed in the section on Governance.

See complete resumes of Founders and potential Board members in Appendix 4.

Volunteers:

Ruth Weibe, webmaster

Kara Hrbacek, recruiting committee

Sonya Hunt, recruiting committee

Elisabeth Almond, recruiting committee

Kelly McMullen, recruiting committee

Richard Hall, facility committee

Tim Seibert, architectural consultant

Adam Weitzel, legal consultant

Consultant:

Jonathan Berg One of the founding parents of Cheyenne Mountain Charter Academy, Mr. Berg is currently the Chief Executive Officer of James Irwin Schools. Mr. Berg is widely recognized as a leader in the local charter movement.

Academy Project Headed by Andrew Zwerneman. *See Academy Project description and team biographies in Appendix 5.*

Kant defined the essence of the humanities in four questions: what can I know? What should I do? What may I hope for? What is man?

These are not simply diversions for intellectuals or playthings for the idle. As a result of the ways in which these questions have been answered, civilizations have emerged, nations have been developed, wars have been fought and people have lived contentedly or miserably.

-William Bennett, former Secretary of Education

D: EDUCATIONAL PROGRAM AND CURRICULUM

I. Students to be served

Veritas Academy proposes to educate students in the 6th-12th grades. Veritas would open in the fall of 2009 with 190 students in grades 6-9. Each middle school grade consists of two sections of twenty-five students; the ninth grade would consist of two sections of twenty students. Each following year a new grade is added such that Veritas would be at full capacity of 310 students in the fall of 2012. As mentioned earlier in the application, once future enrollment is secured and the school culture has a strong foundation, Veritas hopes to begin doubling the size of each grade, beginning with the sixth grade and growing again year by year. At that time we would limit class size to twenty, so with two sections of boys and two sections of girls, the largest a class would grow is 80 students. Thus the eventual enrollment projection is 560 students.

As stated in the Executive Summary, District 11 has a widely diverse student population. Though some schools have lower percentages for at-risk students (such as Doherty, with 19.44%) we used the schools nearest our target location to try to get a better sense for our potential demographic and found that the average percent eligible for free and reduced lunch in those schools is 46.9% in middle school and 34.2% in high school.

Again, we will have a lottery system and we will be open to students from other districts entering the lottery, so there is no certainty of the amount of at-risk students we will be serving. We find the example of James Irwin in District 2 helpful: Harrison District 2 has a free-reduced percentage of 65.07%. James Irwin, a charter school similar to Veritas within that district, has a free-reduced population of 21.97% in the middle school and 11.08% in the high school.

Because it is possible that the school could have the same population as a typical District 11 high school, we have worked with this population as our assumption. We are confident that we have a program that is successful among students from widespread backgrounds. Veritas is not geared towards the at-risk student, nor is it geared to only the gifted student. Rather, through its core curriculum-- incorporating many hours of math, science, humanities, the arts, including music and language, including Latin—implemented in a single-sex setting, Veritas uses a proven effective course and method of study that will enable all students to flourish. The following sections explain our approach to the curriculum as well as the curriculum itself. This is followed by our extensive research which provides overwhelming support to our program.

II. Curriculum and Instructional Design

1. Educational Philosophy:

Veritas Academy is founded upon the conviction that we, as humans, can know truth, create beauty and practice goodness. This pursuit of truth, beauty and goodness is an enterprise which is best achieved together in a community of learners. The community of learners at Veritas comprises both the faculty and the students. The teachers are the senior and more expert members of this community, and their job is not only to communicate knowledge but to gradually draw students into the life of the community of learners. In the early grades, the focus of the material is on the grammar of the various disciplines. But even at this young age, teachers try to nurture a sense of wonder in the students.

Fostering a sense of wonder is an important attribute and one that is highly valued at Veritas Academy because, as Aristotle stated, all human thought and art have their source in human wonder. If students do not wonder about the “why” and “how” behind what they study, they will likely find little delight in what they are learning. As students mature and advance in grade level, additional emphasis is placed upon developing a depth of inquiry. At Veritas, not only is it important to ask questions but also to develop creative and analytical thought to begin to answer these questions. As students develop their sense of wonder and depth of inquiry, they are drawn more and more into the intellectual life of the community of learners.

A Common, Coherent, and Integrated Curriculum: The curriculum of Veritas Academy is the focus of the community of learners. All students follow the same curriculum. A common curriculum assures that all students spend their time on what is essential. An integrated curriculum ensures that each element of the curriculum is purposefully related to the learning environment and to the rest of the curriculum. Each course builds on those that precede it.

The ability to focus on the essential allows Veritas students to develop the skills needed to enter human conversation at many levels. Jesus Concepción, conductor of the KIPP (Knowledge is Power Program) Academy and String Orchestra, says—in regards to the goal of his esteemed orchestra,

*Business is not about developing musical talent—it’s developing skill. Talent...is the rare innate ability to play an instrument without much guidance. Skill is learning the lessons. Most music teachers just want to work with the gifted kids. The fact is that less than two percent of our kids have talent. Only two percent have played an instrument before. They all start out at the same level. And each and every child feels equally important and successful.*³

³ <http://www.kipp.org/08/pressdetail.cfm?a=131>

This ability to develop skill—gifted or not—is a key goal of the core curriculum. The common curriculum allows all children to develop the skills needed to speak the languages of human conversation: the spoken and written language, but also the language of mathematics, of science, of music and drama and art. The founders of Veritas believe that *all* students deserve access to the many facets of the human experience.

The founders of Veritas understand the importance of aligning this core curriculum with Colorado model content standards. This alignment is not complete at this point, but Veritas hopes to complete this task in cooperation with curriculum consultants for CSI before finally being chartered. We also understand that some of the details of the alignment may need to be finalized during the first year of operation as courses are being taught. But especially in the areas tested by CSAP—math, reading, writing, science—we are eager to ensure that our sequence lines up with state standards. We understand that this may entail rearranging the order of some of our courses as well as shifting some of the content.

The Trivium: Borrowing from the elements in the classical notion of a liberal education, we stratify the curriculum according to the categories of *grammar, logic and rhetoric*.⁴ The sixth, seventh and eighth grades are considered **grammar** courses; they communicate the basic elements of things. The ninth and tenth grade courses are **logic** courses that begin to articulate the implications and relationships that exist among the ideas already learned. The eleventh and twelfth grade courses are **rhetoric** courses, wherein the student begins to synthesize and interrelate ideas and concepts already learned.

The science curriculum provides a good illustration of this stratification. The sixth, seventh and eighth grade courses are built around observation, the perception of regularities in nature and the beginnings of explanation. In the ninth and tenth grade biology and chemistry courses, many of these observations are gathered under scientific laws. In the eleventh and twelfth grade physics courses, Newtonian mechanics and relativity theory provide comprehensive theories of great richness and power, providing explanations for what began as questions about our experiences of the natural world.

The writing curriculum provides another illustration of this classical approach. In grades six through eight, students learn parts of speech, grammar, punctuation, and basic sentence and paragraph structure. In the ninth and tenth grades, they are taught to develop and order their thoughts in a logical way by writing several essays. In the eleventh and twelfth grades, students continue writing essays, working on making their arguments more substantial and compelling by

⁴ *Trivium* is a Latin term meaning “the three ways” or “the three roads”. In medieval universities, the *trivium* comprised the three subjects taught first: grammar (the structure of the Latin language), logic (the ability to build an argument in Latin) and rhetoric (the ability to express oneself elegantly in Latin). This study was preparatory for the study of the *quadrivium*: the study of arithmetic, geometry, music, and astronomy.

bringing ever-more sophisticated analyses to their writing and by learning different stylistic and organizational techniques.

2. Curriculum According to Subject Matter

Humanities. The study of the humanities is one way in which we take part in the conversation that humankind has been having with itself for centuries in an attempt to understand itself and the world in which it lives. In these courses, the students, along with the faculty, study the accomplishments of humanity (history) and its own ideas about itself and the world (philosophy, literature). Finally, students and faculty take part in the conversation in an active way through written and oral expression of ideas as they attempt to grapple with, understand and explain them.

Humanities in grades six, seven and eight:

- *History.* Students in the sixth grade study ancient history, including the civilizations of the Fertile Crescent, Egypt, Greece and Rome. They learn about the rise and fall of empires and the human achievements in those civilizations that continue to affect modern society. Students in the seventh grade study medieval history, from the rise of Christianity to the Renaissance, focusing on such topics as the agricultural revolution, the growth of cities and the development of nations. Students in the eighth grade study geography with an emphasis on how land and water formations shape political, economic and cultural life.
- *Literature and Composition.* These courses lay the foundation for the writing program that continues through high school, including its connection to the literature that the students are reading and discussing. The years include a full review of grammar, including parts of speech, parts of a sentence, phrases, clauses, compound and complex sentences and mechanics. By the end of the eighth grade, the students have been introduced, at the level of the paragraph, to the basic five-part structure of the ninth and tenth grade essays. They are also familiar with the requirements for precise introduction and thorough development of their ideas, a vocabulary and set of skills they will use throughout the Veritas Academy program. In addition, through the reading and discussing of great literature, they will have developed the skills necessary to offer substantial participation in the high-school Humane Letters courses.

Humanities in grades nine through twelve:

- *Humane Letters Seminar.* The course is an integrated approach to the humanities, with the understanding that the various fields of the humanities—literature, history, philosophy—while distinct disciplines, ultimately are not separate. They form a cohesive whole in understanding humanity. The heart of the program is the seminar.

During the ninth and tenth grades, students learn American and Western European history, respectively. The literature and philosophy they study parallels the historical time periods and the geographic regions they study. This literature and philosophy, however, are not simply meant to be a historical supplement, but are studied as works that contribute to an understanding of the human condition. At this level, the seminar teacher plays a very active part in the discussion—guiding, probing, questioning and instructing—helping the students learn how to learn in the seminar setting.

In the eleventh and twelfth grades, historical narrative moves to the background and the courses focus on the ideas and issues, which are articulated in the readings. Works are taken from the Greek classics, the Hebrew and Christian Scriptures (eleventh grade) and medieval to modern authors (twelfth grade). The skills necessary for careful reading, effective analytical writing and discussion which have been developed through the work of the previous four years are now employed as the means of learning in these last two years of the program. The students begin to deal seriously with questions of the human condition: What is reality? How do we know what we know? Where is it all headed? How, then, ought we to live?

As the students read these texts, their skills of analysis are further sharpened. They learn to comprehend and analyze dense, complicated material. Students begin to refine their writing style while continuing to execute clear, substantial analysis of the texts. Even more, however, the students begin to grapple with the perennial human questions, attempting to understand themselves and the world around them. In this regard, their reading of great fiction and poetry is essential.

At this level, the seminar teachers begin to be a less active part of the discussion, as the students step forward to take leadership of the conversation. Their own inquiry and analytical abilities drive the discussion and the teacher is able to act as a moderator and active participant in the discussion.

See Instructional Methods, p.55, for more information on Socratic seminars.

Writing. The goal of the writing program at the high-school level is to lead students into clarity and beauty of thought and expression, to deepen their thought so that they can analyze sophisticated ideas and to enrich their expression so they can produce articulate, graceful essays that demonstrate and communicate their understanding.

The writing program is arduous. Freshmen and sophomores write at least four to six essays per year and juniors and seniors twelve to fifteen per year. In this process, they develop into quite good writers. Our experience is that students who learn this program adapt easily to other approaches to writing.

Science. Science is a method designed to reveal the way that nature works. Nature is traditionally divided into two broad categories, the first being purely physical and the other including living systems.

The physical sciences, including physics and chemistry, address questions involving the physical universe, from the scale of atomic particles to the scale of galaxies and benefit from the immutable, law-like behavior of the fundamental entities. The constancy of physical properties across space and time has two important consequences for our ability to gain understanding. First, it makes the physical sciences especially amenable to mathematical descriptions, which make specific predictions that are borne out remarkably well in nature. Second, it greatly enhances our ability to control experimental processes with care and to reproduce experimental results. In contrast, the life sciences must rely to a far greater extent on inferences in order to understand causal mechanisms, because few things are constant. For example, the responses of organisms to a particular change are complicated by variability among individuals, as well as variation in other factors across space and time. In other words, the effects of a particular pathogen, for example, depend on traits of the infected individual and possibly the details of the environment at the time of the infection. Nevertheless, despite these essential differences, the scientific method has proved similarly useful in the life sciences.

The goals of the Veritas Academy science program are

(1) to elicit wonder for the natural world by fostering appreciation for both the remarkable predictability of physical systems and the remarkable adaptability of living systems and

(2) to impart a basic ordered knowledge of that world and an understanding of the roles of both theory (mathematical and conceptual) and experiment in gaining knowledge about it.

The goal is to have students experience the extent to which science is a human endeavor in which they can participate, both as professional scientists and as nonscientist citizens. Upon completion of the program, students are able to design experiments to gather evidence for hypotheses, and, as citizens and critical consumers of information, are able to weigh carefully the strength of evidence for claims. Life and earth sciences help sixth, seventh and eighth grade students to develop the skills to see nature clearly and to record those observations faithfully using appropriate vocabulary. Biology and chemistry classes taken in grades nine and ten illustrate the principles of classification and comparison based on the relationships among DNA, RNA, proteins, metabolism, organs, biological systems and organisms. In the study of physics in grades eleven and twelve, the students experience the explanatory power of scientific theory and its ability to unify phenomena. It is here that students gain the ability to predict outcomes by comparing experimental results to calculated results and to use these predictions to validate concepts.

The Veritas Academy Computing Initiative is an innovative program within eleventh and twelfth grade physics. Students are given laptops and are taught to write useful computer programs in a powerful easy-entry programming language, MatLab, and create tools with a modern graphical user interface. Each tool solves a particular class of problems in science or mathematics. For more information on MatLab *see* Appendix 6.

Mathematics. The mathematics program includes the study of quantities, of figures and of relationships between quantities and figures. This study is marked by intuition, analysis, logical rigor, elegance and simplicity. Mathematics has a dual nature that is reflected in our program. As a symbolic system, it has elegance, reflected most clearly in the study of patterns. It is also used to express quantitative relations in other disciplines, which demands proficiency in mathematical skills and problem solving. At Veritas, we have a multilevel approach to learning mathematics. Students work with graphs, symbols and numbers. This provides them with a rich understanding of the symbols and the beauty of mathematics and at the same time emphasizes proficiency in mathematical skills.

Fundamental concepts and skills in graphs, symbols and numbers are developed in the sixth, seventh, eighth and first semester of ninth grade through the study of prealgebra, algebra and geometry. In these courses one viewpoint is studied at a time. Beginning with the second semester of the ninth grade through the end of the first semester of grade twelve, the viewpoints are integrated. In these courses—precalculus and calculus—the dynamic concepts of “function” and “transformation” form a type of backbone for the study of trigonometry, vectors, matrices, probability, derivatives and integrals. Many of these are used as tools in the science courses. Advanced topics are offered in the final semester of grade twelve, introducing students to structural mathematics.

Foreign Language.

- *Latin.* The study of a highly inflected language such as Latin enables students to understand the structure of any language and to develop and practice analytical skills that can be transferred to other areas of study. All students are required to take Latin in grades six through nine, in order to gain the mastery needed to appreciate the power and beauty of original Latin texts.
- *Modern Language.* The study of a modern language at Veritas Academy offers the student a foundational understanding of a major foreign language. The focus of each course is twofold: the study of grammar and vocabulary, enabling the student to read and translate basic literature in the target language as well as providing experience with oral language, both speaking and listening.
- *Classics Track.* Students who would like to continue their study of classical languages may opt out of Modern Languages and take one additional year of Latin and two years of ancient Greek.

Fine Arts. The training of the aesthetic sensibilities is essential to the full development of the human person. The arts are a legacy of the human spirit. They are not mere cleverness or the raw expression of emotion. They are serious endeavors, aimed at clarifying our experience of ourselves and of the world around us. They have their own language of discovery and expression, every bit as profound as ordinary spoken language and the languages of mathematics and science. All these languages provide us with keys to reality. Through the arts, reality is re-created and expressed anew, enabling us to see, feel and understand things in new and deeper ways. The arts also provide beauty and refresh our souls.

At Veritas Academy, the goal of the fine arts program is to allow all students to learn to create as well as to appreciate beautiful things. This development of the aesthetic dimension of the whole person has three expressions: art (including art history), music and drama. The fine arts curriculum combines theory with performance. A study of theory and technique, rather than mere self-expression, undergirds all performances.

- *Music.* The music curriculum, including orchestra and choir, spans the sixth through tenth grades. Sixth graders will learn an orchestral instrument and participate in one of the school orchestras. Students in the seventh through tenth grade will continue the study of their instrument. They will also participate in choir and have one hour a week of music theory. The goal is to provide and promote a chamber culture for the entire school. A highlight of the year is the Fine Arts Festival, an opportunity for Veritas Academy students to perform for

the community. Other musicians, from other schools or local professional groups, are invited to participate in the festival.

- *Art.* The art program begins in the seventh and eighth grades and concludes in the junior and senior years. Students begin with drawing skills in the seventh grade and learn to use watercolor in the eighth grade, when they also study an American artist and reproduce one of that artist's works. The junior and senior years continue to focus on watercolor; there, the students study art history from prehistoric to modern times. Student work from each grade is on display in the school's Fine Arts Festival each spring.
- *Drama.* Students in the sixth grade will participate in a Public Performance course, which will include poetry memorization and recitation, interpretive reading, Readers Theater, oration and solo, duet, and ensemble acting. Students in both the junior and senior years take a drama class for one semester. Students are introduced to the fundamentals of acting and performance, including movement, voice and interpretation of the text and character. They stage a full-scale production of a dramatic work at the end of the course. Students are involved in all areas of the production: text and character interpretation, blocking, sets, music, costumes and props.

Junior/Senior Colloquia. Junior and Senior students take a one-semester colloquium. Topics might include:

- *International Conflict:* Students engage in an historical study of what causes wars and what shapes the way we fight them. Students move among a variety of subject areas: history, political science, military science/intelligence, and current events. Their geopolitical scope spans the globe. Their historical scope stretches from ancient Greece to contemporary Iraq.
- *Economics:* Students become familiar with the broad language and conceptual frameworks of economics. They learn the realms of inquiry germane to macro- and microeconomics respectively as well as the meaning of basic terms like inflation, deflation, globalization, free market, and interest rates. They read from competing schools of economic thought, among them the works of Keynes, Friedman, and Samuelson. In turn, students explore current problems of poverty and explore possible solutions.

Topics may also be chosen from areas of faculty expertise, such as a colloquium on writing poetry/creative writing. Each colloquium will culminate in a research paper presented for review and discussion.

Project Week. The first week of the second semester of every year is set aside for each student to pursue a major project. In the sixth, seventh and eighth grades this project involves reading, writing and construction. In high school it involves writing a research paper in biography, science or the humanities. *See* Appendix 7 for sample Project Week assignments.

3. Curriculum According to Each Grade

SIXTH GRADE

Music I: Students begin their study of music by learning an orchestral instrument.

Math: Students work towards proficiency in the four operations—addition, subtraction, multiplication and division—with the following: whole numbers, decimals, fractions, ratios, proportions, and percentages. Students plan logically how to solve word problems. Students use the text *Math* by McDougal Littell.

Life/Earth Science: A course designed to help students develop the skills to see nature clearly and to record these observations. Topics include: what is life?, ecosystems and biomes, land and soil resources, air and water resources, forces and motion, electricity and magnetism. Students will be using the Prentice Hall “Science Explorer” Series.

Latin I: Students spend a few weeks in the opening chapters of *The Phenomenon of Language*—a study of language using Latin examples. Students begin their formal study of Latin using *Ecce Romani I*.

History: Ancient history, with emphasis on Greek and Roman history.

Literature/Composition:

Composition: A study of English grammar and composition including a study of parts of a sentence, parts of speech, sentence structure, agreement and diagramming sentences.

Literature: Reading includes *The Bronze Bow*, *The Railway Children*, *The Lion, the Witch and the Wardrobe* and *Rifles for Watie*. Students also read a selection of short stories and poetry. *See complete Reading List in Appendix 8.

Public Performance: This course includes poetry memorization and recitation, interpretive reading, Readers Theater, oration and solo, duet, and ensemble acting.

SEVENTH GRADE

Studio Art: An introduction to art with emphasis on developing an aesthetic eye. Basic drawing skills are taught using primarily a pencil. Students also learn calligraphy.

Music II: An introduction to music theory including the study of notation, rhythm, major scales and an introduction to melodic writing. Students continue the study of their instrument. They participate in a school orchestra as well as a school choir.

Prealgebra: The study of whole numbers, decimals, fractions and their arithmetic operations along with the study of ratios, proportions and percents. Basic geometric concepts such as properties of points, lines and planes are introduced. Students use the text *Prealgebra* by McDougal Littell.

Life/Earth Science: A course that is a continuation from the previous year. Using observation and classification, students study topics such as trees, insects, birds and mammals. Students will continue using the Prentice Hall “Science Explorer” Series.

Latin II: Continuing in the *Ecce Romani* series, students study Latin grammar, vocabulary and translation.

History: Students learn about the Middle Ages and its culture, including the study of art, literature and architecture. Periods of study include the fall of the Roman Empire up to the time of the Renaissance.

Literature/Composition:

Composition: Focuses on sentence construction—parts of speech, parts of a sentence, compound sentences and prepositional phrases—and introduces the concept of a five-part paragraph.

Literature: Reading includes examples of noble, heroic characters. Texts include *Shane*, *Tom Sawyer*, *Endurance: Shackleton’s Incredible Voyage* and *Watership Down*.*

EIGHTH GRADE

Studio Art: Focuses on developing awareness of color harmonies. Students copy master works of art using watercolor and pencil.

Music III: Students study the works of Mozart while learning about intervals, minor scales, two-part writing and chamber music. They continue to participate in a school orchestra and choir.

Algebra: A comprehensive study that includes topics such as linear and quadratic equations, systems of linear equations, polynomials, fractional equations and the study of the coordinate plane and graphing. Students use the text *Algebra* by McDougal Littell.

Life/Earth Science: A course that is a continuation from the previous years. Topics include the study of astronomy, weather and erosion. Students continue to hone their skills in observation and classification. Students continue to use the Prentice Hall “Science Explorer” Series.

Latin III: Students continue their study of grammar, vocabulary and translation using the *Ecce Romani* series.

History: Students study geography with an emphasis on how land and water formations shape political, economic and cultural life.

Literature/Composition:

Composition: Review and continuation of grammar study from 7th grade. Topics include phrases, clauses and the formulation of limited, specific and unified topic sentences in paragraph writing. By the end of the course, students will be writing paragraphs of 150-250 words.

Literature: Some of the reading complements the students' study of medieval history. Books include *Beowulf*, *The Chosen*, *The Hobbit*, *The Miracle Worker*, *A Christmas Carol*.*

NINTH GRADE

Music IV: Topics in music theory include triads, traditional harmony and four-part writing. The students continue to participate in a school orchestra and choir.

Geometry/Precalculus: The first semester is the study of geometry with emphasis on geometric relationships through constructions. The second semester begins the study of precalculus that continues through the 10th grade. This first semester focuses on the language of functions. Students use graphing calculators (TI-83's) to assist them in their study. Students use the text *Discovering Geometry* by Key Curriculum Press and *Precalculus: Graphical, Numerical, Algebraic* by Pearson/Addison-Wesley.

Biology: A full-year course that includes the study of cellular biology, genetics, the theory of evolution by natural selection, human anatomy and physiology. Students perform dissections of seven different organisms, moving from simpler life forms to more complex. Animals dissected include earthworm, crayfish, grasshopper, squid, shark, frog and fetal pig. Students will use the text *Modern Biology* by Holt, Rinehart and Winston.

Latin IV: Students complete the *Ecce Romani* series as well as translate from 38 *Latin Stories* in the first semester. Second semester students translate selections from Caesar's *First Oration against Cataline*, Cicero's *De Republica*, and Virgil's *Aeneid*.

Humane Letters Seminar: This is the beginning course in the high school study of humanities. The fields of literature, history and philosophy are integrated into a two-hour seminar in which ideas are explored through discussion. In the ninth grade Humane Letters course, the students study U.S. History from the position of political theory. Readings include *The Federalist Papers* (selections), *The Red Badge of Courage*, *The Narrative of the Life of a Slave*, *My Antonia*, *To Kill A Mockingbird*, *Our Town*, *The Old Man and the Sea*.* Students also learn to write a five-paragraph essay. Using the literature or history they are reading in class, the students learn to

formulate a sound thesis supported by three logical examples from the text and a simple conclusion.

TENTH GRADE

Music V: Students continue to study the rules composition and compose music according to these rules. They also participate in a choral ensemble and an orchestral ensemble.

Precalculus: A continuation of the study of functions. Topics include trigonometry, matrices, systems of linear equations, vectors, conic sections, exponents and logarithms. The students continue to use their graphing calculators (TI-83's). Students continue to use the text *Precalculus: Graphical, Numerical, Algebraic* by Prentice Hall.

Chemistry: Continuing the study of the biological sciences from the ninth grade, the chemistry course focuses upon physical chemistry and organic and biochemical chemistry. Topics include the periodic table, biochemistry of proteins, hydrocarbons, the citric acid cycle, photosynthesis, bonding stoichiometry, redox and acid-based reactions. Experimentation is an important element of study in this course. Veritas students use labs from Small-Scale Chemistry. For more information on this, see Appendix 9. Students will use the text *Fundamentals of General, Organic and Biological Chemistry*, by Ed McMurray.

Modern Language I: Students begin their study of a modern foreign language. The focus of the course is both the study of grammar and vocabulary, enabling the student to read and translate literature in the language as well as providing an experience with oral language.

Students may opt to be in a Classics Track; in tenth grade students in this track would pursue one more year of intensive Latin translation.

Humane Letters Seminar: Modern European history, literature and philosophy are the focus of this course. Topics include English history from Alfred I to the Stuart period, the French Revolution, Russian history from the early czars to the Bolshevik Revolution, and World Wars I and II. Readings include *A Tale of Two Cities*, *Pride and Prejudice*, *On the Origin of Inequality*, *The Communist Manifesto*, *Crime and Punishment*.*

ELEVENTH GRADE

Studio Art/Art History: Includes both studio art and the history of art from primitive ages through the early Christian era.

Drama: A semester-long acting workshop teaching the basics of voice, movement and interpretation. Students perform a dramatic work at the end of the semester.

Calculus: The first semester focuses on functions used in calculus, derivatives, slope of a tangent, and the limit of slopes of secants. The second semester includes the study of integrals, sequences and series, and differential equations. There is a heavy emphasis on graphs and the use of graphing calculators (TI-83's). Students use the text *Calculus from Graphical, Numerical and Symbolic Points of View* by Houghton Mifflin.

Physics I: Newtonian mechanics is the focus of this first year of physics. Study is enhanced by experimentation, problem-solving using algebra and calculus, and the use of MatLab, a computer program that can model physical behaviors based upon calculations of forces, energies and momentums in small steps of time. Students will use the text *Physics: Principle with Applications, Vol. 1, 6th edition* by Ed Giancoli.

Modern Language II: This course continues the study of the student's choice of language. If in the Classics Track, the students begin a study of ancient Greek.

Humane Letters Seminar: Writings from the ancient Greek period are the focus of the eleventh grade seminar. Rigorous discussion and reflective, disciplined writing are vital to this course. Readings include Homer's *The Iliad* and *The Odyssey*, Aeschylus' *Oresteia*, Plato's *Meno*, *Crito*, *Phaedo*, *Apology*, *Euthyphro*, *Gorgias*, *Republic*, Thucydides' *History of the Peloponnesian War*, Aristotle's *Ethics* and *Politics* (selections).*

Junior Colloquium: International Conflict Students engage in an historical study of what causes wars and what shapes the way we fight them. Students move among a variety of subject areas: history, political science, military science/intelligence, and current events. Their geopolitical scope spans the globe. Their historical scope stretches from ancient Greece to contemporary Iraq.

TWELFTH GRADE

Studio Art/Art History: Includes both studio art and the history of art from the Romanesque period to the present.

Drama: Reviews basic acting skills and implements them in a full-scale production that is typically drawn from the Shakespearean or Greek repertoire.

Calculus/Advanced Topics: This third semester of calculus focuses on the study of multidimensional calculus. Topics include directional derivatives, line and surface integrals, Green's Theorem and Stokes' Theorem. The second semester covers non-calculus math topics such as group theory, set theory, number theory, fractals and non-Euclidian geometry. Students use the text *Multivariable Calculus* by Houghton Mifflin.

Physics II: This course is a continuation from Physics I that incorporates the use of calculus. Focus of study is electro-magnetism, thermodynamics and modern topics. Students continue to learn to code in MatLab. Students will use the text *Physics for Scientists and Engineers with Modern Physics, Vol. 2, 3rd Edition*, by Ed Giancoli.

Modern Language III: Students continue their study in their chosen language.
Students in the Classics Track continue their study of ancient Greek.

Humane Letters Seminar: Students continue to refine their writing style while continuing to execute clear, substantial analysis of the texts. Readings are drawn from the medieval to modern periods in European history and literature. Readings include Thomas Aquinas' *Treatise on Law*, Dante's *Inferno*, Descartes' *Meditations*, Rousseau's *The Social Contract*, Hegel's *Reason in History*, Dostoyevsky's *The Brothers Karamazov*, Agee's *A Death in the Family*, and Canin's *The Palace Thief*.*

Senior Colloquium: Economics. Students become familiar with the broad language and conceptual frameworks of economics. They learn the meaning of basic terms like inflation, deflation, globalization, free market, and interest rates. They read from competing schools of economic thought; in turn, students explore current problems of poverty and explore possible solutions.

* See complete Reading List in Appendix 8.

4. Overview of the Veritas Curriculum

The table below lays out the Veritas curriculum for grades six through twelve. “Hours” denotes how many times weekly a course meets. There is one exception: “2.5 hours” indicates that a course will meet 5 times weekly but for only one semester. *This is not a daily schedule, but an overview.*

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Literature and Composition 5 hours	Literature and Composition 5 hours	Literature and Composition 5 hours	Humane Letters American Studies 10 hours	Humane Letters Modern European Studies 10 hours	Humane Letters Ancient Greek Studies 10 hours	Humane Letters Medieval to Modern Studies 10 hours
6th Math 5 hours	Prealgebra 5 hours	Algebra 5 hours	Geometry/ Precalculus 5 hours	Precalculus 5 hours	Calculus 5 hours	Calculus/ Group Theory 5 hours
Life/Earth Science 3 hours	Life/Earth Science 3 hours	Life/Earth Science 3 hours	Biology 5 hours	Chemistry 5 hours	Physics I 5 hours	Physics II 5 hours
Public Performance 2 hours	Studio Art 2 hours	Studio Art 2 hours			Studio Art/ Art History 2.5 hours Drama 2.5 hours	Studio Art/ Art History 2.5 hours Drama 2.5 hours
Latin I 5 hours	Latin II 5 hours	Latin III 5 hours	Latin IV 5 hours	Modern Language I* 5 hours	Modern Language II* 2.5 hours	Modern Language III* 2.5 hours
Ancient history 5 hours	Medieval history 5 hours	Geography 5 hours			Junior Colloquium 2.5	Senior Colloquium 2.5 hours
Music I 5 hours	Music II 5 hours	Music III 5 hours	Music IV 5 hours	Music V 5 hours		

*Students may opt for a Classic Track in which they would continue one more year of Latin and two of ancient Greek.

5. Research-based program

Several schools in Indiana, Minnesota, Virginia and Arizona use the program we are proposing. These schools are recognized as some of the best schools in the country as is seen by the following evidence:

Tempe Preparatory Academy was founded in 1996 as a public charter school with an open admission policy. It serves a student population of up to 340 in seventh through twelfth grades. Its population is 15% non-white; 5% are identified as having special needs.⁵

- Since the inception of the AIMS test, Tempe Prep has ranked each year as one of the highest-achieving schools in the state among charters, traditional public schools, and magnet schools.⁶ It is currently ranked number 2 out of 310 high schools in Arizona.⁷

- Five year test scores⁸:

Test	Median Range	Median	# tested
SAT (CR + Math)	1140/1340	1280	158
ACT (Composite)	24/29	27	82

- Academic Honors⁹:
 - Class of 2007: 8 National Merit Finalists (out of class of 40)
4 National Merit Commended (out of class of 40)
 - One of only three schools in the state to receive the “Excelling” rating from the Arizona Department of Education during the first year ratings were awarded.
- College Attendance (classes 2002-2006)¹⁰:
 - 88% 4-year college
 - 8% 2-year college
 - 3% Gap year
 - 1% Military
- TPA graduates have been accepted at leading colleges and universities including Bryn Mawr, Cal Tech, Cornell, Carleton, Dartmouth, Johns Hopkins, the University of Chicago, and the military academies.¹¹

⁵ <http://www.schooldigger.com/go/AZ/schools/0007000831/school.aspx>

⁶ <http://www.tempeprep.org>

⁷ <http://www.schooldigger.com/go/AZ/schoolrank.aspx>

⁸ <http://www.tempeprep.org>

⁹ <http://www.tempeprep.org>

¹⁰ <http://www.tempeprep.org>

Tempe Prep owes much of its success to the implementation of the award-winning curriculum developed by Trinity School.

Trinity School was founded in 1981 in South Bend, Indiana. It now has campuses in Minnesota and Virginia. These schools serve a population up to 450 in seventh through twelfth grades.

- Trinity School's core-curriculum was awarded the Blue Ribbon Award five times by the US Department of Education
 - Trinity School at Greenlawn: 1988-89; 1992-93; 2001-2002
 - Trinity School at River Ridge: 1996, 2008¹²
- On average, SAT scores of Trinity School students are consistently 190 to 250 points above the national average
 - Class of 2007 SAT averages:
 - Greenlawn Campus: 1231
 - River ridge Campus: 1255
 - Meadow View Campus: 1241¹³
- In 24 years, Trinity School at Greenlawn has graduated 548 students: of these 53 were National Merit finalists, 3 Semifinalists, and 50 Commended Scholars
- In addition, 96% of Trinity School students enroll in colleges or universities after graduation.¹⁴
- Nonetheless, Trinity claims that *it's their ability to listen attentively, stick to the point, speak clearly, write effectively and read perceptively and critically that truly distinguishes Trinity School graduates.*¹⁵

Based on the success of these schools we are confident in our program. **However, since data on student demographics was not available for these schools, we have done further research on schools and programs that implement similar features as ours in districts of similar demographics and include this research as well.**

¹¹ <http://www.tempeprep.org>

¹² <http://www.trinityschools.org/about>

¹³ http://www.trinityschools.org/about/achieving_success

¹⁴ http://www.trinityschools.org/about/achieving_success

¹⁵ http://www.trinityschools.org/about/achieving_success

While there is no school using our exact model of education in a district of similar demographics, Veritas Academy has incorporated into its structure several key features that have been proven to be successful in education, and are specifically effective within the type of demographic found in the population of District 11. The following decision to implement a core curriculum that includes both Latin and music, to teach girls and boys separately, and to use Socratic seminars in the upper level humanities classes are all strategies that have been carefully researched.

Moreover, Veritas has done extensive research on closing the achievement gap. That research may be found in our section on At-Risk Students.

Based on those findings, we are confident that Veritas Academy serves the needs of the students in this district by offering a rich education suited for any young person with curiosity and a desire to know.

The Core Curriculum

ACT Research

ACT recommends a high-school core curriculum consisting of four years of English and three years each of mathematics, science, and social studies. ACT has found that:

- students who take at least this core achieve higher scores on the ACT than those who do not regardless of the students' gender, family income, and racial / ethnic background
- taking upper-level courses beyond this core improves the achievement of all students, again regardless of gender, family income, and racial / ethnic background.

ACT researchers also controlled their analysis to determine whether taking upper-level courses only benefited high-achieving students. They studied the scores of students in various grade levels with a broad range of grade-point averages who also took advanced mathematics and / or science courses (trigonometry, calculus, chemistry, and physics, for example). ACT concluded that:

- even when student's achievement levels are taken into account, all students gain from taking more rigorous courses
 - cumulatively, the potential score increase for those who take trigonometry, calculus, and at least one other advanced mathematics course beyond core is 5.6 score points, regardless of prior achievement

- taking chemistry and physics can increase student scores on the ACT Science test by as much as 2.7 points over the scores of students taking only biology, regardless of prior achievement¹⁶

Core Curriculum Schools with Similar Demographics

The Chattanooga School for Arts and Sciences serves students in grades K-12 and the Chattanooga School for the Liberal Arts includes grades K-8. Both schools are public charter schools and were founded on the ideas set forth in the book, *The Paideia Proposal*, by Mortimer Adler.¹⁷ Adler asserted that democracy requires that all citizens receive the same quality education. He wrote that high-quality education ought to be provided for all students, not just the most eager. Adler suggested a rigorous, single-track curriculum at the center of a school that he envisioned as a “community of learners.”

This is the strategy adopted by the community that founded the two schools in Chattanooga. Like Veritas, their single-track curricula have been described as, “generalized, not specialized; liberal, not vocational; humanistic, not technical, with the only elective being a foreign language.”¹⁸ Students of varying levels of ability are grouped in the same classes, all students take classes in the fine arts, and all participate in Socratic seminars.

The 2007 statistics bulleted below give evidence of the schools’ success.¹⁹

The Chattanooga School for
the Liberal Arts (CSLA): K-8

The Chattanooga School for
Arts and Sciences (CSAS): K-12

- 37% minority students
- 25% economically disadvantaged

- 45% minority students
- 21% economically disadvantaged

MATH - % Proficient and Advanced	CSLA (K-8) 2007	STATE 2007		CSAS (6-8) 2007	STATE 2007	CSAS (9-12) 2007	STATE 2007
African-American	94%	82%		100%	82%	95%	71%
Economically Disadvantaged	92%	85%		100%	85%	86%	76%
Students with Disabilities	84%	61%		100%	61%	90%	56%
All Students	97%	90%		100%	90%	97%	85%

¹⁶ ACT, Inc. “Benefits of a High School Core Curriculum,” 2006.

¹⁷ Mortimer Adler. *The Paideia Proposal: an education manifesto*, New York, MacMillan. 1982.

¹⁸ Anne Wheelock. “Chattanooga’s Paideia Schools: A single track for all – And it’s working,” *The Journal of Negro Education*, Winter 1994.

¹⁹ Tennessee Dept. of Education website, <http://edu.reportcard.state.tn.us/pls/apex/f?p=222:20:6501547292468741::NO> and <http://edu.reportcard.state.tn.us/pls/apex/f?p=222:20:6501547292468741::NO::> downloaded June 27 2008.

READING/LANGUAGE WRITING - % Proficient and Advanced							
African-American	97%	85%		97%	85%	96%	86%
Economically Disadvantaged	96%	86%		96%	86%	93%	86%
Students with Disabilities	92%	70%		96%	70%	N/A	N/A
All Students	98%	90%		99%	90%	98%	91%

Music in the Core Curriculum

Throughout all of history, music has been one of the most powerful and compelling marks of human culture. Its appeal encompasses people of almost any age and ability. Research has long noted the correlation between the study of music and mathematical skills, but further research points out advantages in other academic areas as well.

- The American Music Conference claims that playing a musical instrument is linked to higher reading proficiency and SAT scores.
- Research has found a connection between musical thinking and spatial-temporal reasoning, a type of higher-order thinking used in chess, engineering, and mathematics.
- Pre-schoolers who took piano lessons scored 34% higher on tests measuring spatial-temporal skills than those who did not.
- Inner-city second graders' math scores soared two grade levels after 8 months of music training integrated with math.
- A KIPP elementary school in the South Bronx requires an hour of music training per day.

In 2003, 80% of its students bested the national averages in math and 73% in reading.

See Appendix 10 for a complete study of the benefits of music in a core-curriculum.

Latin in the Core Curriculum

The study of Latin and the Greco-Roman world introduces students to a multi-racial, multi-cultural empire that stretched from the Middle East to Western Europe. That breadth is reflected today in the influence the Latin language has on the modern Romance languages, the vocabulary of politics and government, as well as the technical language of the sciences. The study of Latin is relevant to many disciplines and students who take it gain quantifiable advantages over those who do not.

- The study of Greco-Roman culture and language links students to 57 nations on 4 continents, uniting North and South Americans, Eastern and Western Europeans.
- Latin terminology is relevant in the studies of medicine, astronomy, civics, geography, biology, and mathematics.

- Latin students score higher on the SAT than students who take other languages or no foreign language at all.
- Latin boosts the performances of both remedial students and advanced students.
- Latin sharpens skills in critical thinking, problem solving, and attentiveness.
- Studying Latin has been shown to accelerate students' progress in reading, language, math, science, and spelling.

See Appendix 11 for a complete study of the benefits of Latin in a core-curriculum.

The Importance of Single-Sex Classes

Research confirms that students who study in classes with other students of the same gender perform better academically than their peers who study in mixed classes. These findings hold true for boys as well as girls, elementary and high school students, for students in private schools and public schools, for at-risk and for privileged students.

The Young Women's Leadership School

Established especially for girls in inner-city neighborhoods, these schools have succeeded in New York, Philadelphia, and Dallas.

The Irma Rangel Young Women's Leadership School in Dallas:

Grades: 6-11

Demographic data: 57% Hispanic
30% African-American
62% eligible for free or reduced lunch²⁰

State Ranking: 12th of 1306 public middle schools

2007 District Accountability Rating:²¹

TAKS Standardized Test Categories	School Average	District Average
Reading	89%	80%
Mathematics	74%	66%
Writing	92%	87%
Science	65%	58%
Social Studies	89%	84%

Studies on Boys in Single-Sex Classrooms

Comparisons of elementary school boys in classes with other boys versus boys at the same schools, but in mixed classes are striking. Boys in all-boys classes:

²⁰ Schooldigger website, <http://www.schooldigger.com/go/TX/schools/1623010561/school.aspx>, downloaded June 27 2008.

²¹ Texas Education Agency 2006-2007 School Report Card

- Perform better on standardized tests
- Receive fewer discipline referrals
- Are more likely to excel in subjects like art, music, and drama
- Are more likely to have higher educational aspirations and to attend college and graduate school

See Instructional Methods, below, for a complete study of single-sex education.

Socratic Seminars

Although empirical research proving the effectiveness of the Socratic seminar at the high school level is difficult to come by, the Socratic method has been employed for generations in higher education. There is a good deal of narrative material on record from those who have conducted Socratic seminars or participated in them, claiming specific advantages to this technique of teaching over lecturing, even active lecturing that involves the students.

Socratic seminars sharpen:

- critical thinking
- analysis
- inferential reasoning and logic
- speaking and writing skills

Those who have conducted or observed Socratic seminars note that they afford the students the opportunity to reconsider their opinions as they incorporate the suggestions of their peers, and to change their minds in the face of stronger evidence. Students also develop an understanding of their own strengths and weaknesses, and learn to interact professionally with their classmates even as they may disagree on the issue at hand.

See Instructional Methods below for a complete study of the effectiveness of the use of Socratic seminars.

Conclusion

The founders of Veritas Academy believe that all young men and women deserve the same quality education, regardless of their ethnicity, gender, or socioeconomic background. All students, not only those wealthy enough to attend private schools or to earn places in specialized public schools, deserve to study the best that the Western tradition has to offer.

Veritas Academy hopes to offer just such an education to the students of District 11. We have adopted a core curriculum that will challenge, and benefit, all students. The study of Latin and music, worthwhile in themselves, are also proven to enhance academic achievement in other areas. Socratic seminars stimulate scholarly dialogue while engaging all students, and the single-

sex classrooms provide a safe forum for the freest possible exchange of ideas. We are hopeful that we will have the opportunity to serve the young people of this district with this effort.

6. Instructional Methods

This application has discussed at length our fundamental approach, which is that of offering the same education to all via a core-curriculum. Unique within that curriculum is the use of **single-sex classrooms** within a coeducational school as well as the use of **Socratic seminars** in the high school. Necessary to a successful education at Veritas is diligent and consistent preparation for class; this section addresses **homework** expectations. This section also addresses the **study-skills training** we offer students at Veritas. At the end of this section is a narrative describing a “day in the life” of a Veritas student.

Why single-sex classes?

For more than a hundred years, private schools in the United States have used single-sex education to awaken and develop the young minds of boys and girls with high rates of success. Until recently, the choice of single-sex education has only been available to those parents with the means to send their children to private or parochial schools. However, in October of 2006, the United States Department of Education announced that public schools would be permitted to offer single-sex environments as long as they could prove that gender separation would lead to improved student achievement.

Case Studies:

Woodward Elementary School

DeLand, Florida

In 2004-2005 researchers from Stetson University partnered with administrators at Woodward Elementary School to create a three-year pilot program testing whether single-sex classrooms could improve academic performance.²² Woodward administrators had become concerned by the persistent lag in the boys’ performance on academic achievement tests, and so the experiment was undertaken.²³

Woodward parents were allowed to choose whether they wanted their children in the new, single-sex classrooms or the traditional co-ed settings. All of the students came from the same demographic population, attended school in the same building, studied the same curriculum, and were held responsible for the same content on the same achievement tests.

At the end of the pilot’s first year, the researchers compared the students’ scores on the Florida Comprehensive Assessment Test.

²² <http://www.osba-ohio.org/Success/Jan08.pdf>

²³ “Separating the boys and the girls.” *Chicago Tribune* November 18 2006. Editorial Section.

- 86% of the boys in single-sex classes scored proficient, compared to
- 37% in the co-ed classes
- 75% of the girls in single-sex classes scored proficient, compared to
- 59% in co-ed classes

In 2008, Professor Kathy Piechura-Couture of Stetson University reported on the performance of the Woodward boys – the population of concern at Woodward – at the end of the study.

85% of the boys in single-sex classes earned proficient scores on the FCAT, compared to 55% of boys in the co-ed classes.²⁴

Paducah Middle School

Paducah, Kentucky

In the 2001-2002 school year, Paducah Middle School implemented a nine-week pilot program that offered single-sex classrooms. The researchers compared the performance of students in the single-sex classes against their own previous work in co-ed classes, as well as against their peers who remained in co-ed classes. After seeing the results, Paducah Middle School made its entire sixth and seventh grades single-sex the following school year.

The results of the first nine-weeks of the pilot program for the single-sex classes:

- 94% of girls improved their grades in science
- 78% of girls improved their grades in math
- 64% of boys improved their grades in math and in science
- Boys' discipline referrals dropped from 48 incidents in nine weeks while in co-ed classes to 2 incidents in nine weeks in single-sex classes²⁵

Colorado

According to a May 31st article on denverpost.com, a service of the *Denver Post*, some Colorado schools are facing problems similar to those described in the case studies above.

²⁴ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

²⁵ Bill McCleery. "Single-sex classroom gaining in popularity," *Indianapolis Star* Posted on Jerry Moore's School Talk: Single-Sex Classrooms August 1 2002.

- On the Colorado Student Assessment Program reading tests, girls consistently outperform boys
- In the 2006-2007 school year, the graduation rate for girls was 78.6%, but only 71.5% for boys²⁶

In a July 29st article the discrepancy is stated with more urgency: "Boys are not remaining engaged in school. We're at a tipping point. We're losing the chance to engage our boys in a really fulfilling life."²⁷

District 11

The average composite ACT score for the district's eleventh graders in 2006 was 18.1. The minimum ACT scores required for guaranteed admission into the following Colorado universities are listed below:

	University Required Composite ACT Score
The University of Colorado, Colorado Springs	24
University of Colorado, Boulder	28
Colorado College	28-32*

*CC does not have an automatic cutoff score, but the middle 50% of the admitted fall class for 2008 scored in the 28-32 range on the ACT

By implementing single-sex classes, Veritas Academy hopes to provide a learning environment that will help students in District 11 to improve their test scores and gain them access to local institutions of higher learning.

Single-Sex Classes Benefit Boys

Given that boys in Colorado are experiencing a lag in academic performance and graduation rates as compared to girls, the single-sex classroom environment at Veritas Academy is an important feature. Broad research, both nationally and internationally, demonstrates the efficacy of separating boys and girls to boost academic achievement.

Research at the university level as well as by national foundations consistently points to the fact that boys in all-boys classes learn more, as evidenced by test results, in core subjects like reading, writing, English, and math. In addition, the single-sex classroom helps to break down subtle gender stereotypes. Here, boys are more likely to enjoy and excel in subjects like art,

²⁶ "Genders split up at more schools." Jeremy P Meyer denverpost.com, denver and the west

²⁷ <http://www.rockymountainnews.com/news/2008/jul/29/girls-still-top-boys-writing-reading/>

music, drama, and foreign language, often thought of in co-ed schools as more feminine areas of study. These boys are more likely to report that they see their academic courses as relevant and claim to enjoy the work of learning. They are also more likely to have higher educational aspirations than boys in co-educational settings. Within the private school setting, for example, one study found that boys in single-sex private schools were more likely to attend prestigious colleges and to make plans for attending graduate school than boys in co-ed private schools.²⁸

The two case studies mentioned above at Woodward Elementary and Paducah Middle School illustrate the improvement realized for boys in all-boys classes on standardized tests, grades, and behavior. Other case studies repeat the pattern, both in the United States and abroad, in public and in private schools.

Thurgood Marshall Elementary, Seattle, Washington

In 2000 the public elementary school adopted single-sex classes because of rising discipline problems, 80% of which involved boys. Principal Benjamin Wright reported an “overnight” change in the order of the school.

- Disciplinary incidents dropped from about 30 per day to about 2 per day
- Boys’ performance on the Washington Assessment of Student Learning soared
 - Boys’ overall scores jumped from the 10-30% listing to the 73% listing
 - Boys’ average scores on reading quadrupled from 20% to 66%
 - Boys doubled their writing mastery from 20% to 53%²⁹

The Fairhurst High School, Essex, England

This co-educational high school carved itself into two academies under the same roof: one for boys and one for girls. The students took the same courses from the same teachers, just separately. Three years later the results were concrete.

- There was a 26% increase in the number of boys with high scores on standardized tests³⁰

Manchester University, England

Researchers measured the outcomes of student performance in five public schools in which students had been assigned either to single-sex classrooms or co-ed rooms. The neighborhoods of these five schools ranged broadly and included rural, urban, suburban, and inner city areas, but the results were unambiguous.

²⁸ Valerie Lee and Anthony Bryk. Effects of single-sex secondary school experience on student achievement and attitudes. *Journal of Educational Psychology*, 78:381-395, 1986.

²⁹ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

³⁰ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

- 68% of boys in single-sex classes passed a standardized test on language, as compared to only 33% of the boys in the co-ed classrooms³¹

Single-Sex Classes Benefit Girls

The data in Colorado demonstrate that while girls graduate from high school at higher rates and achieve higher standardized test scores than boys generally, girls fall behind in critical core subjects like math and science. This is part of a national phenomenon and the conversation about its possible causes has ranged widely. Some speculate that girls lack confidence in these fields, thus setting themselves up for mediocrity, while others claim that gender stereotypes play a role. Girls are subtly convinced to invest themselves in the arts and humanities, and may consider the hard sciences and mathematics to be disciplines in which boys are much more likely to succeed.

A recent study by Leonard Sax suggests that the *real gender gap today is not in ability, but rather in motivation*—girls don't want to pursue physics or engineering, not because they doubt their ability but they just don't want to. When he looked into this, he found that most AP physics courses begin with a unit on kinematics and momentum, illustrated by drag cars accelerating and football players colliding. "The boys think it's cool. The girls drop out of the course." A better approach with girls is starting with a riddle of the nature of things—is light a wave or a particle?³²

At Veritas Academy, both boys and girls will pursue the same rigorous course of studies, including advanced mathematics and physics at the high school level. Several decades of research on education has proven that placing girls in all-girls' settings leads to higher achievement, increased confidence, and more positive attitudes about learning, especially, but not limited to, subjects such as math and science.

Both the Woodward Elementary and Paducah Middle School case studies highlighted in the opening pages of this report offered empirical evidence that single-sex classes accelerate girls' progress in the target areas of math and science. Following are more examples and studies that confirm this observation.

The Young Women's Leadership School, Harlem, New York

The Young Women's Leadership School of East Harlem was founded for 7th – 12th graders in 1996 in order to give inner-city girls the chance to thrive in a single-gender environment that had otherwise been inaccessible to them.

- Since opening, 100% of its graduating seniors have been accepted to college

³¹ Julie Henry. "Help for the boys helps the girls," *Times Educational Supplement* (London, UK), June 1 2001.

³² http://www.edweek.org/ew/articles/2008/06/18/42sax_ep.h27.html

- 100% of its students passed all components of the New York State Regent Exams, including the tests in math, biology, and earth science in the 2006-2007 academic year
- The TYWLS Robotics Team won first place at the regional Young Science Achievers Program³³

In an interview with *The New York Times*, TYWLS teacher Emily Wylie said that she believed the all-girls environment made for better teaching and better learning. “I think I’m giving girls a better education than I could have if there were guys in the room. I’m freer. I’m more able to be bold in my statements.”³⁴

The Fairhurst High School, Essex, England

This co-ed high school saw marked improvements in the boys’ test scores, but the girls’ scores also improved 22%. Though their improvement was four percentage points lower than the boys, the girls still had higher scores overall. Thus, the separation of the classes at The Fairhurst School served both boys and girls.³⁵

Manchester University, England

The same study that measured boys’ progress in single-sex classes and saw a 33% increase in passing scores on standardized tests found that the girls improved as well.

- 89% of the girls in all-girls’ classes passed the test, compared to 49% in the co-ed classes, an increase of 40%³⁶

National and International Studies

Cornelius Riordan, a sociology professor at Providence University in Rhode Island, studied Catholic high schools in the 1980’s and 1990’s, comparing the short and long-term outcomes of the graduates of co-ed versus single-sex Catholic high schools. In a whole range of areas, he found that girls in single-sex schools consistently outdid girls in co-ed schools, even though girls from lower socioeconomic backgrounds were more likely to attend the single-sex schools. In further research, Riordan concluded that the advantages of single-sex schooling were the most pronounced in math, science, reading, and civics for students of either sex who came from underprivileged backgrounds.³⁷

At least two studies in the U.S. compared co-ed and single-sex schools and came to the conclusion that even when both schools are private, girls perform better in science and in reading when they are in class exclusively with other girls. The same advantages mentioned above for boys apply here as well: girls in single-sex environments are more likely to attend serious

³³ http://www.ywlfoundation.org/network_schl_harl.htm

³⁴ Elizabeth Weil. “Teaching Boys and Girls Separately,” *The New York Times*, March 2 2008.

³⁵ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

³⁶ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

³⁷ Cornelius Riordan. *Girls and Boys In School: together or separate?* New York: Teachers College Press, 1990.

colleges and contemplate graduate school; they have more confidence in their abilities, and express a positive attitude toward learning.³⁸³⁹

The National Foundation for Educational Research in England conducted the largest study yet undertaken of students' academic preferences as a function of single-sex or co-ed environments. They found that single-sex settings increased the likelihood that girls would choose advanced science courses and that regardless of their level of academic ability, girls in single-sex classes achieved higher scores than their counterparts in co-ed settings.⁴⁰

In the spring of 2000, the Australian Council for Educational Research issued a press release on the findings from several extensive studies on single-sex education. Dr. Ken Rowe, Principal Research Fellow, reported that "the achievements of boys and girls in single-sex environments were, on average, 15-22 percentile TER (Tertiary Entrance Rank) ranks higher than the achievement of their counterparts in co-educational settings." He explained the findings, saying that the "reasons for such differences are complex, but understandings are emerging from the research evidence suggesting that co-educational settings are limited in their capacity to accommodate the large differences in cognitive, social and developmental growth rates of girls and boys between the ages of 12 and 16. In contrast, this evidence suggests that during these key adolescent years, single-sex settings better accommodate the specific developmental needs of students."⁴¹

Conclusion

For several decades, research on single-sex education has documented benefits to both boys and girls: ***across socioeconomic levels, in elementary, middle, and high schools, and in both public and private school settings.*** Whether the schools are entirely single-sex, or co-ed with separate classes, the key to freeing students to achieve their full potential clearly involves allowing boys and girls to pursue knowledge with members of their own sex. In this environment, not only can boys and girls pursue their studies without the distraction of the other gender, but girls see the elegance of mathematics and physics and boys gain depth of insight into literature and poetry. The benefits are not only academic. Students in single-sex classes develop a greater love of learning and carry that with them into college and beyond.

These are the goals of Veritas Academy: to lead students – boys as well as girls – to mastery in a core curriculum that includes history, mathematics, science, literature, English, foreign language,

³⁸ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

³⁹ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

⁴⁰ <http://www.singlesexschools.org/research-singlesexvscoed.htm>

⁴¹ http://web.archive.org/web/20040220135156/http://www.acer.edu.au/news/MR_pages/MR_singlesexschools+20.04.00.html

and the fine arts; and to instill in them a lifelong love of learning. By adopting single-sex classes, Veritas Academy creates a rich setting in which those goals are most likely to be realized.⁴²

The benefits of Socratic seminars

What is a Socratic Seminar?

The Socratic seminar is based on Socrates' method of dialectic: the art or practice of examining opinions or ideas logically, often by the method of question and answer, so as to determine their validity.

In Socratic seminars, students engage in a disciplined, logical conversation about the content in a given text. The goal is not to debate for the sake of winning others to one's own position; rather, it is to arrive at the deepest possible understanding of the text by joint effort. Students relate to each other and to their teacher as colleagues: they listen carefully to whomever is speaking, press each other for clarification, raise further questions, point out apparent contradictions, and suggest corroborating textual evidence.

In this environment the class is seated around a table with the teacher, who is one of the participants in the conversation. The teacher is the first among equals, and as such fosters the discussion without being its principal speaker. He or she keeps the conversation focused on the text, asks follow-up questions, helps students to untangle their ideas when their interpretations become confused, engages reluctant students, and prevents vocal students from dominating.

Ultimately, as agents of their own education, the students carry the burden of responsibility for the quality of the seminar. A good seminar depends upon a careful reading of the text to be discussed, a willingness to propose ideas, to listen attentively, to question, and to change one's mind in the face of reasonable evidence.

Seminars also involve writing assignments on the text, either as a preliminary or a follow-up exercise to the discussion itself.

What are its advantages in the high school setting?

The Socratic seminar is based on the theory that it is more important that students learn to think critically than it is to present them with "correct answers." Obviously, basic ordered knowledge is necessary, but students must learn to analyze a text in its entirety, discerning its complexities, and testing plausible interpretations.

- Socratic seminars sharpen critical thinking skills as students:
 - Analyze text
 - Synthesize ideas suggested
 - Employ inferential reasoning

⁴² Veritas Academy Overview

- Speaking and writing skills improve
- Students become excited about discussing meaningful ideas
- Seminars stimulate the thoughtful exchange of ideas as participants learn to suspend bias and prejudice, and to ask meaningful questions instead

A study on the experience of 8th grade students in a Socratic seminar found the following benefits⁴³:

- Students learn to ground their comments in reason and logic
- The seminar afforded them opportunities to reconsider, re-evaluate, and adapt their comments in light of those put forward by their peers
- The seminar was a forum for them to understand their own strengths and weaknesses as learners
- Students learned more about each other by drawing one another out in an environment that was both respectful and curious
- This resulted in increased tolerance among the members of the class

Veritas Academy holds seminars in the humanities at the high school level. They are a vital component in the culture of the school as a community of learners. The teacher draws the students into a dialogue which is aimed at the deepest possible understanding of a text or an idea. All of the participants press their ability to think as they seek to understand and to explain their suggestions to each other. The small classes and single-sex configuration at Veritas Academy are essential to high-quality seminar discussion because they allow boys and girls the freedom to be bold in their questions and opinions. By fostering this free and disciplined flow of ideas, Veritas hopes to nourish a love of learning in its students along with all of the critical thinking skills and open-mindedness necessary to pursue knowledge in the broader world.

Homework

Homework is an essential element in a Veritas Academy education. While homework is often assigned in order to review, test and improve student skills, it also lays the groundwork for the following day's instruction. Homework assignments are crucial to the progress of the student and to the teaching of each course.

Veritas students are to do their homework diligently and intelligently. They should apply their full mental powers to the task at hand, avoiding distractions and distracting environments.

⁴³ <http://bctf.ca/uploadedFiles/Publications/TeacherInquirer/archive/2007-08/2007-12/Shea-SocraticSeminars.pdf>

Further, they should use their time and energy wisely in order to complete assignments in a timely manner, with care and precision.

Parents can help by asking their child about the assignments and reviewing some of their work. They can also see to it that they have a quiet location in which to do productive homework.

Having discussions about their child's homework is also extremely helpful. Even if only somewhat familiar with the material their child is studying, parents can ask intelligent questions about their child's understanding of that material. These may be general ("Why is the First Amendment so important?" "What are you learning about weather prediction?") or specific ("When was the Peloponnesian War?"). As students mature, they will be able to bring their knowledge of history and philosophy into a discussion of current events and ethical issues. Dinner conversation can be a good setting for discussing what the student is learning.

What are the consequences of not doing homework? Students lose ground in the course, which impedes their intellectual growth. This is particularly true in the high school, where instruction and seminar discussion depend directly on the homework assignment. If students do not prepare the homework assignment, they cannot participate in the class. Thus, not only do they fail to benefit from the homework assignment itself, they also miss much of what goes on in class. Since the material in most courses builds incrementally on previous assignments, a student who fails to keep up with the homework may fall hopelessly behind.

Sometimes parents send notes asking permission to excuse a child for not completing a homework assignment. We know that there are many good reasons for such a request, such as unexpected illness or stress in the family, the child's own sickness or need for sleep. However, these requests cannot erase the consequences of losing ground and being unable to participate effectively in the class. We cannot excuse the students from their obligation to learn course material.

Veritas homework is assigned according to this schedule of maximums:

- Sixth, seventh and eighth grade students receive 20 minutes of homework for every hour of class;
- Ninth-twelfth grade students receive 30 minutes of homework for every hour of class, with the exception of junior and senior mathematics and science, which may assign up to 45 minutes of homework per hour of class.

Thus, a seventh or eighth grade student should receive a maximum of two hours of homework per night, a freshman or sophomore three hours, juniors and seniors three to three and a half

hours. These figures are, of course, targets; they might not be hit precisely every night. Assignments will vary from these norms, but they should not vary a great deal.

Veritas will offer the following opportunities to ensure the success of students entering the school:

a. Study Skills/Remediation

- Veritas will give an initial placement test upon enrollment. The Head of School may recommend to parents that a student enter a lower grade level than planned to allow for the best chance at success within the curriculum.
- Veritas Academy will require all new students and at least one parent/guardian to attend a series of study skills seminars. The first will be held before the first day of school. A follow up session will be held approximately three weeks into the school year. Returning students of course may choose to attend again; some returning students may be required to attend to address study skills deficiencies identified in the previous year.
- Veritas Academy will offer daily tutorials in reading, writing, and math within the course of the school day. Any student receiving a D or F in one of these subject areas must attend the corresponding tutorial in lieu of study hall.
- Faculty members will rotate after-school tutoring responsibilities.
- Students who do not pass the grammar or algebra diagnostic gateway-assessments at the end of the eighth grade (*see* pg 71) will take mandatory summer school. Passing the summer school course is necessary to moving into the ninth grade.
- The study of language is also cumulative. Students who do not pass (receive an F) language (Latin/modern language) will need to take summer school to move forward in their study of the language.
- Students who have taken advantage of the available remedial assistance and yet still are failing core subject areas such as reading, writing, and math may be held back to repeat the year of study again.
- Students who do not pass required courses to move on may be offered a place in the next year's class on a case-by-case basis.
- The Head of School has the authority to make a case-by-case decision about any student who seems incapable of completing the rigorous curriculum. He or she could, for instance, allow a student not to take the second year of calculus if deemed best for the student; such a student would receive an alternate degree.

b. Transfer Students

Veritas will accept transfer students through the tenth grade. Students wishing to transfer into the program in grades 11 and 12 may be accepted on a case-by-case basis.

- **Language** A transfer Latin/modern language class will be mandatory for students coming in to the school after the sixth grade through the ninth grade. This class will be during school hours. A student may also choose to take summer school in order to continue the study of language with his or her class.
- **Mathematics** Any student transferring into the ninth grade must pass the diagnostic algebra test mentioned above.

c. Course of Study for Grades 7-9 during First Years of Operation

- **Mathematics:** A solid foundation in algebra is crucial to success in the Veritas high school math curriculum. Thus the first year of 9th graders will have at least a semester of algebra to ensure a sure footing for the rest of the program. A full tailoring of the program will be completed this first semester after the needs of further algebra review have been determined.
- **Latin:** Students in grades 6-8 will all begin their first year of Latin in the *Ecce Romani* Series. A decision will be made upon each class entering the 9th grade if they will continue in this series or move to Wheelock (the standard 9th grade text). Students entering the first 9th grade will take one year of Latin out of Wheelock before continuing in modern language.
- **Music:** Students in grades 6-7 will all begin their first year of orchestral instruments the first year of operation. Grade 7 will focus on this the first year and will not have choir or theory until their second year of music (this is already the course of study for 6th grade). As students in grade 9 will only have two years of music, they will have a greater emphasis on choir the first year and may spend these two years learning to play the recorder. The plan for incoming 9th graders is still under discussion but will be decided by the time the charter is approved. At this point, the budget only allows for orchestral implementation in grades 6 and 7; if further funding permits, Veritas hopes that the first class of 8th graders can follow this course of study; if not, their music program will look like the first class of 9th graders.
- **Studio Art:** 8th grade students will receive the first year drawing course. The art teacher has the discretion to move these students through the art program as he or she sees fit.

A Day in the Life of a Veritas Student: the following is a narrative that gives you a glimpse into the day of a typical junior at Veritas Academy.

Mariah wakes up to the sound of her alarm clock and rolls out of bed, still sore from her winning basketball game two nights before. She showers, put on her uniform, eats some cereal, grabs her lunch out of the fridge, and zips up her hooded sweatshirt, all before heading out the door. When it's cold out she drives, and since school is not far away she's there in minutes, just as the Dean of Girls is opening the doors. Mariah says hello to friends, drops her book bag in her locker, and heads to Morning Assembly.

Mariah secretly loves Morning Assembly. It's like a class with everyone in it, and no homework. Plus, Mariah's not a morning person, so Morning Assembly always helps her wake up and collect her thoughts before she begins another busy day. The faculty takes turns leading the assembly and this morning it's Mrs. Norris, Mariah's 9th grade biology teacher, standing before the podium. Mrs. Norris is passionate about the natural world. She has a master's degree in neuroscience, and often her Morning Assembly reflections mention new scientific discoveries and how they relate to our lives, but today she decides to talk about Ralph Carr, a former governor of Colorado. Apparently Governor Carr was one of the only national figures to vocalize opposition to the internment of Japanese-Americans during World War II. His courage was the ruin of his career, though: Mrs. Norris explains that public opinion was so wildly anti-Japanese that it was a death-knell to our former governor to speak against this injustice. He was so ostracized that Coloradans are only now recognizing his heroism. Wow, Mariah thinks—someone from our own state sacrificed his political career to stand up for what is right.

After Morning Assembly, Mariah grabs her book bag and heads to Humane Letters. She finds her seat at the round table next to her best friend and pages through last night's reading, Plato's Crito. Finally, she finds her question scrawled in the margin on the last page. When Ms. Jones arrives the girls go around the room asking their questions one after another to get the ball rolling. Mariah's question is: "According to Plato, can a just man harm his enemies?" She's not the only one who was bugged by Socrates' seeming pacifism and Ms. Jones, the seminar leader, decides to start the discussion with Mariah's question. She's happy that her question was chosen, but the class is divided: some claim Socrates had to die in order to achieve his ends, while others feel strongly that he should have fled or even violently revolted. By this point in the year, Ms. Jones doesn't have to jump in all the time. The girls defend their arguments from the text and ask one another questions. Sometimes they get silly, other times tempers begin to flair, and Ms. Jones has to coach them, but just when it seems like they're getting somewhere it's time for a fifteen minute break. After break the discussion resumes and some of Socrates' defense is read aloud dramatically. Mariah loves drama so she offers to play Socrates, but Kezia gets the role and does a great job. Discussion days are fun, if tiring; they really force Mariah to go back to her text, and they help with her understanding which, in turn, helps with her depth of inquiry on essays. She learns a lot from her classmates and her teacher and she feels satisfied when they learn from her as well. She likes this whole "community of learners" thing.

After two hours in Humane Letters Mariah is wide awake. She grabs a granola bar during passing period, chats with a friend, and heads to Physics. Mariah didn't think she would like Physics but MatLab is really growing on her. They're working in small groups to design a program that propels a rocket through the air. It's cool to see all of this abstract information applying to something in the real world. That's what Dr. Metheny is always stressing. He wants them to use their imaginations, not just to plug in formulas or lines of code. He wants them to imagine what would happen in the physical world first. That's really helpful. Mariah has to ask for help and backtrack a couple of times over the course of the hour but she's a lot closer than ever to having written a working program.

After an hour in Physics it's time for Calculus. Mariah's been going to Math Lab at school and now she gets to a lot more of the more interesting problems on the homework. Instead of wanting help at the beginning she's asking questions on problems she's already got set up and almost solved. She never realized she could be so good at math. At her old school they almost never had homework and so she came to Veritas a little behind in math, but she can hardly tell it anymore. She likes having math with all girls, because she's not ever embarrassed about asking a question, and she likes that Mrs. Palmer, the math teacher, encourages them to work in groups because she learns a lot when she has to teach something to someone else.

After Calculus it's time for lunch. One of the seventh grade boys' string quartets is putting on a short recital while everyone eats. Mariah recognizes the minuet as Bach, but isn't sure which one it is. She does remember, though, the thrill of playing in the all-school Baroque Festival last spring. Since it's sunny, after the recital, Mariah goes outside with her friends to shoot some hoops.

In the afternoon, half of the juniors, boys and girls, go to Drama, where they're putting on Shakespeare's King Lear, while the other half go to Art which is one hour of Art History and one hour of Art Studio. One of Mariah's favorite things about Veritas is the arts program. She always considered herself just a jock at her old school but last quarter she played the role of the clown in Macbeth and brought the house down with her jokes and now she's loving Art and Art History, especially modern art. She's learned to draw and paint by imitating famous works of art and she's even done some original pieces that will be shown at Fine Arts Night. Her mom is so impressed. Plus, it's nice to end the day with the right brain after Physics and Calculus have tired out her left.

When she goes out to the parking lot after school she hears two girls from her class still arguing over Socrates. "Only at Veritas," she thinks, as she smiles, waves, and drives to practice.

7. Supplemental Programs

Student Orientation

All students at Veritas will attend student orientation at the beginning of each year. This will include presentations on topics ranging from school culture to the expectations of conduct and discipline. In these presentations, we will try to give students a vision for why we do what we do, holding up a vision of greatness and community to them. Some talks will be given to the whole student body; others will be given according to age group. New students will have additional information given to them. These new students will also be required to attend two study skills seminars in the first month of school.

Morning Assembly

Veritas students will begin each day in the Morning Assembly. Some assemblies will be co-ed while others will be single-sex. This will be an opportunity to gather as a student body for practical matters such as attendance and announcements, but will be used primarily as another opportunity to build the community of learners. The assemblies will be the arena for performance (student or faculty), readings (from great books, poetry, or an appropriate topic), or exhortations to greatness (such as a series on important, noble figures in Colorado history). These assemblies usually will be faculty led, but upper classmen will take a more active role as well.

Saturday Morning Series

The founders of Veritas Academy envision a true community of learners, which necessitates the active involvement of parents. We do not just want parents to help with typical school volunteer activities, as important as those are. Rather, we hope to put on a regular Saturday Morning Series that could serve several functions. At one level, it could serve as further study skills seminars—specifically for parents to know how to help their children succeed in such a rigorous school. Depending on the demographics of families, this could branch out to a series of life/home management skill seminars. These could be parent-led or volunteers from the local community could support this program.

Beyond that, however, we envision a community in which parents are also learners—perhaps some parents would like to take two Saturdays to learn how to read and pronounce Latin. If interested, they could continue in a Saturday Morning Latin Series. Perhaps others will want to read a short story together and come to a Socratic seminar to experience what upper class Veritas students experience in such a seminar. Or perhaps parents would like to take a Saturday Series on the writing program, either to become better writers or to simply understand what their children are being asked to do.

We see endless opportunities for this Saturday Morning Series. We understand that this program depends both on available funding and parent interest and resources. We are excited, however, at the possibilities for real community that this could provide.

Character Education

Veritas Academy states as its mission:

From the seminar to the science lab, from the music room to the playing field, Veritas Academy begins with the conviction that all human beings can know truth, create beauty and **practice goodness**. To that end, we expect students to develop

- basic tools of learning,
- ordered basic knowledge,
- **moral seriousness**,
- breadth and depth of imagination,
- artistic ability and sensitivity,
- and a sense of wonder.

The founders of Veritas Academy believe that the education of the whole person is primarily the responsibility of the parent(s). And yet, insofar as a school endeavors to educate the mind, this cannot be compartmentalized apart from the whole person. Intellectual honesty and integrity demand that one's actions reflect the habit of mind. So, for instance, moral seriousness can be achieved to a high degree through the moral imagination developed in reading and reflection upon great literature, philosophy and history; a student can and should wonder at the ramifications of Achilles' wrath, a student must be stirred by Hegel's assertion that history is the "slaughter-bench" at which the happiness of peoples is sacrificed.

This morality is shaped as well by the entire arena in which learning is happening, the community of learners. Within this community students learn that their learning is not ultimately an individual achievement. Grades are de-emphasized; learning is not competitive. The boy who is talented in music gains intellectual humility by being challenged in his reading of a text in Humane Letters; the girl who excels in math gains intellectual maturity watching her classmate earn the lead in the senior play. Moreover, the discipline of hours of class, hours of homework, hours of instrument practice, and so on, in a rigorous curriculum demands and trains each student in what we call *the habitual vision of greatness*. This vision of greatness is instilled in the students as truth, goodness and beauty become woven in the daily discussions of important texts, understanding and achievement in worthwhile mathematics and science, and performance in the arts. The vision becomes *habitual* as students move through a core-curriculum together with their peers, over a long seven-year period. As students move up the *trivium*, they become more truly agents of their own learning, more genuinely members of the community of learners and more seriously invested in the vision of greatness put before them: they cannot be passive observers. They must choose what kind of life-long community they will join and create.

The founders of Veritas Academy do not see this community of learners as an island, however. The need for students to engage in the community outside of the school is crucial as well. Many schools address this in what they call “character education.” Marvin Berkowitz stated:

*Recent findings show that effective character education supports and enhances the academic goals of schools: good character education promotes learning. Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share.*⁴⁴

The founders of Veritas take seriously the effectiveness of character education and appreciate the attempts at this seen in surrounding schools. We are not convinced, however, that the programs that are in place in some schools (character-of-the-month; mandatory service hours) are necessarily effective. We want to see Veritas students take part in meaningful action in the broader community. We recognize that we demand much of their time already. At this point in our charter process, we do not want to create a character program which may burden the students further. Moreover, we think that much meaningful service is a grassroots effort.

The founders of Veritas Academy propose a Service Advisory Committee. This committee would, in the first few years of school operation, determine possible areas of service in the community. They, in consultation with parents and students, would propose to the Head of School what kind of service they think appropriate. For instance, perhaps a site visit to a homeless center could be incorporated into the colloquium on Economics. This would put a face to the study of acute poverty and might cascade into a service project outside of the colloquium. If after several years a mandatory hour requirement seems best, this committee would make that proposal to the Board.

8. Annual Calendar and Daily Schedule

The Veritas calendar attempts to parallel the district calendar, especially in terms of major holidays.

Student hours at Veritas Academy will be from 7:45 a.m. to 3:30 p.m., Monday through Friday. This is longer than the district day, which runs from 8:45-3:45 in the middle school and 7:45 to 3:00 in the high school. Our proposed schedule for 2009-2010 has 170 class days, with 1139 classroom hours. These well exceed the minimum guidelines stated in C.R.S. 22-33-104, which mandate a minimum of 160 days in session, with no fewer than 1056 hours of instructional time

⁴⁴ Berkowitz, Ph.D., Marvin, M. Bier, University of Missouri-St. Louis. (2005). What Works in Character Education: A research-driven guide for educators. Available online at: http://www.character.org/atf/cf/%7B77B36AC3-5057-4795-8A8F-9B2FCB86F3EB%7D/practitioners_518.pdf

for secondary students. (These hours do not include passing time or lunch.) *See* proposed calendar in Appendix 12 and proposed schedule in Appendix 13.

In addition to the traditional school day, Veritas has **additional requirements** of its students:

- All students will complete a project or paper in the week between semesters in which parent/teacher evaluations are taking place. Students will be required to spend an average of 30 hours on this project. **See** description of Project Week under *Curriculum*, page 33, as well as *Evaluations*, page 70.
- All students will take oral exams at the end of the year. For more information on these exams, see *Evaluations*, page 70.

Faculty Schedule

A full time faculty member will be expected to teach an average of 20 hours per week, which would be an average of 4 preparations per day. (Humane Letters, though one course, would count as 2 of those 4 hours of preparation.) This leaves 2 hours a day during which teachers can prepare for class; if scheduling allows, this would allow time for common planning. In addition, each teacher may need to be available for 7th hour tutorials as well as after school tutoring upon request. Faculty members will attend parent/teacher evaluation sessions for all students he or she teaches.

Oral Exams: Faculty will not be responsible to administer orals for every student he or she teaches. High school Humane Letters and a Math or Science teacher are responsible for the respective orals for the students they teach. For instance, a teacher of Humane Letters 11 is responsible for the HL orals of his or her students, but these will probably be the only orals they need to attend. Only one faculty member need attend middle school orals; these are divided amongst the rest of the faculty.

Project Week: Faculty members will advise students on projects at a fairly equal ratio (1:15). This may vary depending on expertise.

9. Graduation Requirements *See* Graduation Requirements in Section E, on page 72.

III. Professional Development

Veritas Academy will ensure that all teachers are “highly qualified,” as required by the **No Child Left Behind Act**.

Professional Development Offerings

Veritas Academy Administration and Board will maintain flexibility with professional development so that offerings can change as the staff’s needs change. The following includes ways in which we intend to deliver professional development and teacher support models:

- Much of our initial teacher training will be supported by Academy Project, including:
 - A one-week Teacher Institute will be mandatory in July 2009.
 - 72 mentor hours over the course of the year for the first three years.
 - Academy Project will designate two curricula managers: one for the humanities, one for the sciences. Over time, master teachers will develop in discrete areas.

See Academy Project Contract Terms in Appendix 14.

- Mature master teacher program will require that a Master Teacher will supervise each teacher, new to a certain course. This Master Teacher ensures both that the course is being taught according to the course guide, as well as that all sections of the course are being taught in similar fashion and timeline, so that all students are receiving an equitable education.
- Faculty members are invited to sit in on each others' classes, not specifically for peer review, but as members of the community of learners. Faculty meetings in which specific topics are addressed (directly related to daily operations, assessments, and the life of the school, etc.)
- In-service days twice yearly, to afford opportunities for master teacher meetings (grade level planning, sharing lesson ideas, effective instructional practices and information about students).
- The Head of School will lead Faculty Meetings every Thursday to discuss and plan school events and operations. The Head of School may also direct faculty to use this time for collaborative preparation.
- Faculty seminars will be mandatory four times a year. These will be in the evenings, hosted in a home. These are devoted to collective faculty study: a seminar on a text, the study of a composer, a lecture series on science, etc.
- Faculty will be encouraged to apply for studies offered in the summer. For instance the National Endowment for the Humanities gives scholarships for teachers to attend summer programs in various topics. Or teachers can apply to St. John's College Graduate Institute, which offers a graduate level degree in a curriculum much like our Humane Letters track. St. John's often reserves scholarships for teachers.
- Our budget allocates \$21,500 the first year to the training and support of faculty and staff, as well as for board training. Included in this budget is money towards Academy Project. An additional \$3000 is included towards travel expenses.

- The funds allocated to Professional Development in the budget do not take in to account money available from Title II funds; we have not attempted to guess how much we might be allotted.

Education is a painful, continual and difficult work to be done by kindness, by precept, and by praise, but above all, by example.

-John Ruskin

E: EVALUATING PUPIL PERFORMANCE

I. Internal assessments

At Veritas Academy, we will evaluate student performance in several phases. The process is designed to assist the student and to keep parents informed about their child's progress.

Evaluations

Checklist Evaluations. In the middle of each semester, each teacher completes a Checklist Evaluation for each student in his or her course and these forms are then mailed to parents. The Checklist Evaluation form is designed to give a quick overview, not a detailed evaluation, and in particular it is intended to alert parents to problems before it is too late. It is not designed to call attention to excellence.

Deficiency Notices. A Deficiency Notice is mailed to notify parents that a child is earning a D or F in a class. These notices are not mailed at a particular time in the semester but as soon as a serious academic problem has been identified – early enough, at least, to give the student time to change direction. Parents are to sign these notices and return one copy to the school. Once a Deficiency Notice has been sent, the teacher need not send out further notices for the student in that particular course. Parents are urged to confer with the teacher if they are not sure what the problem is, what their child needs to do about it or whether the situation has improved.

Semester Evaluations. The written semester evaluation is part of the formal evaluation of the student at the end of each semester. It is completed in duplicate, with one copy for the parents to keep and one copy for school records. This evaluation is written for the parents, not the student. In fact, we suggest that parents judiciously convey what they learn from the entire evaluation process to the child.

The written evaluation is part of the student's record. However, the official student transcript sent to colleges or potential employers contains only the letter grade, not the teachers' comments.

Please *see* Appendices 15 and 16 for more information on checklist evaluations and semester evaluations.

Evaluation Meetings. In addition to the written account, a half-hour evaluation meeting takes place at the end of each semester between the parents and all the teachers of each student. This is an opportunity for teachers and parents to talk about the evaluation in order to answer questions and to develop specific strategies for improvement. The focus is on the individual

student's academic performance. It is not a meeting about the character or leadership qualities of the student or about the class in general. Eleventh and twelfth grade students attend with their parents, make an assessment of their own work in each course and talk with their teachers about it. In these evaluation meetings, the parents mostly listen.

Grades. The school issues a grade for each course. The grade is a cursory but accurate summary of the written evaluation.

<u>Grading Scale *</u>	
100-94	A
93-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
Below 60	F

**Math, Science and Humane Letters courses in grades 11 and 12 are treated like honors courses and are graded on a 5-point scale.*

The transcript with grades is mailed to the parents following the semester evaluation meeting.

Project Week. Each year students spend one week working on specific projects. Project Week occurs in January, the same week when parents and faculty meet for semester evaluations. Although the students are not usually at school for their work, completion of the project is necessary in order for sixth through tenth grade students to pass the course to which the project is linked. Faculty members evaluate these projects. Eleventh and twelfth grade students have their projects graded with a mark of High Pass, Pass or Fail. This grade is entered on their transcripts and is a criterion for determining *cum laude* diplomas and Graduate Award winners.

See Sample Project Week assignments in Appendix 7.

Oral Examinations and Final Labs. At the end of the academic year, students take an oral examination. The questions and topics covered are taken from the subjects studied that year. Sixth, seventh and eighth grade students have a general examination that ranges across most of their subjects. Ninth through twelfth grade students participate in both the humanities oral and a math/science lab project. For math/science, ninth graders do a biology project, tenth graders do a

chemistry project, eleventh graders do a physics project, and twelfth graders work on integrated mathematical solutions to a topic in chemistry or physics. Most oral examinations last 30 to 60 minutes. The high-school math/science lab projects typically take three to four hours. The humanities oral for each student in grades nine through twelve covers material from the Humane Letters Seminar. The ninth and tenth grade oral exams last 30 to 40 minutes, while the eleventh and twelfth grade oral exams last 45 to 55 minutes. Students are expected to prepare well for oral exams. They are given directions such as study questions or discussion starters to help them. The examinations are an essential part of the semester evaluation in the course. For juniors and seniors, they become a factor in the awarding of graduation honors.

See sample Oral Exam study guides in Appendix 17.

Diagnostic Tests. At the end of the eighth grade, students will take internal diagnostic exams in algebra and grammar. Because the writing program in grades nine through twelve is built upon correct knowledge of English grammar and because the corresponding mathematics and science programs are built upon knowledge of algebra, these are crucial tests in judging a student's ability to learn in the higher grades. Students who do not demonstrate that they know basic grammar and basic algebra may not proceed to the ninth grade. The tests are also used to diagnose areas that need further work by a student.

II. Formal assessments

Grade	CSAP	NWEA/MAP (fall; spring)	ACT	SAT
6	X	X		
7	X	X		
8	X	X	<i>Explore*</i>	
9	X	X	<i>Explore</i>	
10	X	X	<i>Plan</i>	PSAT
11			ACT	<i>SAT</i>
12				SAT

**Assessments in italics are optional. Veritas will encourage but not require these tests.*

Baseline Data: A first point of data on each incoming student will include:

- Spring CSAP scores from the previous year, if available
- An internally administered NWEA/MAP placement examination; NWEA/MAP exams are aligned to Colorado state standards and provide an accurate assessment of a student's current achievement level

Longitudinal Data: A student's growth will be measured by

- Students in grades 6-10 will take the NWEA/MAP test two times each year; results from NWEA/MAP tests will track student's academic growth
- The new Colorado Growth Model will track individual student's growth in CSAP scores each year

Students with ILP: Students with Individual Literacy Plans will have necessary resources available to them. Our policy for students will parallel the district policy:

- Students in grades 6-8 will take the NWEA/MAP a third time in December; testing may also be supplemented by a different kind of test, such as TOWRE.
- Students in grades 9-12 will continue to take the NWEA/MAP with the possibility of a third test in December.
- Veritas will pursue other assessments as needed (such as SuccessMaker or AIMSWeb)
- The Business Manager is responsible for the oversight of these assessments and the reporting of this data. The Head of School, however, will be involved in any decision regarding a student with an ILP.

III. Data Management Plan:

Veritas will use the Alpine data management system. The annual budget allocates \$5,000 towards this plan in its first year. The Business Manager, with possible assistance from the Accountability Committee, is responsible for data management oversight. Veritas will also use a CSI-approved Student Information System (SIS) such as Infinite Campus.

IV. Graduation Requirements: As seen in the following charts, Veritas's curriculum meets and often exceeds the district course offering requirements for the middle school and graduation requirements for the high school:

District 11 MIDDLE SCHOOL (grades 6-8)**Core Course Offerings:**

Content Area	Years Offered	Quarters Required	Veritas
Reading/English/ Language Arts	6,7,8	12	12
Mathematics	6,7,8	12	12
Social Studies	6,7,8	12	12
Science/health	6,7,8	9	9
Health	6,7	3	X
Exploratory/Elective Course Offerings: Fine Arts (Music/Art) Foreign Language Practical Arts Physical Education Miscellaneous	6,7,8	24	36

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements (HEAR) which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. The requirements below are for those graduating in 2010 and beyond.⁴⁵

**District 11 HIGH SCHOOL (grades 9-12) Graduation Requirements,
Higher Education Admission Requirements (HEAR), and Veritas Graduation
Requirements:**

Subject Area*	D11	HEAR**	Veritas***
English	8	8	10
Social Studies/History	6	6	8
Mathematics	6	8	8
Science	6	6	8
Physical Education	3		2
Health	1		X
Humanities	2		5***
Computer Education	1		***
Economics	1		***
Practical Arts	1		X
Foreign Language		4	6
Fine Arts			8
Academic electives		2	
Electives	11		

⁴⁵ <http://www.collegeincolorado.org/Images/Colorado/pdfs/Counselor/HEAR.pdf>

Minimum total for graduation	46		56
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***District 11's Explanation of Subject Areas:**

- English: English 3-4 and 5-6 required
- Social studies: American History and Civil Government required; World History recommended
- Humanities: English excluding English 3-4 and 5-6, social studies excluding American history and world history, music, art and/or foreign language
- Economics or consumer economics (grade 11 or grade 12)
- Practical arts: business education, industrial arts/vocational education, home economics

****HEAR Acceptable Academic Electives** include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses

***** Veritas Academy's Division of Credit Hours:**

- American History/Civics mandates are met in 9th grade Humane Letters.
- Veritas is seeking waivers from Health and Practical Arts.
- Students will obtain their Physical Education requirements by participation in a team sports for two seasons.
- Humane Letters seminars are counted at two and one-half (2 ½) units per semester. The ninth and tenth grade humane letters seminars are distributed as one unit of history, one unit of literature, and one-half unit of composition. The eleventh and twelfth grade humane letters courses are distributed as one unit of history, one unit of literature, and one-half unit of philosophy.
- 5 "Humanities" credits are from 2 credits of composition, 2 credits philosophy and 1 credit Junior Colloquium.
- The economics credit may come from the Senior Economics colloquium; this course may not be offered every year.
- Computer education is incorporated throughout the Physics course in grades 11 and 12.

V. Academic Competitions:

Where appropriate, Veritas hopes to find opportunities for our students to participate in local and national academic competitions such as the National Latin Exam, Geography Bee, Spelling Bee, and Science Olympiad.

VI. Corrective Action Plan

Should pupil performance fall below achievement goals set in this charter, Veritas Academy will take action at several levels:

- **At the school level:**
 - At the end of the first operational year, baseline data will be collected and administrators will create a formal improvement plan.
 - Using the data available from the Growth Model and from the other formal assessments (such as NWEA/MAP), administrators will try to detect any patterns of low achievement: a certain teacher, unrealistic expectations for our demographic, ineffective curricular sequencing, etc.
 - Veritas Academy will then take appropriate corrective action, from teacher training (in classroom management, reinforcement in content standards from the master teacher) to input from the Curriculum Advisory Committee, and so forth.
 - Veritas is also willing to learn Best Practices from schools with similar demographics.

- **At the student level:**
 - Opportunities for remediation will be given if a student is at an unacceptable level of achievement. (See remediation strategies on page 58).
 - If after these stages of remediation a student still finds little or no success, the Head of School may recommend to the student's parents that an evaluation be done to discover if the student needs an Individualized Education Plan (IEP).

F: ECONOMIC PLAN

Veritas Academy recognizes that proper financial management is a fundamental prerequisite for successful operation of any school. The following policies will help ensure that Veritas remains fiscally sound:

- Veritas will maintain a balanced budget each year of its operation.
- Veritas will employ a Business Manager, and one of his/her primary responsibilities will be to serve as chief financial officer. The Business Manager will report directly to both the Head of School and the Board of Directors.
- Veritas will have an independent audit conducted each year. The annual audit will find no major problems or exception with the school's finances, budgeting, or accounting practices.
- Monthly financial statements, including comparisons to projected budgets, will be created by the Business Manager and reviewed regularly by the Board of Directors and Head of School. They will be shared with CSI staff as requested.
- Veritas will promptly meet all CSI requests for financial reports.

Budget

The proposed five-year budget for Veritas Academy is located in Appendix 18. Revenue and expenditure projections are based on the best information available to date. Veritas will rely on start-up grant funds in year one. Grant funds are also anticipated in years two and three, and those funds will be used to build or enhance specific programs, such as the library, the orchestra, and technology throughout the school.

Veritas Academy will maintain the required 3% TABOR reserve and also has a goal for future years of carrying an unrestricted reserve equaling 5% of expenditures.

The Per Pupil Revenue (PPR) amount shown in the budget includes the capital and insurance reserve fund (\$216 per student in the first year). This amount (\$41,040 total in the first year) will be used to offset the anticipated building lease costs. It will be tracked in a capital and insurance reserve fund as required by state law.

Revenue projections are based on the following assumptions:

- Full Per Pupil Revenue (PPR) is listed and a 5% service fee is deducted under “business services purchased.” A general 2.5% increase in PPR is used for each year.
- Year one includes a projected enrollment of 190 students. Thereafter, the school anticipates adding another 40 students (two sections of 25 less possible attrition) as it adds a grade each year.
- Activities such as field trips, sports programs, and after school clubs may require a fee. The school’s Parent/Teacher Organization will establish a scholarship fund for families who cannot afford these fees. While Veritas hopes to have no fees assigned to cover the costs of instructional materials, there may be a maximum of a \$15 per student fee.
- There may be a fee associated with attending Summer School. Again, the school’s Parent/Teacher Organization will establish a scholarship fund for families who cannot afford these fees.
- Start-up grant revenue in years one through three is estimated based on past experience of other charter schools, and current CDE policy. The year-end budget reserve fund covers the CDE grant.
- Veritas is including charter school capital construction revenue, estimated at \$400 per student.
- Veritas is not planning on other sources of revenue in its budget, such as Federal title revenue, interest income, or District mill levy override funding. Veritas is aware of these potential revenue sources and will likely pursue them, but has chosen the very conservative approach of excluding them from its budget. For instance, we predict receiving Title II funds to build our professional development allotment, but have not included an estimate of these in the budget.
- Once chartered we are eligible for and will aggressively pursue the following grants:
 - Walton Grant: phase II
 - Daniels Fund Start Up Grant
 - Even Start
 - Donnell-Kay Foundation
 - Rose Community Foundation
 - The Gates Foundation
 - The Charles Edison Fund

- The music program has allotted for \$65,000 in the first year. This allows for the orchestra to be built in grades 6 and 7 with recorders in grades 8 and 9. It also accounts for other supplies. Following years include funds to add and maintain instruments. This funding is pending CDE grants as well as other grants such as
 - The Mockingbird Foundation
 - Guitar Music Foundation
- The \$250 amount allotted in the budget for student books includes between \$40-\$60 in costs of paperback books that students will write in and keep, such as those used in Humane Letters.
- The following chart compares average salaries from local charter schools with the district and state averages. The proposed salaries at Veritas fall within the norm for local charter schools. The salaries below are from the 2007 SAR reports:

	District	Teacher	Administrator
State		45,831	77,704
District 11		44,914	77,061
21 st Century Charter School	11	25,322	44,849
Globe Charter School	11	27,229	44,359
CIVA Charter School	11	30,702	42,060
James Irwin Charter School	2	26,765	60,286
Rocky Mountain Classical Academy	49	29,814	61,023
The Classical Academy	20	31,117	74,244
The Vanguard School	12	32,813	-
Veritas Academy	11	30,000	65,000

As necessary, expenditure projections are explained in the “Comments” column of the projected budget. In general, the expenditure plan assumes 2.5% per year inflation, with exceptions as noted. Veritas will maintain a balanced budget, and thus it will manage expenditures based on the revenue ultimately available.

Accounting and Auditing

Veritas agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and will make such records available to the Charter School Institute (CSI) as requested. Veritas will maintain a comparison of actual expenditures to budgeted expenses. Revenue and expenditures will be consistent with the Colorado Department of Education’s Financial Policies and Procedures Handbook and Chart of Accounts.

Annually Veritas will engage an independent, certified public accountant to conduct an audit of its financial and administrative operations. The results of the audit shall be provided in written form to the Board of Directors, Head of School, and Business Manager, as well as to CSI within the statutory time limits required by CSI. The results also shall be published and posted as required by law.

For purchases, the request will be submitted to the Head of School (or designee) for signatures. The Head of School and designated Board Directors are authorized to sign.

- For purchases under \$500, one signature will be needed.
- Purchases above \$500 require two signatures, including one Board director.
- Purchases about \$2500 require three signatures, including two from the Board.

Services to Be Purchased

Veritas Academy anticipates purchasing the following services:

- Special Education Services will be purchased from a CSI-approved outside provider, such as PSI. The amount of \$400 per student has been used to estimate this cost.
- Veritas Academy may pursue purchasing Food Services from District 11.

Capital and Insurance Reserve Fund

Veritas will establish a capital and insurance reserve fund as required by state statute. These reserves (listed as \$216 per student, above) are included in the budget found in Appendix 18.

G: GOVERNANCE

I. Governing Board

1. Number of Board Members, Manner of Selection, Vacancies and Attendance

a. Number of Board Members and Term Limits

Veritas Academy shall be governed by a Board of Directors (Board). This Board will be composed of not less than seven nor more than fifteen Directors. *See* Revised Bylaws sec. 3.2. Directors shall serve three year terms. Directors may serve a maximum of two consecutive terms. A former Director may not be re-elected to the Board until at least one year off the Board, at which time he or she may again seek election to the Board like any other candidate. *See* Rev. Bylaws sec. 3.6.

One seat on the Board is reserved for the Chancellor of the University of Colorado at Colorado Springs, or his or her designee (hereinafter referred to as the “UCCS Director”). *See* Rev. Bylaws sec. 3.3. Unlike the remaining Directors, the UCCS Director does not have term limits.

The Head of School shall serve as an advisory, non-voting member of the Board. In addition, the Head of School is charged with faithfully representing the issues and needs of the faculty and staff to the Board. *See* Rev. Bylaws sec. 5.2.

b. Manner of Selection and Removal of Board Members

Veritas Academy’s Founding Committee will appoint the first Board of Directors following contract approval by the Institute. This initial Board will serve one full three-year term, and then it will establish staggered end-dates for each of the initial Director’s terms so that, after the first three-year term, there will be Board elections each year and the Board gains roughly the same number of new Directors in any year. *See* Rev. Bylaws sec. 3.5-3.6. As appropriate, the Board should establish any other policies to ensure continuity and assist with maintaining high-quality Directors to serve on the Board.

At an annual election, parents shall elect candidates to fill Director positions coming vacant on the Board. The election procedures are described in full in the Revised Bylaws. In sum, anyone desiring to become a candidate for the Board must satisfy certain qualifications, approved candidates shall write a Board Candidate Statement, and in April School members (*i.e.*, parents/guardians of current students) elect new Board members from among the candidates. *See* Rev. Bylaws sec. 3.5. Newly elected Board members are required to read, comply with, and sign a *Board of Directors Handbook and Agreement* (attached to Revised Bylaws) prior to assuming office in August.

Directors may resign or may be removed by a vote of the Board. To remove a Director, proper notice must be given to all the Directors, and a Director may be removed only by the affirmative vote of two-thirds of the remaining Directors. *See Rev. Bylaws sec. 3.17.*

In the event of a removal, resignation, or other vacancy on the Board, the Board may appoint a replacement to fulfill the term of the departed Director. *See Rev. Bylaws sec. 3.14.*

c. Attendance and Competencies

Directors must attend all Board meetings. Directors may miss a meeting only for compelling reasons. A Director who fails to attend two consecutive meetings or who misses a one-third of the meetings in any one year should be removed by the Board, absent good reason for the absences. *See Rev. Bylaws sec. 3.11.*

It is important for Directors to have a diverse set of competencies, *e.g.*, law, finance, education, human resources, fundraising, technology, and real estate, to name a few. At least two members should be parents of current students. At least one Director should not be a parent. At least one Director should be a community leader. The school will also seek Directors who are working or have worked as professionals in such careers as teaching (at the secondary or college level), business, human resources, development, technology, real estate, military, government, law, or finance.

Recruiting qualified candidates to stand for election is one important duty current Directors are expected to perform. Current Directors must not only serve the School's present needs but they also must plan for the future by, among other things, recruiting candidates with needed competencies and a desire to serve the Veritas mission.

For more information on the composition of the Board, please see the Revised Bylaws.

2. Training and Operation of the Board of Directors

The Veritas Academy Board shall meet at least once per month when school is in session, and all meetings shall be open to the public. The Board shall post the agenda for each meeting as soon as practicable and no later than twenty-four hours in advance of the meeting. The Board will comply with every other requirement of the Colorado Open Meetings Law, any amendments to it, and any successor to the OML.

Unless otherwise dictated by the Articles of Incorporation, Bylaws, or other school policies enacted by the Board, a majority vote by the Board shall constitute a binding decision by the Board. A quorum of the Board shall be required at all meetings, and a quorum shall consist of a majority of the Directors holding office at the time. *See Rev. Bylaws sec. 3.10.*

Veritas Academy places a premium on the continuing education of its Board of Directors. To that end, the Board shall have an annual Board retreat which will include training and orientation for new Directors, a review of key documents, and strategic planning for the next school year. Veritas will have a Board Development Committee, whose charge is to ensure the general health and effectiveness of the Board. The Board Development Committee shall be composed of one member of the Board, one administrator, and one other person (who may also be a Director but may not be another administrator). The Board Development Committee shall seek out and encourage qualified persons to become candidates to serve on the Board, organize the orientation for new Directors, and organize the ongoing education for the entire Board.

The Veritas Board shall also make full use of board trainings given by the Colorado League of Charter Schools, the Colorado Department of Education, the Colorado Springs Center for Nonprofit Excellence, and any other organization which provides quality education and training for charter school board members. In addition, the Veritas Board shall make use of quality information from organizations like BoardSource (formerly the National Center for Non-Profit Boards; website www.BoardSource.org).

The Veritas Board shall engage in policy-governance, *i.e.*, the Board shall establish the policies and general direction of the school but will leave implementation of those policies and day-to-day operation of the school to the Head of School and the rest of the administration. Said differently, the Board shall govern the school while the Head of School, assisted by the other administrators, manages it.

Specifically, the Board will address topics such as the following (adopted from a list of board responsibilities suggested by BoardSource):

1. Determine the school's mission and purpose. The Board shall create and review the school's mission statement and any other statements that articulate the school's goals, means for achieving those goals, and primary constituents served.
2. Select the Head of School, who will serve as the chief administrator. The Board will delineate in writing the responsibilities for the Head of School and then evaluate this person's performance against that written framework.
3. The Board will carefully search for and select the most qualified individual for the position of Head of School.
4. The Board shall provide proper financial oversight. In consultation with the Business Manager and Head of School, the Board will develop and approve the annual budget as well as ensure that proper financial controls are in place.

5. One of the Board's most important responsibilities will be to provide adequate resources for the school to fulfill its mission. This will require careful stewardship and oversight of the school's budget.
6. The Board shall ensure legal and ethical integrity, and it must maintain accountability of everyone else in the school through the proper chain of command. The Board is ultimately responsible for ensuring adherence to legal standards and ethical norms.
7. The Board must ensure effective long-range planning. The Board must actively participate in the overall planning process and, with proper coordination with administration, assist in implementing and monitoring the plan's goals.
8. The Board must recruit and orient new board members and periodically assess its own performance. All nonprofit boards have a responsibility to articulate prerequisites for candidates, orient new members, and periodically and comprehensively evaluate its own performance.
9. The Board is responsible for continually enhancing the school's public standing. The Board must clearly articulate the school's mission, accomplishments, and goals to the public and garner support from the community.

3. Composition of the Board of Directors

As of the date of this application, the Board of Directors shall be composed of at least the following members:

Eric Hall, one of the founders, shall be the Chair of the Board. Mr. Hall is an attorney with the law firm of Rothgerber, Johnson and Lyons, where he practices general litigation with specialties in church-state law and school law. Before Mr. Hall's legal career began in 2000, he was a teacher, first in a bi-lingual school in the Rio Grande Valley of Texas through Teach for America, and then at Trinity School. Mr. Hall received his BA from William and Mary in International Relations, his MA in Liberal Arts from St. John's College, and his JD from the University of Notre Dame. He is the father of four children.

Retired Judge **Richard Hall** is best known for his almost thirty years of service as a 4th Judicial District (*i.e.*, El Paso and Teller Counties) District Judge (1978-2006). Perhaps not as well known are the countless hours spent as a trustee for the First Congregational Church as well as many years he spent as a soccer and football referee, and his many contributions to local theatrical productions. Judge Hall received his BA from Stanford University and his JD from the University of Berkeley (Boalt Hall). Judge Hall is the father of Mr. Hall.

Mary Margaret Nussbaum is an accomplished author and poet who has a long-standing passion for teaching great literature to students from impoverished backgrounds—demonstrated in her year volunteering to lead seminars at a YWCA Homeless Center in Indiana to her year teaching English at a low-income school in New York. Currently Ms. Nussbaum teaches literature and creative writing at the University of Colorado at Colorado Springs. A recent graduate of the Iowa School of Writing, she also holds a BA from the University of Notre Dame.

Resumes for the current Board members are attached either in Appendix 4 of the Application or to the Answers to CSI Questions.

The Founding Group is working with a number of groups to identify other potential Board members, such as the Colorado Springs Center for Nonprofit Excellence, the El Pomar Emerging Leaders Development Program, Teach for America, and Leadership Pikes Peak.

II. Advisory Committees

Advisory committees may be created to assist with policy setting and operation of the school. Policy-setting committees will report to the Board; operational committees will report to the Head of School; like the Business Manager, some committees may report to both.

Committees created by the Board may be filled through appointment by the Board Chair or by majority vote of the Board, depending on the committee. How committee members will be selected shall be determined by the Board when it first creates the committee. Board committees shall be composed of at least one Director and other persons selected by the Chair or the Board to serve on that committee. The Head of School or his/her designee shall be an ex-officio member of all Board committees.

The following list illustrates the types of committees the school may create. Some of these committees will be created in the first year. Others may be adopted later or perhaps not at all.

- **Accountability**—Veritas will create a School Advisory Council in accord with state law. *See C.R.S. sec. 22-7-106 and 107.* This SAC will meet at least quarterly to discuss topics to include (a) means for determining whether decisions affecting the educational process are advancing or impeding student achievement, including evaluating the School's curriculum and textbook choices on an ongoing basis; (b) reporting to various school constituencies on the educational performance of the school and providing data for the appraisal of such performance; (c) recommendations to the Head of School on prioritization of expenditures of school moneys, including school grants; and (d) safety issues related to the school environment.
- **Hiring**—To assist the Head of School with the process of recruiting, interviewing, and hiring excellent faculty and staff for the school. To be clear: The Head of School has exclusive authority to hire and fire all school employees; the Hiring Committee serves only to *assist* the Head of School with the process, *e.g.*, placing advertisements, verifying references, and reviewing applications. The Head of School makes the final decision.
- **Facilities**—To aid development of a long-term facility plan; assist with minor repairs and improvements on the school building; assist with acquiring and evaluating maintenance services such as trash removal and carpet cleaning; and, potentially, assist with the acquisition of property.

- Finance—To give support in budget setting, financial statement review, and procuring of outside resources (such as an auditing firm), when necessary.
- Fundraising—To support grant writing and to research and develop other fund raising activities.
- Library—To assist with the development and on-going monitoring of the library.
- Technology—To assist with development of a Technology Plan; identification of technology needs; and even, depending upon the skill and availability of committee members, assist with troubleshooting software and hardware problems. Members of the Technology Committee would not actually be doing the troubleshooting on a day-to-day basis, but they may serve as a resource for how to solve problems or where to find answers.
- Service—To evaluate the need for constructive community service and to assist parents and students with grassroots efforts at building a service component to the school. This committee may make recommendations to the Board regarding the need for mandatory service hours.
- Board Development—Veritas will have a Board Development Committee, whose charge is to ensure the general health and effectiveness of the Board. The Board Development Committee shall be composed of one member of the Board, one administrator, and one other person (who may also be a Director but may not be another administrator). The Board Development Committee shall seek out and encourage qualified persons to become candidates to serve on the Board, organize the orientation for new Directors, and organize the ongoing education for the entire Board.

III. Administrative Structure

Veritas Academy will have clear lines of authority among (i) the Board of Directors (who set policy), (ii) administrators (who implement policy and oversee staff), and (iii) staff (faculty and non-faculty). As mentioned above, the Veritas Board shall engage in policy-governance, *i.e.*, the Board shall establish the policies and general direction of the school but will leave implementation of those policies and day-to-day operation of the school to the Head of School and the rest of the administration. The Board will only become involved in specific day-to-day issues as permitted under school policy, *e.g.*, an appeal by a staff member from an administrator's employment-related decision. *See* Grievance Process, page 88.

The Board of Directors shall select the Head of School and then will formally evaluate him or her each year by comparing that person's performance against written expectations for that position. Those written expectations are outlined in the Revised Bylaws sec. 5.2 and also in this application (*see* HOS job description in Appendix 22) and they will be fully developed by the Board in its initial year of operations. Thereafter, the Board will refine and further develop these

written expectations, so that the Head of School will always have a clear idea of what responsibilities he/she is expected to perform for the school.

The Head of School shall, subject to the direction and supervision of the board of directors, (a) be the chief executive officer of the School and have general and active control of its affairs and business and general supervision of its officers, agents and employees; (b) see that all orders and resolutions of the board of directors are carried into effect; (c) perform all other duties incident to the office of Head of School and as from time to time may be assigned to the Head of School by the board of directors; and (d) be primarily responsible for the School's educational program, including leading the community of learners which is the school. In sum, the Head of School serves as the leader of both the business/administrative and academic components of the school.

Administratively, the Head of School has exclusive authority to hire and fire all school employees. The Head of School will evaluate teachers and other staff according to the process jointly developed by the Board and Head of School. The Head of School will administer the performance pay program by implementing the evaluation tool created and refined by the Board of Directors for this purpose.

Academically, the Head of School must lead the community of learners by example, through Faculty Seminars, and by building the culture of the school such that faculty, students, parents, and others are drawn into the pursuit of truth, the practice of goodness, and the creation of beauty. For example, the Head of School has inherent authority, as the academic leader of the school, to lead Faculty Meetings, tailor the curriculum to the needs of certain students, and direct Master Teachers and teachers how to teach the educational program. The Head of School must teach at least one course per year. This is important both professionally and symbolically as the Head of School must lead the community of learners by example.

To perform many of the daily responsibilities related to the business aspects of the school, Veritas will employ a Business Manager. During the first few years of the school's existence, the Business Manager may simply keep the books and do the payroll. Veritas would hire outside consultants to assist with preparing financial statements for the Board and working with the Board for long-range financial planning.

Once the school is of a sufficient size and budgetary complexity, then Veritas will likely increase the responsibilities of the Business Manager. At that time, one of his/her primary responsibilities will be to serve as chief financial officer. The Business Manager will report directly to both the Head of School and the Board of Directors. The Head of School retains exclusive authority to hire and fire the Business Manager. Monthly financial statements, including comparisons to projected budgets, will be created by the Business Manager and reviewed regularly by the Board of Directors and Head of School. This practice of the Business Manager providing regular

reports to both the Board and Head of School spreads financial oversight among more people, thereby ensuring that all of the school's financial leaders are receiving the same financial information and also reducing the possibility of financial misconduct which often accompanies financial information centralized in only one or two people.

In the first few years of operation, the Business Manager will also have responsibility for data management, assessments, and enrollment. Once the school enters its third year (or when it enrolls approximately 270 or more students, whichever comes first), then these tasks will move to the Assistant Administrator. In addition to these broad categories, the Assistant Administrator will support the Head of School by assuming other administrative tasks delegated to him/her.

The Head of School may appoint a Dean of Girls and a Dean of Boys. These Deans shall be members of the faculty. They will have day-to-day responsibility for large, repetitive aspects of student life, such as modesty (*i.e.*, ensuring students are complying with the uniform policy), respect (*i.e.*, low- to moderate-level student discipline), and responsibility (*i.e.*, dealing with attendance, homework, and school supplies). Serious issues in any of these areas, however, are handled directly by the Head of School.

Master Teachers mentor newer teachers and ensure academic rigor and consistency in the courses for which they are responsible. For instance, the Humane Letters 11 & 12 Master Teacher would assist the other teachers of those courses with ideas on how to lead seminars, insights into the texts, and sample tests and essay questions. In addition, the Master Teacher would grade a writing assignment already graded by the classroom teacher in order to ensure the classroom teacher is properly evaluating students in the Veritas writing program.

IV. Legal Status

1. Non-Profit School

Veritas Academy is a Colorado non-profit corporation in good standing. It was incorporated on July 11, 2007, and its Articles of Incorporation have been filed with the Colorado Secretary of State since that date. Parents of current students elect the Board of Directors. The school does not have members. The Articles are attached as Appendix 20. Should the Institute approve this charter application, Veritas will apply to the Internal Revenue Service to obtain tax-exempt 501(c)(3) status shortly thereafter.

2. Non-Sectarian, Non-Religious Status

Veritas Academy is a non-sectarian, non-religious public school, and it agrees that in all respects it shall operate as such.

3. Commitment to Non-Discrimination

Veritas Academy shall comply with all applicable federal, state and local laws, rules and regulations related to non-discrimination.

4. Compliance with the Colorado Open Meetings Law and the Open Records Act

Veritas Academy will comply with the Colorado Open Meetings Law (*see* C.R.S. sec. 24-6-401) (“OML”) and Colorado Open Records Act (*see* C.R.S. sec. 24-72-204) (“CORA”), and any successors thereto. As described in detail above, the Veritas Board will post its agenda and run its meetings in accord with the OML. Similarly, Veritas will comply with the CORA in every respect, including such often-used provisions like appointing a person to be the school’s “records custodian,”⁴⁶ assessing whether documents requested may (or must) be produced or not,⁴⁷ providing documents that may properly be produced (generally) within three days of the request, and safeguarding other documents as required. As needed, the Board of Directors shall enact policies to guide the discretion of these administrators on these issues.

V. Grievance Process

Veritas Academy values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. The adults in the Veritas community must model for its students a willingness to address conflict directly, respectfully, and at the lowest level possible, whenever possible. As such, Veritas has created a grievance policy (contained in the *Employee Handbook*, Appendix 21 below) consisting of four steps which is designed for settling differences in a prompt and equitable manner.

These procedures guide how any adult member of the school community – parent, employee (faculty or non-faculty), administrator, or other adult – is expected to express grievances about other members of the community.

The school’s administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include: (1) addressing the situation directly with the other person(s) involved; (2) enlisting the assistance of an administrator to assist in facilitating a resolution; (3) preparing a written grievance for the Head of School, who then reviews and acts upon that grievance as appropriate; and (4) preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school’s grievance policy and the proper process for resolving it. This is designed to avoid Board micromanaging and the creation of factions within the school.

⁴⁶ Likely, the Business Manager would begin as the “records custodian” in the early years of the school but then those responsibilities would pass to the Assistant Administrator once that position was filled at the beginning of year three (or when enrollment surpasses 270 students, whichever comes first).

⁴⁷ Of course, whether an educational record may (or must) be produced depends on both CORA and the Family Educational Rights and Privacy Act (“FERPA”) (*see* 20 U.S.C. sec. 1232g). The school’s records custodian must ensure compliance with both laws when making such assessments.

H: EMPLOYEE RELATIONSHIPS AND POLICIES

I. Veritas Academy Employment Principles

Hiring and retaining employees of the highest quality will be a top priority at Veritas Academy. We believe our educational program will attract the finest educators to teach at Veritas, but our employment policies, as well as how they are administered, must create an environment that makes working at Veritas a joy. Our employment policies, as summarized below and explained in detail in the *Employee Handbook* (attached at Appendix 21), strive to strike the correct balance between, on the one hand, clear guidance and, on the other hand, flexibility to respond appropriately to any situation.

Veritas will be an at-will employer. Absent special circumstances, all employees will serve the school on an at-will basis, *i.e.*, they may end employment at any time for any reason or no reason, and likewise the school may end an employee's employment at any time for any reason – subject, of course, to state and federal legal requirements. To provide continuity and avoid disruption, Veritas requests, but does not require, that teachers provide at least thirty days notice prior to resigning employment. Likewise, Veritas will provide as much notice as possible under the circumstances to staff prior to any separation of employment. Veritas will have employment contracts to describe the important legal duties between the school and each employee. These contracts will also state that employment is at-will.

Regarding employment relationships, as with other areas, Veritas Academy will have clear lines of authority among (i) the Board of Directors (who set policy), (ii) administrators (who implement policy and oversee staff), and (iii) staff (faculty and non-faculty). The Board will not interfere with the day-to-day administration of the school, and it will only become involved in specific employment matters as permitted under school policy, *e.g.*, an appeal by a staff member from an administrator's employment-related decision. *See* Grievance Process, described on page 88. Job descriptions (attached as Appendix 22) and regular performance evaluations will provide clarity and clear lines of communication between administrators and staff on employment matters.

To be successful at Veritas, staff must:

- Be committed to the mission, vision, and objectives of the school as set forth in this charter application and as more fully described through faculty training and day-to-day life at the school.
- Make decisions that serve the best interests of the education of the students.

- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Conduct his/her duties in a professional manner.
- Have a “can-do” attitude about any job that needs to be done.
- Realize that a teacher’s expectations of a child often become self-fulfilling.

II. Staff Selection, Qualifications, and Background Checks

1. Staff Selection

Veritas Academy will select its personnel according to its own policies and procedures. Veritas will comply with all federal and state rules and regulations, including, without limitation, requirements related to conducting proper background and criminal checks (*see below*) and non-discriminatory hiring and employment practices. Veritas will adopt its own written policies (in compliance with federal and state law) concerning recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures; provided, however, Veritas Academy shall not have the authority, by virtue of such policies or procedures or other action of the Board of Directors, to change the at-will nature of the employment relationship. A copy of the initial draft of Veritas’s *Employee Handbook* is found in Appendix 21.

The Head of School has exclusive authority to hire and fire all employees. While other members of the administration and the Hiring Committee (*see page 85*) may assist the Head of School in fulfilling this important responsibility, there should be no question the authority rests with the Head of School alone.

2. Staff Qualifications

The strongest indicator of student success that schools can control is the quality of teachers. In a well-known article entitled “Teachers, Teachers, Teachers” (from the Fall 1999 issue of *Blueprint Magazine*), Dr. William Sanders, chief architect of the Tennessee Value-Added Assessment System, explains the critical importance of classroom teachers:

The most controversial part of our work [with individual longitudinal growth] has been this finding: the overwhelming importance of the classroom teacher in determining academic growth.

By measuring what I call the dimples and bubbles in each kid's own pathway - mathematically and simultaneously - we've been able to get a very fair measure of the school district, the school, and the individual classroom. And we've been able to demonstrate that ethnicity, poverty, and affluence can no longer be used as justifications for the failure to make academic progress.

The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the individual classroom teacher.

The answer to why children learn well or not isn't race, it isn't poverty, and it isn't even per-pupil expenditure at the elementary level. It's teachers, teachers, and teachers.

The teacher's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.

Both well-documented research and our own educational experiences in the classroom underscore the importance of hiring and retaining highly-qualified and committed teachers. This is especially true in an educational program as rigorous and unconventional as Veritas's. The school will aggressively recruit excellent teachers at the local, state, and national level. We will utilize relationships we have with similar schools, like Trinity and Tempe Prep, to attract outstanding teachers to our program.

To be hired, teachers will have to possess at least a four-year degree, be able to show competence in the core academic areas in which they teach, demonstrate a love for educating children, and explain why they want to work in our unique program. Accordingly, all faculty will be "Highly Qualified Teachers" as required by No Child Left Behind. Once hired, teachers will receive extensive and ongoing professional development from Veritas's own internal programs, Academy Project, and other quality training offered both locally, statewide, and nationally. A Veritas teacher should be a life-long learner and should display a sense of wonder about the world that the school expects of its students. Consequently, teachers should be self-motivated to continue to develop professionally, as they also participate in the professional development offered by the school. Veritas will request a waiver from the Colorado requirement regarding licensed staff so that the school may cast a wider net and attract highly qualified personnel who do not necessarily have a Colorado teaching license. For instance, many retired military personnel live in Colorado Springs and may be interested in teaching at Veritas but do not have teaching certificates.

In order to compete in the marketplace for qualified teaching staff, Veritas will establish a salary schedule that takes into account the market at traditional and other charter schools, salary levels at area private schools, and the uniqueness and benefits of the Veritas program. Veritas will utilize job descriptions (attached as Appendix 22) for each staff position in order to both guide the discretion of the Head of School and inform applicants what is expected at each position. The school intends to purchase Special Education services with an outside provider such as PSI, so that the school will be assured of adequately serving all special needs students who enroll.

3. Background Checks

Veritas Academy will screen all faculty and staff by conducting full criminal background checks in accordance State statute and which would meet or exceed any school district set of policies. In accord with 2008 House Bill 1344, Veritas will utilize the CDE database to learn if potential employees have had prior employment problems due to past errors, offenses, or unethical acts. In addition, Veritas will run a criminal background check on prospective employees through the Colorado Bureau of Investigation. The school will investigate whether to pay for the additional information for the more expansive check from the Federal Bureau of Investigation, available through CBI. The school has not yet been able to conduct a cost-benefit analysis to determine whether the more-extensive FBI check is worth the added cost.

Prior to hiring any applicant, Veritas will check the person's references carefully and thoroughly. The school will check both the references an applicant lists on an application and, especially, supervisors *not* named on the application or resume.

4. Proposed Roster of Staff

The following is a proposed roster for staff at Veritas Academy. As noted, some staff positions will not be hired until the budget permits.

Head of School

Business Manager

Assistant Administrator (to start in year 3)

Secretary

Records Custodian (to start in year 4)

Receptionist (to start in year 3)

2 Custodians (1 full-time and 1 part-time)

12 Teachers (projected for year 1, to grow as enrollment grows)

Special Education Coordinator

III. Ongoing Employment Matters

1. Performance Evaluation

Regular Veritas employees will be formally evaluated at least once annually; new teachers will be evaluated formally twice per year. The Head of School will evaluate teachers and other staff. The Board of Directors will evaluate the Head of School. Teachers will be evaluated against criteria described in their job description, curriculum guides, past performance, classroom observations, work with master teachers, and indicators of academic progress, including the test scores achieved by each teacher's classroom. Prior to, and in preparation for, a formal evaluation, teachers will complete a self-evaluation form (a sample is attached as Appendix 23).

In addition to the annual formal evaluation, Veritas will use frequent, informal evaluations, particularly in the case of staff new to the school. These informal evaluations will be conducted in a give-and-take manner. Staff will be encouraged to provide input on what is working and what is not.

By engaging in regular performance evaluations, Veritas is assessing how well the teachers are doing with respect to their curricular and non-curricular responsibilities. Regular evaluations should give rise to individualized performance goals for each teacher. This entire process is one part, but an important one, of a larger system of performance management that includes training and career development.

The training Veritas provides – either itself, through Academy Project, or in conjunction with other organizations, like the League of Charter Schools – constitutes part of the continuing development of faculty members. Veritas will also actively facilitate the development of teachers by supporting them in pursuing independent studies, college coursework, seminars, conferences/workshops, and scholarly or creative projects—all either connected to the general development of the mind or to the specific development of expertise in areas they are teaching at Veritas.

2. Performance Pay

Veritas Academy plans to implement a performance pay program for teachers both as an incentive for quality teaching and to demonstrate to teachers that their efforts are valued. Veritas's Board of Directors will create an evaluation tool to guide the discretion of the Head of School and his/her advisors as they implement the performance pay program. This tool will draw upon national research in this area⁴⁸ as well as the experiences of other local schools that use performance pay. Evaluative factors may include administrator evaluations, parent surveys, students' standardized test scores, and other additions to school life.

The two most important principles for a successful performance pay program is to involve all the key parties, especially those who will receive the additional compensation, and to use a system that rewards objective, measurable performance. Broad agreement among all the stakeholders on the value of performance pay and the evaluative tool used to implement the program is crucial. Performance to be rewarded should be measurable and the measurement method must be valid, reliable, and legally defensible. Veritas will devote adequate and stable funding to the program to the extent possible. Veritas might need to wait to implement this program pending funding. Once implemented, Veritas will remain committed to reviewing and revising the program until everyone involved agrees it works well.

⁴⁸ See e.g., Allan Odden & Carolyn Kelley, *Reinventing Teacher Compensation Systems*, Consortium for Policy Research in Education (September 1995), in which the authors outline ten key process principles that should be met when developing a teacher compensation system.

3. Equal Opportunity Employer

Veritas Academy is an equal opportunity employer. It shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, disability, or any other legally protected class in its recruitment, selection, training, utilization, termination, or other employment-related activities.

4. Employee Welfare and Safety

Veritas Academy shall comply with all applicable federal and state laws concerning employee welfare, safety and health issues, including, without limitation, the requirements of federal law for a drug-free workplace.

5. Employee Records

Veritas Academy shall comply with all applicable federal and state laws concerning the maintenance and disclosure of employee records, including, without limitation, the Colorado Open Records Act. Upon reasonable request, CSI shall have access to all employee records for the school, as subject to state and federal law.

6. Terms and Conditions of Employment

Employment contracts will state the legal terms of employment, while the Employee Handbook will provide most of the information on the conditions of employment at Veritas. (The Employee Handbook is attached at Appendix 21; a sample employment contract is attached at Appendix 24.) These terms and conditions of employment will be reviewed thoroughly with each employee prior to that employee being hired.

I: LEGAL LIABILITY AND INSURANCE COVERAGE

While chartered through the Charter School Institute (CSI), Veritas Academy is a separate legal entity from CSI. Accordingly, except for the specific connections created by the charter school contract and applicable Colorado statutes, Veritas and CSI have separate legal rights and obligations.

Indemnification

To the extent not covered by insurance or otherwise barred by the Colorado Governmental Immunity Act, Veritas Academy agrees to indemnify and hold CSI and its agents and employees harmless from all liability, claims, and demands on account of injury, loss or damage, including and without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of Veritas's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the Colorado Governmental Immunity Act or any other law. *See* Bylaws, Article 5 (attached as Appendix 19).

Faith and Credit

As a separate entity, Veritas Academy lacks the capacity to extend the faith and credit of CSI to any third person or entity. In an abundance of caution, Veritas further agrees that, even if it had such capacity, it will not extend the faith and credit of CSI to any third person or entity. Veritas acknowledges and agrees that it has no authority to enter into a contract that would bind CSI. Veritas Academy shall have authority to approve contracts to which it is a party, subject to the requirements and limitations of the Colorado Constitution, state law, CSI policies, the provisions of the Charter Contract, and this Charter Application.

Insurance

Veritas Academy, through its Board of Directors, will arrange to acquire all necessary and prudent types of insurance, including, but not limited to the following: liability, worker's compensation, errors and omissions, property (building, if appropriate, and contents), and student accident, and catastrophic accident insurance. Veritas will provide a certificate of such insurance to CSI no later than September 1st of each year. Veritas intends to obtain competitive quotes from insurers (including the Colorado Public Entity Risk Management Fund) before purchasing insurance.

J: AT-RISK AND COMMUNITY INVOLVEMENT

At-Risk Students

Veritas has built a program that addresses the needs of at-risk students. *See* a full discussion of our approach to at-risk students in Section Q, Serving Students with Special Needs.

Outreach to the Local Community

As discussed in Section C, the founders of Veritas have held Open Houses every few weeks since the Spring of 2008. Initially these were in homes but have been held in libraries and churches as well. Without grant money this has been a grassroots effort. We have taken advantage of free advertising such as the Public Service Announcements on the local radio station, KRCC. Meanwhile, we have taken out an advertisement in *Colorado Springs Kids* (circulation 20,000), which will run through November 2008. We are looking for approval to place our literature in community centers, libraries, and so on. We have pursued bringing word of Veritas to a wide group of families through the following:

- Veritas manned a booth at the Diversity Fair on August 23, 2008
- The local Urban League has expressed interest in holding an Educational Symposium to which we would be invited
- Contacting the Hispanic Chamber of Commerce
- Veritas will translate key literature into Spanish and have a translator available at an Open House
- Presenting Veritas to local businesses, such as Memorial Hospital, faculty of UCCS and Colorado College, Youth Symphony and Children's Chorale

Once we have further funding we plan the following:

- Direct Mailing (the priority would be a 2 mile radius around the proposed facility)
- Print Advertising
 - Pikes Peak Parent
 - Woodmen Edition
 - Westside Pioneer
 - Homeowner Association Newsletters (such as Mountain Shadows Community Association)
 - *The Gazette*
- Radio Advertising

Parent and Community Involvement

Abundant research demonstrates that parent and community involvement benefits a school tremendously. To this end, Veritas Academy will ensure parents and community members are invited and even actively recruited to participate, in any way they may be able, in the school's programs.

Parent involvement has already proven crucial in our grassroots efforts to start a school:

- Founders
- Webmaster
- Recruiting
- Hosting events at their homes
- Offering expert advice on topics, such as facility, marketing, legal requirements, and curriculum.

We believe joining the Veritas school community will transform the life of the entire family. As described throughout this application, one cornerstone of Veritas is creating a different culture, one in which everyone is engaged in the pursuit of truth, beauty, and goodness. From the core community of learners into which students are daily invited to the broader school community of parents and volunteers, Veritas will endeavor to transform the space and time given to it into a culture emphasizing the highest achievements of women and men in our tradition.

Genuine pursuit of this habitual vision of greatness will necessarily involve the parents/guardians of the students. As described above, before the school year even begins Veritas will host the first of a series of mandatory study skills sessions which will introduce the school to new families while also teaching basic study and organization skills necessary for the rigorous curriculum offered at the school. Veritas also hopes to hold a regular lecture series at which community leaders would speak.

As mentioned in the section on Supplemental Programs, pg 62, Veritas Academy hopes to begin a Saturday Morning Series in which parents may participate. This Series might include a wide array of learning opportunities, from life management/study skills to areas within the curriculum. This would also be a tremendous opportunity for parents and community members to volunteer areas of expertise.

Parents will sign a Letter of Commitment that outlines the school's expectations for parent involvement. (See Appendix 25 for a sample of this letter). In addition to supporting academic achievement by helping with homework, parents will also be expected to contribute significant volunteer hours to the operation and life of the school. This volunteer program also encourages and welcomes parents to be active, contributing members of the school community.

This volunteer time can be accomplished by performing a variety of tasks at the school, for example:

- Assistance in the office with filing, typing, and other administrative tasks.
- Parent advisors to after-school clubs such as Yearbook, Chess, Choir, or Drama.
- Fundraising.
- Joining and participating in the parent/teacher organization.
- Library support – cataloging and shelving books.
- Tutoring students after school.
- Help with school carpool.
- Organize PTO events.
- Chaperoning field trips.
- Help with special events and extracurricular activities at the school. For example, parents help will be necessary to put on such events as the Medieval Banquet for the seventh grade students of medieval history, and to host broader community events such as our Fine Arts Festival.

In addition, Veritas will encourage parents to visit the school and be involved in day-to-day activities. Parents will always be welcome in the school and in classrooms.

Partnerships

Veritas Academy is excited about our budding partnership with the University of Colorado at Colorado Springs. Veritas envisions not only leasing space from UCCS but also a broader educational partnership as well. For example, Veritas may use student-teachers from UCCS as student aides, in regular or special education classrooms, in our music and drama program, in our science labs, or as one-to-one tutors. UCCS has expressed great interest in the four-way partnership among UCCS, Veritas Academy, the Youth Symphony and the Children's Chorale. All members of this potential partnership envision an opportunity to create a locus of the performing arts on UCCS property along the redeveloping North Nevada corridor.

K: ENROLLMENT POLICY

The Veritas Academy Founding Committee is working hard to make this proposed public school available to all Colorado Springs families. We are passionate about bringing to the public an education traditionally available only to those who could afford private education.

Enrollment Procedure

Veritas Academy has developed an enrollment policy consistent with federal law as specified in Title V, the charter school start-up funding legislation. The school will use a lottery to fill vacancies once the school becomes oversubscribed.

Enrollment Policy

Veritas Academy will recruit students in a manner that ensures equal access to the school and does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. Furthermore, Veritas Academy's Enrollment Policy, as defined below, is designed to:

1. Meet the requirements of Colorado Revised Statute 22-30.5-104 (3)
2. Ensure equal access to the school
3. Serve at-risk students (defined as those eligible for free and reduced lunch).

Priority for enrollment (up to 20% of the total enrollment) will be given to the following types of students:

- a. Children from founding families
- b. Children of teachers

Siblings of enrolled students will receive priority after these slots are filled.

Our initial policy will be that if more than 50 students complete letters of intent to enroll for any grade (6-8), or 40 students in grade 9, a lottery, by grade, will be held to prioritize the waiting list. The lottery will be held on January 30, 2009 for the start-up year and on March 15 in ensuing years.

The founders understand that this enrollment policy may result in the difficulty of enrolling solely single-sex classes. We understand that we may end up with some co-ed sections during these first years of operation. After we better understand enrollment trends, we may pursue the use of either a dual lottery system or a dual waiting list to fill up the single-sex sections. The same priorities listed above would remain in place.

The student-count day will be October 1 of each year. Veritas reserves the right, however, to accept students after this date.

Each year the public will be informed of the opportunity to enroll in Veritas Academy and of the lottery by placing a newspaper ad in the local newspapers as well as other types of publicity as needed. Additionally, during the start-up year, the following methods are also being used to advertise the enrollment opportunity:

- Mass mailing of school brochure and enrollment form
- Door-to-door placement of flyers and enrollment forms
- Community meetings
- Presentations to families in organizations such as Padres Unidos and the Black Alliance of Educational Opportunities (BAEO)
- Participation in Educational Symposium put on by the Urban League
- Attendance at the School Fair
- Notices sent to day care centers, neighborhood organizations, area churches, shopping centers, etc.

Founder Katherine Brophy is responsible for keeping track of Letter of Intent forms as well as communication with applicants.

Once enrolled, parents will be given a packet of information including the following forms that need to be completed:

- Basic Information
- Information regarding eligibility for Free or Reduced Lunch
- Medical Information/Emergency Contact
- Immunization Records

Upon enrollment, students will take the placement exam (NWEA/MAP) at a date to be determined, probably in July 2009.

L: PUPIL TRANSPORTATION

Veritas Academy does not plan to provide transportation for its students at this time, although it does intend to work toward that goal within the first few years of opening. Veritas will seek additional funds from sources intended to facilitate student transportation, such as Amendment 23 and other grants, to create a transportation system to serve those students most in need initially, and then expand the program until it is available to all students who desire it.

Transportation to and from the Academy is not required by law. However, the Academy will encourage parents to carpool and, through volunteer coordinators, will assist parents in working through logistics to make carpooling as efficient and effective as possible.

In addition, if Veritas is located at 3650 North Nevada (the former TRW Building), then it will be served by Route #9 (Cascade-UCCS) of the Mountain Metropolitan Transit system.

M: FACILITY

The founders of Veritas Academy are actively negotiating with the University of Colorado at Colorado Springs (UCCS) to lease approximately 35,000 square feet of space in the former TRW Building, located at 3650 North Nevada. In addition, we have also had several positive discussions with the Colorado Springs Youth Symphony and the Children's Chorale to determine if we can design a space that we could share. While nothing is finalized, either with Youth Symphony, the Children's Chorale, or UCCS, we have had several productive meetings and there is interest on all sides. UCCS Chancellor Dr. Pam Shockley-Zalabak has stated her excitement to have us as a tenant and to see a partnership with these other groups.

UCCS has said that it would renovate the space upfront and then lease that portion of the building to Veritas, the Symphony, and the Chorale for a rate that would allow it to recover its investment over a number of years. A reasonable rate being discussed is a flat rate of \$15 per square foot, which would include utilities. Our budget contemplates using a space commensurate with the size of our student body, *i.e.*, we would lease more space as our enrollment grows over the years. Our current negotiations with UCCS envision use by all three groups, and thus include a larger amount of space.

An architect from The Larson Group has drawn a conceptual space diagram and accompanying summary description, which are included in Appendix 26.

The founders have also been in contact with Pete Youngworth regarding the building formerly used by Globe Charter School, which is now available. This property, located at 2132 E. Bijou St., is 25,000 square feet.

Veritas Academy has been using the assistance of Steve Bach, a commercial realtor. (*See Appendix 27.*)

N: WAIVERS

STATE WAIVERS

Following approval and contract negotiation, Veritas Academy anticipates submitting waiver requests to the State Board of Education. Veritas anticipates requesting a package of waivers typical of new charter schools (as summarized below).

Each waiver Veritas requests can be grouped into one of several types. The impact of each individual waiver and how the waiver will be evaluated within type are the same. Therefore, for ease in presentation and review, much of the detail for each waiver is provided by waiver type. These types are:

- Employment, Evaluation, and Termination of Teachers and Non-Certified Staff
- Local Board of Education: Specific Duties
- Employment and Authority of Principals
- Waivers to Educational Content Required

In the case of each waiver, we expect the standard Veritas ultimately implements will be greater than existing rules, not less. Veritas reserves the right to request additional waivers in the future.

Employment, Evaluation, and Termination of Teachers and Non-Certified Staff

State Statute	Description
22-9-106/107 – Certified Personnel Evaluations	Require school districts to have a written system and related procedures to evaluate the performance of school district certified personnel.
22-32-109(1)(f) – Local Boards of Education – Specific Duties/Selection and Pay of Personnel	Requires local boards of education to employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation.
22-32-109(1)(h) – Local Board Duties Concerning Bonding of	Requires the Board of Education to buy bonds for any employee who may have an amount of school money in

Staff Members	excess of \$50 in his/her temporary custody.
22-32-110(1)(h) – Termination of Employment	Makes the Board of Education responsible for terminating personnel.
22-32-110(1)(k) – Local Board Powers/Policies Related to In-service Training and Official Conduct	This law gives local boards of education the power to adopt written policies related to the in-service training, professional growth, safety, official conduct, and welfare of the employees.
22-32-110(1)(ee) – Employment of non-certified personnel	Authorizes the Board of Education to employ teacher aides and non-certified personnel.
22-63-201 – Employment – Certificate Required	Prohibits a Board from entering into an employment contract with a person who does not hold a teacher's certificate or letter of authorization.
22-63-202 – Employment Contracts	Requires written employment contract with teachers, including a damages provision. Provides for temporary suspension of employment and cancellation of contract. Policies relate to employment provisions including salary, benefits, leave and termination.
22-63-203 – Probationary Teachers	Provides for contract with probationary teachers and allows for non-renewal and renewal of employment contracts.
22-63-205 – Exchange for Teachers out of State or Foreign	Permits the local board to exchange teachers with those from out of state or a foreign government.
22-63-206 – Transfer – Compensation	Permits transfer of teachers between schools upon recommendation of district's chief administrative officer.
22-63-301 – Grounds for Dismissal	Provides grounds for dismissal of teachers.
22-63-302 – Procedures for Dismissal	Provides procedures for dismissal of teachers.

22-63-401 – Salary Schedule	Provides for District Board of Education to adopt a salary schedule and place teachers on the schedule.
22-63-402 – Services – Disbursements	Prohibits disbursement of district monies to teachers without a valid teacher’s certificate, letter of authorization or written authorization.
22-63-403 – Payment of Salaries	Governs payment of salaries upon termination of employment of a teacher.

Rationale

Veritas will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, providing its own training, and establishing its own system for staff to file complaints and grievances. Therefore, the school requests that these statutory duties be waived or delegated to the Veritas Academy Board. Additionally, Veritas will maintain personnel records for each employee. The school will comply with all public records and privacy act requirements under the Colorado Open Records Act, the Family Educational Rights and Privacy Act, and any other state or federal laws.

Expected Impact on Achievement

Veritas will establish performance criteria in accordance with its educational program. The school will evaluate its teachers in accordance with the student achievement goals specified elsewhere in this application. Veritas will select, employ and provide professional development for its own teachers and staff. The school will manage its own personnel affairs including the establishment of salary schedules, procedures of dismissal, etc. It will be able to operate its educational program in a more efficient and productive manner and will be accountable for the performance of teachers and students in the school. Veritas expects student achievement to rise (as measured by standardized testing) and student and staff satisfaction to increase.

Financial Impact

Veritas anticipates that the requested waiver will have no financial impact on CSI or the school.

Evaluating the Impact of the Waivers

The impact of these waivers will be measured by the performance criteria and assessments that apply to the school including the student achievement goals defined in this application, the scores achieved on the CSAP tests and other standardized, norm-referenced testing that may be implemented at the school. Staff retention, turnover, and satisfaction will also be measured and analyzed to measure the impact of these waivers.

Waivers to Boards of Education – Specific Duties

State Statue	Description
22-7-106/107 – School Advisory Councils	These laws require schools to create Advisory Councils to make recommendations in the realm of expenditures and student achievement.
22-32-109(1)(t) – Educational Program and Textbooks	This law grants boards of education authority to determine the educational program to be carried on in schools of the district and to prescribe textbooks.
22-32-109(1)(b) – Local Boards of Education – Specific Duties/Competitive Bidding	This law requires local boards of education to adopt policies and prescribe rules for competitive bidding in the purchase of services, except professional services, in the district.
22-32-109(1)(n)(I) – Local Boards of Education – Specific Duties/School Calendar	This law requires local boards of education to determine the length of time, which the schools of the district will be in session.
22-32-110(1)(i) – Local Board Powers/Reimburse Employees for Expenses	This law gives local boards of education the power to reimburse employees for expenses incurred in the performance of their duties.
22-32-110(1)(j) – Local Board Powers/Procure Insurance	This law gives local boards of education the power to procure group life, health or accident insurance covering employees of the district.
22-33-104(4) – Compulsory school attendance	This law gives local boards of education the power to adopt a written policy setting forth the district's attendance requirements.
22-33-105 – Suspensions, expulsion and denial of admission	This law authorizes local board to suspend, expel, and deny admission to students.
22-33-107 – Enforcement of Compulsory School Attendance	This law gives local school board the power to enforce compulsory school attendance.

Rationale

Veritas will have the authority to determine the educational program and textbooks to be used in the school, in addition to the authority to determine the need to retain a student according to objective academic criteria where appropriate. Consequently, these waivers are requested to delegate responsibility for these school board activities to Veritas in keeping with the spirit of the overall proposal.

Expected Impact on Achievement

Veritas expects, as a result of these waivers, to implement its defined curriculum and meet or exceed the student achievement goals the school has defined in previous sections of this application. We expect students and staff alike will be enthusiastic about participating in the community of learners which will have a positive effect on school attendance. Veritas also expects that, as a result of these waivers, it will be able to operate its educational program to the benefit of all students, teachers and community and ensure that students begin focusing on the curricular standards of Veritas from the beginning.

Financial Impact

Veritas expects that the requested waivers will have no financial impact on CSI or the school.

Evaluating the Impact of the Waivers

The impact of these waivers will be measured by the performance criteria and assessments that apply to the school including the student achievement goals defined in this application, the scores achieved on the CSAP tests and other standardized, norm-referenced testing that may be implemented at the school.

Waivers to Employment and Authority of Principals

State Statute	Description
22-32-126 – Employment and Authority of Principals	Authorizes Boards of Education to employ principals.

Rationale

Veritas will be responsible for its own personnel matters, including hiring and evaluating its Head of School. The success of Veritas will depend, in large measure, on the experience and dedication of its staff. The school must have the ability to motivate, train, and compensate its staff in order to be accountable for the student achievement that takes place at the school.

Expected Impact on Achievement

This waiver is important to the school's ability to meet its stated student achievement goals. It is imperative that the Veritas Board of Directors has the ability to hold the Head of School accountable for the school's impact on over-all student achievement. This accountability would be impossible to achieve without the Head of School reporting directly to the Veritas Board.

Financial Impact

Veritas expects that the requested waiver will have no financial impact on CSI. Veritas must operate within its budget and the cost of employing the Head of School has been included in that budget.

Evaluating the Impact of the Waiver

The impact of this waiver will be measured by the student achievement results of the school as well as by the achievement of the school's goals and objectives as specified previously in this application.

Waivers to Educational Content Required

State Statute	Description
22-1-110 – Effect of use of alcohol and controlled substances to be taught	Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels

Rationale

Veritas will be responsible for its own educational, curriculum, field trips, and use of facility policies. Veritas must have the ability to choose its own curriculum and other educational complements. Further, Veritas should have the authority to determine how its facility will be used.

Expected Impact on Achievement

This waiver is important to the school's ability to meet its stated student achievement goals. It is imperative that the Veritas Board of Directors have the ability to choose its curriculum in order that it can meet its student achievement goals. The Board also must have the authority to determine the use of its facility to ensure that this meets the needs of the Veritas community.

Financial Impact

There should be no financial impact upon CSI. Veritas must operate within its budget and will be responsible for approving all expenditures and revenues.

Evaluating the Impact of the Waiver

The impact of this waiver will be measured by the student achievement results of the school as well as by the achievement of the school's goals and objectives as specified previously in this application.

Veritas reserves the right to continue reviewing Colorado Revised Statutes to determine if there are additional waivers the school would like to pursue and to request waivers of those statutes, as specified in C.R.S. 22-2-117 (1) and (2).

O: STUDENT DISCIPLINE, EXPULSION OR SUSPENSION

Discipline at Veritas Academy

Discipline at Veritas Academy serves our educational mission. The establishment of the culture of Veritas is not only a necessary condition for our educational success, it is also a core component of our educational program. Our intention is to create a certain kind of culture, which is summarized in the phrases “community of learners” and “habitual vision of greatness.” Veritas seeks to draw students out of the youth culture that pervades much of their adolescent lives and into the community of learners, each person actively pursuing a habitual vision of greatness illustrated by the best our tradition offers.

The foundation of discipline and order at Veritas is the realization that a civilized learning community demands certain fundamental norms of courtesy, ethics, and orderly behavior in order to fulfill its mission. Having met these fundamentals, students are allowed as much freedom as they can reasonably handle.

We welcome children into the Veritas program with the understanding that they will be on time for class, will be properly groomed, will complete their assignments, will follow rules of good classroom order, will be honest, and will follow the spirit and letter of the *Student Handbook*. (A working copy of our *Student Handbook* may be seen in Appendix 28.) This *Student Handbook* will be available to students and parents upon enrollment and on our website. Parents and students must sign a document that they have read and understand the expectations set out in our *Student Handbook* at the beginning of each school year.

Unless there are clear mitigating circumstances, we hold that students freely choose to behave as they do. They are responsible and accountable for their actions. It is our conviction that students in the sixth through twelfth grades are entirely capable of living appropriately in the Veritas Academy culture.

We place a high premium on the teacher’s personal investment in the student and we resist the practices that depersonalize so many schools. We do not relate to students principally under the rubrics of rules and regulations; rather, we emphasize the dignity of the teachers and students and of a culture marked by friendliness, peace, patience, kindness, goodness, and truthfulness. Within that framework, rules, regulations, and consequences are merely means to an end. Just as we expect teachers to expend considerable energy into coaching and directing the students to take on the educational goals of the school, we also expect teachers to encourage students in the face of difficult tasks and to praise them for work well done.

Students who do not live up to these fundamental expectations need to be corrected. In many cases, a verbal correction is sufficient. Faculty may expect this correction to suffice. If it does not, however, further penalties may be required.

Veritas distinguishes between academic deficiencies (which require an academic response, and are addressed through remedial and corrective action) and nonacademic misbehavior.

The normal punishment for routine nonacademic misbehavior is a detention. More severe or repeated misbehavior may also result in loss of certain privileges (*e.g.*, field trips, playing on a school team, *etc.*), sanctions, probations, or suspensions. For severe misconduct, a student may be expelled. Our grounds for suspension, expulsion, and denial of admission will be guided by C.R.S. 22-33-106 as well as 22-33-203 (“Educational alternatives for expelled students”). In all cases of punishment, we strive to be fair and timely.

While the Head of School is the final arbiter of student discipline (with the exception of expulsions, which are decided by the Board), much of the day-to-day student life is overseen by the Dean of Boys and the Dean of Girls. These Deans oversee attendance, detention and other areas of student life.

Summary of Consequences

The following is taken from our working copy of the *Student Handbook*. To see infractions (especially levels 3 and 4 that would result in suspension or expulsion) as well as other areas of student life and behavior, see this *Handbook* in Appendix 28, especially page 216.

The levels below provide a flexible sequence of consequences and remediation for unacceptable student behavior. Repeated misbehavior will result in progressively more serious consequences based on the seriousness of the offense. The Head of School is provided latitude in assigning consequences. The Head of School need not employ all the consequences in a given level before selecting one from another level in disciplining any given student.

A parent/guardian will receive notice of student discipline problems and the consequences administered for any infraction in a consequence from Levels 2-4. Records shall be maintained at the school for any infraction resulting in a consequence from Levels 2-4.

Level 1	Staff warning Teacher or administrator warning Verbal reprimand (teacher or administrator) Confiscation
Level 2	Notification of parent or guardian Administrator/student conference Detention: before school, after school, or at lunch

Assignment of work detail at the school
Billing of parent for damages to property
In-School alternatives
Probation

Level 3 Conference with parent/guardian
In-school suspension
Development of an expectations contract

Level 4 Out of school suspension
Alternative to suspension (Parental attendance at school)
Remedial discipline plan
Letter of restraint
Charges filed or report made to law enforcement officials

Within each Level, consequences may include detention, probation, suspension, and expulsion. These consequences are defined as follows:

- a. *Detention* -- A teacher or a Dean may assign detention. Detention may be served before school, during lunch, or after school. The duration of detention may be between 15 and 60 minutes, depending on the offense.
- b. *Probation* -- The Head of School may assign probation. This will be an automatic 3-day suspension from attending a specific class. The student will be allowed to reenter the class only after a consultation meeting including the student, parent/guardian, teacher and Dean. Depending on the results of the consultation meeting, the probation may become permanent for the remainder of the semester or school year.
- c. *Suspension* -- Only a Head of School may suspend a student. These suspensions shall last from one to five days in length. If the suspension is an out of school suspension, the student will not be allowed on campus for the duration of the suspension. The student will only be allowed to return to school after a consultation meeting including the student, parent/guardian, Dean and Head of School. Suspensions may become recommendations for expulsion.
- d. *Expulsion* -- Only the Head of School may recommend a student for expulsion. The decision to expel a student is made solely by the Board of Directors.

Discipline of Students with Disabilities

Students with disabilities are neither immune from the Veritas disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Veritas will comply with the Individuals with Disabilities Education Act (IDEA) in disciplining these students. Students with disabilities who engage in disruptive activities and/or actions dangerous

to themselves or others will be disciplined in accordance with their IEP, and behavioral intervention plan and this policy. Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

All students, including students with disabilities, may be suspended for violations of the student code of conduct. The procedure for suspension is the same as outlined in the *Student Handbook*. For suspension of a student with disabilities, a team including Special Education staff members and the Head of the School, will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact or consequences of the behavior. Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to non-disabled students. A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be dismissed but will be disciplined in accordance with his or her IEP, any behavioral intervention and this policy.

Appeal Process

Veritas Academy employs a three-step appeal process regarding student disciplinary matters. First, either the student or his/her parent/guardian communicates, orally or in writing, with the appropriate Dean. The Deans have the authority to informally resolve routine matters of student discipline without consulting with other members of the administration. Of course, Deans may choose to speak with whomever proves helpful under the circumstances.

If the matter is not resolved at this first level, then the student or his/her parent/guardian may communicate, orally or in writing, with the Head of School. If, however, the first step is skipped, then, absent extraordinary circumstances, the Head of School will direct the student/parent/guardian to first speak with the appropriate Dean. The Head of School may take any appropriate steps to hear all sides of the issue and then decide how to resolve the appeal. The Head of School may require any person to submit a written statement about the situation, if necessary.

If the student or his/her parent/guardian is not satisfied with the decision of the Head of School, then they shall submit a written statement to the Chair of the Board of Directors. The Board Chair, or his/her designee, may request others to submit written statements as well. The Board Chair shall place the item on the agenda of the next regularly scheduled Board meeting, or, if circumstances warrant, call a special Board meeting to address the issue. At the Board meeting, the student/parent/guardian and/or their representative shall have the opportunity to address the Board. The Board may also choose to hear from any other person. The Board shall allot time enough time for all sides to be given an adequate hearing. The Board shall then deliberate and render a final decision, which is not subject to further appeal.

P: ACADEMIC ACHIEVEMENT AND ACCREDITATION

The State Board of Education approved in May 2008 newly revised Accreditation Rules. These include several changes to the Accreditation process such as the inclusion of Colorado's Growth Model and evidence of post secondary readiness (ACT scores and graduation rates). Veritas Academy has listed its Accreditation readiness in Section B but understands that these will change as new guidelines begin to be implemented in the 2008-09 school year. Veritas Academy is eager to comply with all new Accreditation standards.

Veritas Academy will readily provide CSI with all necessary information needed to prepare the Accreditation Indicator Annual report to the CDE. The goals in this charter, once approved, will be the school improvement plan for the first year of operation. After a more complete baseline of student achievement has been collected after a year of operation, the administration of Veritas will create a revised, formal school improvement plan.

Q: SERVING STUDENTS WITH SPECIAL NEEDS

At-Risk Students

The disparity in academic performance (often of poor and minority students—those deemed “at-risk”— and other more affluent students) is known as the “achievement gap.” A recent study prepared for the Donnell-Kay and Piton Foundations in collaboration with the Colorado Department of Education examined eight Colorado schools that are not only closing the achievement gap, but reversing it—that is, students identified as at-risk were scoring higher than the “average” Colorado student on the CSAP. This study picked from a broader list a group of schools—both traditional and charter, large and small, of varying demographics—to find some pattern for success.⁴⁹ Key findings across schools (and substantiated by six national studies) include:

- *Culture of high expectations and accountability for all students.*
- *Targeted assessments and intensive use of data to guide instruction.*
- *Individualized support for struggling students.*
- *Active engagement of teachers in school leadership and decision-making.*
- *Substantial time for collaborative planning and options for professional development.*
- *Commitment to core academics and standards but not at the expense of other important learning in the arts and humanities.*
- *Stable and consistent leadership.*
- *Small learning communities.*
- *Flexibility to use resources to support student needs and reinforce school culture.*
- *Economically integrated student bodies.*

A similar study put out by the National Alliance for Public Charter Schools, which argues that charter schools are successful in closing the achievement gap for African-American students, profiles several successful charter schools. The conclusion of this report recommends the following to founders and operators of charter schools serving these students:⁵⁰

- *Create a foundation of high expectations that is focused around mission-driven curriculum and quality teaching.*
- *Engage their surrounding communities to partner with long-established and highly credible community organizations.*

⁴⁹http://www.psas.ws/webfiles/Profiles_of_Success.pdf

⁵⁰ http://www.publiccharters.org/files/publications/NAPCS_ShadesofSuccessIB.pdf

- *Schools serving high school grades: expand to serve additional grades such as middle school grades.*

The strategies found helpful in the second study have already been incorporated in our charter: Veritas is a multi-grade high school that is working towards a fruitful partnership with the University of Colorado at Colorado Springs, the Colorado Springs Youth Symphony and the Colorado Springs Children's Chorale. Significant partnerships do not have a one-to-one correspondence with at-risk activities or programs; rather the evidence seems to show that these partnerships with established groups lend stability to a school, which is critical especially for a new school.

In both of these studies, setting high goals for student achievement is the most important feature. As summarized in our section describing our Mission and Curriculum, Veritas is confident that our standards of curriculum and culture are raising the bar of expectations for all students. Moreover, these studies confirm the research cited in the section on the Curriculum that the inclusion of subjects such as music and Latin benefit all students, including those from low-income families. We are also confident that beneficial to all students, including "at-risk" students, is the use of single-sex classrooms for most areas of study.

These studies also point to the reality, however, that no matter how high the expectations, a school needs to provide the support to reach those goals. Specifically, one key to success is the use of data to target students who are not achieving success, as well as allotting time to staff and faculty to look at that data, and collaborate on strategies for improvement. Veritas has established the use of several levels of assessments. The Assistant Administrator will be the primary person responsible for oversight of this data. (In the initial years of the school, the Business Manager will compile data reports for the Head of School.) Veritas has given priority to faculty training and collaborative sessions for teachers. These are all noted as important to establishing a climate of success for Colorado's Response to Intervention (RtI) guidelines.⁵¹

Response to Intervention at Veritas Academy

RtI is a multi-tiered process in which various members of the school community work with parents and sometimes specialists to define, analyze, implement and evaluate student achievement levels. Using appropriate assessments, classroom observation, and analysis, students who are underachieving are targeted with strategic interventions. Veritas will follow these guidelines and, where appropriate, train staff to implement necessary interventions.

1. Tier I Universal Level: This is the level of classroom instruction; it is estimated that at least 80-90% of the students should achieve proficiency through a high quality academic curriculum.

⁵¹ Response to Intervention (RtI) A Practitioner's Guide to Implementation, Developed by the Colorado Department of Education, 2008

At this level the teacher is the primary agent of intervention when needed (though he/she may of course work with the Head of School, other teachers and the parents). If a student is not gaining mastery in his or her class, the teacher may try different strategies from new applications of the material, re-teaching, or forming small groups within the classroom for appropriate practice levels. Students who are receiving a D or F in a Literature/Composition, Math, or Language class must attend 7th hour Tutorial in the appropriate class. What that student does with that time is dependent upon what Tier of remediation is necessary. Students in Tier I will benefit from the extra help of tutoring one-on-one or in small groups during that hour. Students who are not deficient but would like further help or enrichment are also welcome to attend 7th hour Tutorials.

2. Tier II Targeted Level: At this level 5-15% of the student population may need—to varying degrees and for varying lengths of time—more targeted support for learning. If a teacher notices little progress after Tier I strategies have been implemented, he or she may recommend that an in-house problem-solving team gather data and form a plan to intervene with the student's need. This team will include the student's teacher/s as well as intervention specialists and the Head of School.

All Veritas students in grades 6-10 will take the NWEA MAPs to determine baseline achievement and to track student achievement growth (Students in Tier I take this in the fall and the spring.) These students will also take the CSAP annually. If these assessments highlight significant underachievement, the Head of School may convene a problem-solving team right at the beginning of the school year.

One strategy suggested in the RtI guidelines is to place students in the proper learning grouping. As Veritas does not have tracking, the Head of School may counsel parents to place the student in a grade lower than expected to give the student the best possible chance at success. Julie Boles, Head of School at Tempe Prep, said that this is effective for several reasons: first of all when new students come in, the other students don't know that a student is repeating a grade. Moreover, though technically repeating a grade, the student doesn't experience it that way as the curriculum is so content-rich. Ms. Boles says that they have had good success with this strategy for the families who are willing to do so.

Other interventions are as varied as the student him/herself:

- In the classroom: the teacher can be trained to use different interventions for particular students in addition to those used in general Tier I instruction, such as multi-sensory teaching methods. Adjustments in assessment expectations can be made (multiple-choice versus written answers). If there is reading time allotted in class, students with targeted interventions might listen to a book on tape or spend time practicing reading out loud or hearing a book read aloud.

- In the school day: the Head of School has the freedom to adjust the schedule of such a student without tracking. For instance, a student reading below grade level will both take the Lit/Comp course appropriate to his grade level (meeting those requirements) but will use the 7th hour Tutorial every day on a program (such as SuccessMaker or Language!) targeting his particular literacy gap (e.g., fluency, vocabulary). Such a student would have an Individual Literacy Plan (ILP) and would have more regular progress monitoring (such as NWEA or TOWRE) to track growth and determine the effectiveness of the plan and make adjustments when needed. Or an ELL student may need certain adjustments in her schedule to accommodate targeted learning in English. Perhaps she doesn't take a certain course so that she can double up on English time.
- Adjustments in expectations: in many courses at Veritas participation is mandatory; students limited in their speech (from ELL students to students with autism—each for their own reason) might have the ability to write in a journal instead of oral participation. Or the Head of School might direct a student's teachers to assign less homework in some subjects so that student has time for more homework in others.

Again, RtI depends not only on good data but on good leadership to make appropriate decisions for these students in collaboration with the problem-solving team. The Head of School also needs to make sure the faculty members asked to head up interventions (in the classroom, in 7th hour Tutorial or otherwise) have the proper training. If someone on the faculty, for instance, has a degree in Reading, he or she might be tasked to coordinate and train faculty members working with students in Tier II. There are also good resources online to assist teachers in interventions (e.g., Pikes Peak Literacy Strategies Project www.pplsp.org has modules available and suggestions of which modules are most appropriate depending on the teacher's role in the implementation of an ILP.) The Head of School will allocate some of the Professional Development funds for Intervention training as needed, in whatever area necessary (math skills, literacy, etc.)

3. Tier III *Intensive Level*: The 1-5% of students with chronic academic or behavior needs will be placed in a more intensive program. This might look like a similar but more regular/intense intervention used in Tier II (that is, both the interventions and progress monitoring—with tools such as AIMSweb—occur on a more frequent basis.)

The problem-solving team may take the data gathered on a student, however, and recommend that a formal eligibility group (comprised of the Head of School, parents and specialists) form an IEP based on this data or administer necessary diagnostic testing. Up to this point, the Head of School assisted by problem-solving teams has been the point person for each student's Tier plan (ILP, ELL plan, etc.) If a student is found eligible to receive special education (see below), the Special Education teacher, working closely with the Head of School, is the case manager for this student and the implantation of the IEP.

Special Education

Veritas Academy will comply with all state and federal requirements, as well as CSI Special Education procedures, to ensure that the needs of special education students are met. In order to achieve compliance, Veritas plans to purchase appropriate special educational services (including a special education teacher and other related service providers) through a provider such as PSI. Veritas staff will assist in the development of IEPs, identify and refer students for assessments of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

The following are the steps taken to coordinate Veritas staff with the outside service provider:

- Possible need of a particular child is noticed.
- Child is referred to the problem-solving team within the building. This team will consist of the Head of School, the special education teacher, and other faculty members appointed by the Head of School.
- Team suggests interventions to be tried for a certain amount of time; after this time the Team evaluates if the intervention is succeeding. If working well, these interventions can be formalized into a school plan as needed.
- If these interventions are unsuccessful, other interventions may be tried. Proper documentation of data including classroom observation is necessary at all tiers of intervention.
- If all interventions fail, and the problem-solving team suspects a handicapping condition, child is referred for assessment and evaluation by an eligibility team led by the Special Education coordinator from CSI.
- This evaluation may result in the following:
 - Assessment/evaluation reveals no identifiable needs; child does not qualify for services. At this point the problem-solving team re-convenes to target new intervention strategies.
 - Child does not qualify for special education but does qualify for educational services from general education under section 504. *See Disabled Students, below.*
 - Child qualifies for special services and support from any of the following:
 - Significant Limited Intellectual Capacity
 - Significant Identifiable Emotional Disability
 - Specific Learning Disability (SLD)
 - Speech/Language Impairment (SLI)
 - Vision Disability
 - Hearing Disability
 - Physical Disability
 - Multiple Disabilities

The assessment and implementation of services for a student with an IEP will be the responsibility of the special education coordinator and the outside provider, such as PSI. The Head of School and parents, however, are involved in all decisions of a Veritas student.

As Veritas begins in the 6th grade, some students will enter the school with an IEP in place. Such a student may be directed directly to the Special Education Coordinator as appropriate. Veritas wants to ensure that any student transferring into the school on an IEP has a plan in place on their first day. Veritas will create enrollment packets in a way that we can have such plans in place before the student enters the school.

As Veritas does not have groupings according to achievement, the founders of Veritas envision a school-within-a-school that could provide a rich educational experience for students on an IEP who cannot fulfill the sequenced curriculum. Perhaps some students would spend most of their day here, with the ability to participate in the arts with the other students in their grade; perhaps others would be mainstreamed in some core subjects such as mathematics, but would spend part of their day in this school-within-a-school for the other subjects. Or, as mentioned in an earlier example a student on an IEP, a student could be mainstreamed with adjustments to his or her schedule as well as course expectations. The special education teacher and Head of School, working with the Special Education Coordinator, would supervise that students are properly assigned here and that the program meets or exceeds the requirements of their IEP.

Disabled Students

Veritas Academy will comply with the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act. Any student with a disability will have an individualized plan to meet his or her needs at the School. These plans will be reviewed by the Special Education Coordinator at CSI. Veritas will establish a system to meet the needs of any students entering the school with an Individual Education Plan (IEP), following all CSI procedures. Veritas may meet the needs of these students with existing staff, but may also use resources contracted through an outside provider such as PSI.

English Language Learners (ELL)

Veritas will serve the needs of ELL students according to all Federal Regulations as well as CSI procedures, including identifying students whose primary language is other than English, assessing these students with techniques approved by CSI to determine students' dominant language, administering program accordingly, and reporting the number of ELL students to CSI and the state. The strategy to help each ELL student depends greatly on the ability of that student. For instance a student who can read English but not speak it, would need a different strategy than

a student who can't read it. Moreover, a student who is a fluent reader in another language needs different assistance than a student who not only doesn't have fluency in English but who perhaps needs other areas of remediation. The Head of School has the ability to make adjustments in this student's schedule to target English skills as needed. The Head of School may counsel parents to retain a student at a grade level to ensure proper mastery before moving on in a rigorous curriculum. Again, the best course of action is determined on a case-by-case basis.

Gifted Students

Veritas will follow CSI procedures regarding students considered Gifted and Talented. Gifted and Talented programs can be targeted at students with general intellectual ability, specific academic aptitude, creative and productive thinking, etc. Individual teachers may consult with Master Teachers, the Deans, and the Head of School, as necessary, to suggest G/T testing for some of their students; some students may enter the school already eligible for G/T programs. G/T may be especially valuable in the middle school years when there will be a greater disparity in achievement levels. For instance, if a student in the middle school has already learned the elements of his or her pre-algebra course, this student might have the opportunity to do an individualized project—a further study of probability, an examination of the relationship between math and music—under the supervision of his or her math teacher. As long as a student who is quite advanced in a subject can continue to pass the course exams with high marks, he or she may pursue this course of action. This would be a case-by-case decision involving the student's parents. Such a course of action would be documented by a formal ALP. Again, Veritas will follow CSI guidelines for G/T identification as well as proper reporting of G/T students as required.

Veritas may also, however, be able to challenge students not eligible for G/T within all three Tiers listed above. For instance, a student may enjoy or be advanced in a particular subject and want more enrichment in this area. Such a student could come to a 7th hour enrichment session/s without being on a formal ALP (Advanced Learning Plan).

The experience of other schools that have used this curricular model is that it is often rigorous enough to satisfy any challenges a gifted and talented student would need, especially in the high school. Much of our curriculum meets or exceeds the content and objectives of honors and Advanced Placement (AP) courses offered at other schools. Moreover, any system of tracking undermines our fundamental culture of the community of learners. We believe that all students—not just the gifted and talented—should experience the best our tradition has to offer and learn the skills necessary to be conversant in the languages of music, language, science, or math. But, as noted above, Veritas will ensure that those students eligible for G/T are identified and reported.

Appendix 1:

TABLE OF DISTRICT 11 SCHOOL ACHIEVEMENT

Elementary School	Percent Eligible for Free/Reduced	Grade 3-5 CSAP Proficient/Advanced Reading	Grade 3-5 CSAP Proficient/Advanced Writing	Grade 3-5 CSAP Proficient/Advanced Math	Performance/ Growth
Bates	50.79	80%	63%	68%	Average/Declining
Edison	73.82	54%	32%	55%	Average/Improving
Jackson	57.71	76%	64%	76%	High/Improving
Lincoln	78.86	57%	38%	49%	Low/Significant Decline
Steele	14.72	89%	78%	88%	Excellent/Significant Improvement
Stratton	34.32	86%	72%	87%	High/Stable
Pike	75.59	59%	44%	56%	Average/Stable
Average:	55.16	72%	56%	68%	
District:	45.05	69%	55%	69%	
State:	34.84	68%	53%	68%	

Middle School	Percent Eligible for Free/ Reduced	Grade 6-8 CSAP Proficient/Advanced Reading	Grade 6-8 CSAP Proficient/Advanced Writing	Grade 6-8 CSAP Proficient/Advanced Math	Performance/ Growth
Holmes	31.34	87%	79%	76%	Excellent/Improving
Horace Mann	54.5	68%	55%	58%	High/Improving
North	54.87	72%	65%	61%	High/Stable
Average:	46.9	76%	66%	65%	
District:	45.05	68%	58%	57%	
State:	34.84	66%	57%	52%	

The Elementary and Middle Schools above were selected as they are within a 2 mile radius of our proposed facility (3650 N. Nevada).

See all High Schools:

High School	Percent Eligible for Free/Reduced	Grade 9-10 CSAP Proficient/Advanced Reading	Grade 9-10 CSAP Proficient/Advanced Writing	Grade 9-10 CSAP Proficient/Advanced Math	Performance/ Growth
Coronado	26.01	74%	56%	38%	High/Declining
Palmer	29.05	76%	61%	47%	High/Stable
Wasson	47.55	57%	37%	17%	Average/Declining
Mitchell	48.29	58%	37%	22%	Average/Declining
Doherty	19.44	82%	67%	41%	High/Stable
Average:	34.1				
District:	45.05	70%	52%	34%	
State:	34.84	68%	50%	33%	

High School	Grade 11 ACT Reading	Grade 11 ACT Writing	Grade 11 ACT Math	Composite Score
Coronado	20.64	19.89	20.31	20.28
Palmer	21.29	20.17	21.09	20.85
Wasson	15.96	14.79	16.22	15.66
Mitchell	16.75	15.25	16.78	16.26
Doherty	19.69	19.08	19.20	19.32
Average:	18.86	17.83	18.72	18.47
State Average:	19.41	18.28	19.16	19.16

Appendix 2:

SAMPLE LETTER OF INTENT

I, _____, am interested in sending my child(ren) to Veritas Academy, a proposed Charter School Institute charter school, scheduled to open in Fall 2009. I am aware that this Letter serves only as a demonstration of my support; it in no way guarantees my child's enrollment nor legally binds me to enroll my child(ren). I understand that if the school is oversubscribed for any grade, the school will hold a lottery to determine enrollment.

Parent/Guardian Signature

Date

Please list every child whom you are interested in enrolling. (Use the back as needed.)

Full Name of Child	Date of Birth	Desired Year to Enter School (to open Aug. 2009)	Grade Level Entering in August 2009 (school will open with grades 6 through 9)	Home District	School Child is Currently Attending (or home schooling)

Name(s) of Parent(s)/Guardian(s):

Student's Home Address:

Phone (identify all numbers you would like us to call, e.g., home, office, cell, day, evening):

Email Address(es):

What is the primary language spoken in the home?

Would you consider taking a leadership position in the school (e.g., Board member, committee member, etc.)? yes no (*circle one*) If yes, please explain on the back of this page.

Do you have skills that might benefit the school (e.g., real estate, grant-writing, special education, finances, music, etc.)? yes no (*circle one*) If yes, please explain on the back of this page.

Please mail this form to:

Eric Hall, 90 S. Cascade Ave., Ste 1100 Colorado Springs, CO 80903

Or visit our website:

www.veritasacademycos.org

Appendix 3:

LETTERS OF SUPPORT

Attached are Letters of Support from

- Keith King, Administrator of Colorado Springs Early Colleges and State Senate candidate
- Bob Gardner, State Representative for House District 21
- Amy Stephens, State Representative for House District 20 and Minority Caucus Chairwoman
- Gary Nicholson, Music Director of the Youth Symphony
- Marcia Hendricks, Executive Director of the Colorado Springs Children's Chorale

Appendix 4:
RESUMES OF FOUNDERS

Appendix 5:

ACADEMY PROJECT

The Academy Project is a charter and independent schools development team dedicated to improving educational options for students in the public and private sectors. We accomplish this by providing curricula, training and licensing to individual academies. For each academy we design an innovative curriculum that builds critical thinking in all major areas of study: the humanities, sciences, and fine arts. We offer strategic training to form each faculty into a community of learners able to establish and maintain a dynamic culture that fosters the habits of mind foundational to lifelong learning, problem solving, communication and creativity. Through annual fees, we license schools to use our products.

The Team

The Academy Project has no full time staff. The team members are full time teachers at Trinity School at Meadow View in Falls Church, Virginia who dedicate some significant part of their off weeks each year to support start-up schools desirous of establishing themselves in the mold of Trinity Schools and other reform-minded secondary academies.

The current team members have a deep well of experience and are uniquely positioned to train other teachers in the humanities, sciences and fine arts. Each member has extensive experience teaching their core subject areas and comparable leadership experience working with other teachers.

Andrew J. Zwerneman. Zwerneman has been teaching in reform-minded secondary schools for close to three decades. Starting in 1983, he taught at Trinity School at Greenlawn in South Bend, Indiana—the first of the three nationally-acclaimed Trinity Schools. There, he learned the Socratic method for teaching literature and became a master teacher in the Trinity Schools writing program, training faculty members from all Trinity campuses to teach the analytic essay.

For two years, 1997-99, Zwerneman served as head of school for Tempe Preparatory Academy in Tempe, Arizona. He took the post in the school's second year of existence and helped establish it as one of the nation's premier charter schools. Much of his initial work was involved in adjusting the sectarian curriculum of Trinity Schools to fit the non-sectarian public charter school mission of Tempe Prep. So too did Zwerneman focus on training the faculty to be a dynamic community of learners in the fashion of Trinity Schools. Two of the teachers he trained at TPA went on to become heads of charter schools and, in turn, leaders in Arizona's charter school movement.

In 1999, Zwerneman became head of school at Trinity School at Meadow View in Falls Church, Virginia. He serves there presently and on the management team for Trinity Schools, Inc. Zwerneman is a master teacher in Humane Letters, history and drama.

- Zwerneman earned a B.A. in history and an M.A. in Government from the University of Notre Dame.
- Zwerneman is Director of The Academy Project. He lives in Falls Church, Virginia and may be reached via email at ajzwerneman@gmail.com.

Jeannette DeCelles-Zwerneman. In 1981 DeCelles-Zwerneman helped open the flagship of the Trinity Schools, Trinity School at Greenlawn in South Bend, Indiana and taught there until 1996. She has oversight for music and is a master teacher in Humane Letters for all three Trinity Schools. She has been teaching at Trinity School at Meadow View in Falls Church, Virginia since 1999.

- DeCelles-Zwerneman holds a B.F.A. in Music Theory and an M.A. in Government—each from the University of Notre Dame.

Mary Frances Loughran

Loughran has taught at all three Trinity Schools, starting in 1984. Currently, she has oversight for all writing teachers at Trinity School at Meadow View and teaches Latin and Humane Letters. She is a master teacher in Humane Letters and studio art and art history.

- Loughran holds a B.A. in history and philosophy from Saint Mary's College.

Timothy Maloney

Maloney has oversight for the science program at Trinity School at Meadow View in Falls Church, Virginia where he has been teaching science and mathematics since 2001. He has helped integrate the Matlab program into the physics curriculum for all three Trinity Schools. Maloney is also a master teacher in science and Trinity School at Meadow View's New Teacher Mentor.

- Maloney has a B.S. and an M.S. in physics from the Catholic University of America.

Brian Smith

Smith has oversight for mathematics at Trinity School at Meadow View in Falls Church, Virginia where he has been a teacher since 2002. He has helped establish the Matlab program as an integral part of Trinity's physics curriculum. Smith is a master teacher in science and is the faculty director of Trinity's student organization, Trinity Life. He also coaches soccer for the school's middle school boys.

- Smith holds a B.S. in mathematics from the Catholic University of America.

Appendix 6:

COMPUTER PROGRAMMING AT VERITAS ACADEMY

The programming component of the Junior and Senior year curriculum has three goals:

- (1) to introduce students to the methods and capabilities of computer programming so that they can be informed citizens,
- (2) to use the mental disciplines of program writing to train students in careful, logical, and concrete problem solving, and
- (3) to give students the ability to create working mathematical models of physical phenomena so that they can better understand physics.

Computers are a ubiquitous component of modern life. Of course all students need to become proficient at running computer programs like word processors, browsers and spreadsheets. Learning to write programs, in addition to running them, opens student understanding to both the potentials and limitations of computers. Computers are demystified. Students learn how complex systems can be built from smaller units, and under what circumstances computers make “mistakes.” Computers virtually always do what they are told to do, which can be different from what we intended them to do. Veritas students will have an understanding of what goes on inside a computer appropriate for the twenty-first century.

Learning to write computer programs entails a mental discipline like that involved in writing good English prose. Creating an *algorithm*, a set of logical steps that result in the desired action or solution, involves planning and carefully applied reasoning. Students learn to state a problem or task clearly and at a high level of abstraction and then to break it down into simpler steps, a process known as *stepwise refinement*. Students learn that programs, in addition to being understood by a computer, must be written so that they can be understood by other people. A computer program is a condensed, very precise expression of a specific algorithmic approach to solving a problem. Students employ the modern concepts of *objects*, computational elements that contain both their own data, and methods to interact with other objects. Mastering this area forms students in rigorous and logical thinking in ways that have benefits well beyond the realm of programming.

Learning to write programs can facilitate learning physics. Modern research in how students learn physics reveals that understanding physics involves creating mental models of how the physical world actually works and comparing them to experience. These models are necessarily mathematical so that students need to have acquired a facility with the relevant mathematics. Giving students the ability to express these mathematical models as computational models, *i.e.* computer programs, has multiple benefits. Firstly, the models are constructed by the students themselves, engaging their creativity and initiative, rather than just replaying formulas. The students know exactly what is in the program because they put it there. Secondly, computational models can handle much more complex real-world situations than can be solved with paper and pencil. This allows more realistic comparisons with experiments and experience. Finally, students create interactive models that allow them to rapidly and easily examine the effect of changing parameters and conditions. Interactivity makes the program a tool for exploring rather than simply an assignment result.

The first semester of the junior year introduces students to computer programming through two languages—Alice and MatLab. The Alice programming language was developed at Carnegie Mellon University to introduce students to the elements of modern programming in a simple and appealing way. Alice programs produce interactive animations in a student-created three dimensional world populated by people, animals, machines, and creatures. Students learn object-oriented programming and logical control structures in a way that minimizes frustration with syntax-rule errors, and that students find engaging and creative. Students then learn MatLab, a modern technical computer language that features high-level support for mathematical modeling and graphical tool creation. By the end of the first semester, students can create mathematical models and express them as interactive graphical tools with buttons, sliders, plots, and animations.

MatLab-based tool creation is then woven throughout the Junior and Senior year science and mathematics curriculum. Students write programs which create interactive graphical tools to explore particular classes of problems. For example, falling bodies, ballistic motion, harmonic motion, and planetary orbits are all explored using student-written computer models. MatLab's three-dimensional graphics abilities are also employed in the advance mathematics curriculum to aid in visualizing functions of two and three variables.

REFERENCES

- I. A. Halloun, Modeling Theory in Science Education, (Kluwer, Dordrecht, The Netherlands, 2004).
D. Hestenes, Modeling Games in the Newtonian World, Am. J. Phys. 60: 732-748 (1992).
M. Wells, D. Hestenes, and G. Swackhamer, A Modeling Method for High School Physics Instruction, Am. J. Phys. 63: 606-619 (1995).
Wiggins, G.P., & McTighe, J. (2005). Understanding by Design (2nd Edition). Upper Saddle River, NJ: Prentice Hall.
Alice programming language. <http://www.alice.org>
MatLab in education. <http://www.mathworks.com/academia/>

Appendix 7:

SAMPLE PROJECTS

Appendix 8:

READING LIST AT VERITAS ACADEMY

Sixth Grade

Lewis, *The Lion, the Witch and the Wardrobe*

Benet, *The Devil and Daniel Webster*

Nesbit, *The Railway Children*

Spare, *The Bronze Bow*

Keith, *Rifles for Watie*

British and American poetry

Seventh Grade

Schaefer, *Shane*

Twain, *Tom Sawyer*

Lansing, *Endurance: Shackleton's Incredible Voyage*

Adams, *Watership Down*

British and American poetry

Eighth Grade

Tolkien, *The Hobbit*

Dickens, *A Christmas Carol*

Potok, *The Chosen*

Gibson, *The Miracle Worker*

Green, *King Arthur and His Knights*

Beowulf

British and American poetry

Ninth Grade

Documents in American history

The Federalist Papers (selections)

Selections from the writings of Thomas Jefferson

Selections from the Lincoln-Douglas debates

Crane, *The Red Badge of Courage*

Thoreau, *Walden; Civil Disobedience*

Twain, *Huckleberry Finn*

Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*

Cather, *My Antonia*

Sinclair, *The Jungle*

Hemingway, *The Old Man and the Sea*

Lee, *To Kill a Mockingbird*

Short stories of Stephen Crane, Willa Cather, Flannery O'Connor

Wilder, *Our Town*

American poetry

Tenth Grade

Documents in European history

Dickens, *A Tale of Two Cities*
Bolt, *A Man for All Seasons*
Rousseau, *Essay on the Origin of Inequality*
Burke, *Reflections on the French Revolution* (selections)
Locke, *Of Civil Government* (selections)
Austen, *Pride and Prejudice*
Marx, *The Communist Manifesto*
Dostoyevsky, *Crime and Punishment*
Orwell, *Animal Farm*
British and European Poetry

Eleventh Grade

Homer, *The Iliad; The Odyssey*
Aeschylus, *Oresteia*
Sophocles, *Theban Plays*
Thucydides, *History of the Peloponnesian War*
Plato, *Meno; Crito; Phaedo; Apology; Euthyphro; Gorgias; Republic*
Aristotle, *Nicomachean Ethics*
Aristotle, *Politics* (selections)
Hebrew Scriptures (selections)
Christian Scriptures (selections)

Twelfth Grade

Aquinas, *Treatise on Law*
Dante, *Inferno*
Shakespeare, *Macbeth; Hamlet*
Descartes, *Meditations*
Montaigne, *In Defense of Raymond Sebond*
Rousseau, *The Social Contract*
Locke, *On Civil Government* (selections)
Hegel, *Reason in History*
Marx, *Economic and Philosophical Manuscripts*
Mill, *On Liberty*
Dostoyevsky, *The Brothers Karamazov*
O'Connor, *Parker's Back*
Agee, *A Death in the Family*
Carver, *A Small, Good Thing*
Canin, *The Palace Thief*
Stevens, *The Idea of Order at Key West; Sunday Morning*

Appendix 9:

SMALL-SCALE CHEMISTRY

The following explanation of Small-Scale Chemistry is taken from their website. For more information visit the website at www.smallscalechemistry.colostate.edu.

Small-Scale Chemistry is an innovative, holistic, digital, user-friendly, transparent, quantitative, and cutting edge approach to engage students in experimental chemistry. It provides a solution to most of the problems associated with laboratory instruction. Small-Scale Chemistry is the outcome of over 30 years of research and testing and has been used for 15 years in the first year chemistry program (over 3,000 students each year) at Colorado State University and other institutions such as Pennsylvania State University and Oregon State University. Small-Scale Chemistry involves the use of non-traditional methods, apparatus, and techniques that have been developed in microbiology, molecular biology, and nano-technology research. The thrust of this research has been to obtain and analyze the maximum amount of information, in the simplest way, at the lowest cost, safely.

The essential features of Small-Scale Chemistry are:

- A scaling down of chemical reagents to volumes and masses one thousand times smaller than those used in traditional labs.
- A shift from glassware to modern polymer or plastic materials in transfer, storage and reaction devices.
- The use of multi-sample observational tools which allow rapid, intuitive preparation, variation and comparison of chemical systems in all phases: gases, liquids and solids.

All of the equipment for Small-Scale Chemistry is extremely inexpensive as it is designed for single use and disposal, but the student can re-use it. A complete set of apparatus costs under \$10 and is available through common distributors of scientific material.⁵²

Small-Scale Chemistry has proved to be much more cost effective and safer for the student, the instructor and for the institution. The generation of wastes is reduced dramatically and disposal costs are almost zero. The source reduction principles of "Green Chemistry" are designed into all of the experiments. The small quantities of chemicals used results in a significant reduction in solution preparation time and small inventories reduce storage costs. Scaled down inventories also allow for "Just-in-time" ordering. In Small-Scale Chemistry, we rely on the power of chemistry itself, in the form of molecular probes, to develop instruments which students can quickly build, use and apply. These molecular sensor systems can probe the emission and absorption of light, heat and electrons, which report the binding and linkage of atoms, ions and molecules. Using this approach, we have developed one dollar pH meters, balances, potentiometric probes, spectrometers, gas chromatographs, and thermal probes. The laboratory in Small-Scale Chemistry (i.e. the place) is an 8 1/2" x 11" plastic file protector covering a stiff plastic sheet and a wide variety of inserted

⁵² http://www.smallscalechemistry.colostate.edu/what_is_ssc.html

templates designed for specific experiments. This observational platform is called a "*lab-top*" and it allows chemistry to be carried out in virtually any location and environment. The Small-Scale Chemistry approach allows educators to break free of the myth that doing modern, meaningful chemistry necessarily requires very expensive tools.⁵³

⁵³ http://www.smallscalechemistry.colostate.edu/why_ssc.html

Appendix 10:

MUSIC AT VERITAS ACADEMY

(a) Music as a Core Subject

The primary reason for placing music in the core curriculum is that music exalts the human spirit. It attends us in our most solemn and most exuberant moments, offering solace in our sorrow and rejoicing in our triumph. Throughout all of history, music has been one of the most compelling and powerful marks of human culture. Like all great art, music “gives us the ability to endure our own speechlessness in times of tremendous suffering...and in times of joy and celebration.”⁵⁴

The fine arts express the thoughts of each generation in ways that cannot be explained with words, else we would say them. Each society wrestles with the question of what it means to be human within the context of its own time and place. Music is one way of engaging in that conversation, and in teaching music, we communicate the best of the dialogue from past generations, in addition to providing students with the means to add their own voices.

Music is elemental to every culture. It can be enjoyed by people of almost any physical ability or age. The study of music can sharpen students’ perception of it, open their minds to its elegant complexities, and deepen their appreciation of its beauty.⁵⁵ Making music is so basic to humanity that some research suggests that the human brain is “wired” for music in much the same way it is “wired” for language or walking. If this is indeed the case, then it cannot be surprising that learning music is connected with improvement in other types of learning.⁵⁶

The American Music Conference claims that playing a musical instrument is linked to higher standardized test scores, including the SAT and reading proficiency tests.⁵⁷ The connection between studying music and math achievement has been noted repeatedly in research. Without a doubt, music requires the use of ratios, fractions, and proportions, all of which are necessary math skills. In addition, music seems to stimulate a particular kind of higher thinking called spatial-temporal reasoning, the ability to visualize and manipulate shapes in the mind. Spatial-temporal reasoning is the type of cognitive thinking used in activities such as chess, engineering, and mathematics.

A study of preschoolers conducted by psychologist Frances Rauscher and Dr. Gordon L. Shaw, Ph.D., found that the children who received piano lessons once a week scored 34% higher on tests designed to measure spatial-temporal reasoning skills than those who received no music lessons at all.

⁵⁴ Jeannette DeCelles-Zwerneman. Commencement Address, Trinity School at Greenlawn, June 9, 2007.

⁵⁵ Paul R. Lehman. “Why Study Music in School?” International Society for Music Education, www.isme.org/articleview/90/1/26, downloaded February 16 2006.

⁵⁶ John Hoffman. “Music, Math and the Mind,” *Today’s Parent*, www.todaysparent.com/shared/print.jsp?conent=20030903124111_1696&page=1 downloaded June 20 2008.

⁵⁷ Research Briefs: Did You Know? American Music Conference, www.amc-music.com/research_briefs.htm downloaded June 20 2008.

In 2000, Dr. Shaw tested a program that combined software, piano or keyboard training, and math integration on inner-city second-graders. After eight months of the program, the test students' average on the math portion of the Stanford 9 test spiked, drawing them even with fourth-graders of higher socio-economic backgrounds.⁵⁸

Studying musical performance requires students to exercise self-discipline and to work together in ensembles. In addition, music exerts a powerful tug on human emotion, a tug that seems to give young people from underprivileged backgrounds a sense of hope.

The KIPP Academy in the South Bronx holds music classes for an hour each day, plus orchestra rehearsals on weekday afternoons and Saturday mornings. In 2003, more than 80% of KIPP's students scored above the national average in math, and 73% topped it in reading. KIPP operates successful schools nationwide, and claims that the orchestra is key to its formula.⁵⁹

The National System of Youth and Children's Orchestras of Venezuela is perhaps the most famous music education program in the world today. *El sistema*, as it is known, enrolls approximately 250,000 children who are mostly from poor families and immerses them in performing music. They are handed their instruments and immediately begin playing in ensembles. Begun in 1975, the youth orchestra earned full financing from the Venezuelan government when it delivered a sensational performance in Aberdeen, Scotland in 1977. Today the sistema has 246 centers sprinkled throughout Venezuela that accept children from ages 2 to 18. The 180-member flagship ensemble of the sistema, the Simón Bolívar National Youth Orchestra, has performed internationally in sold-out venues at the world's greatest concert halls.

Founder José Antonio Abreu says his great ambition was to see poor children given access to music and the chance to play pieces by the greatest composers the Western world has ever known. "Why concentrate in one class the privilege of playing Mozart and Beethoven? The high musical culture of the world has to be a common culture, part of the education of everyone."⁶⁰

Veritas Academy has chosen to require music education as part of its mission to immerse students in the good, the true, and the beautiful. In doing so, Veritas passes on to them their cultural inheritance, equips them to explore others, and to create new artistic expressions that describe the experience of being human in our time and in our place.

(b)Annotated Bibliography on Music and Education

⁵⁸ Bliss B. Ragsdale. "Music to My Ears, Music to My Brain: The Effects of Music on Brain Functions and Learning," www.helium.com/items/821544-the-link-between-music-educationn-and-mathscience-performance, downloaded June 23 2008.

⁵⁹ <http://www.kipp.org/08/pressdetail.cfm?a=131>

⁶⁰ Arthur Lubow, "Conductor of the People," *The New York Times Magazine*, October 28 2007.

1. Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, illicit drugs). — Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998
2. “Music is a magical gift we must nourish and cultivate in our children, especially now as scientific evidence proves that an education in the arts makes better math and science students, enhances spatial intelligence in newborns, and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!”— Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.
3. The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. — Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997
4. The College Board identifies the arts as one of the six basic academic subject areas students should study in order to succeed in college. — Academic Preparation for College: What Students Need to Know and Be Able to Do, 1983 [still in use], The College Board, New York
5. “The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.” — No Child Left Behind Act of 2002, Title IX, Part A, Sec. 9101 (11)
6. A study of 237 second grade children used piano keyboard training and newly designed math software to demonstrate improvement in math skills. The group scored 27% higher on proportional math and fractions tests than children that used only the math software. — Graziano, Amy, Matthew Peterson, and Gordon Shaw, "Enhanced learning of proportional math through music training and spatial-temporal training." Neurological Research 21 (March 1999).
7. Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation. — College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.
8. According to statistics compiled by the National Data Resource Center, students who can be classified as “disruptive” (based on factors such as frequent skipping of classes, times in trouble, in-school suspensions, disciplinary reasons given, arrests, and drop-outs) total 12.14 percent of the total school population. In contrast, only 8.08 percent of students involved in music classes meet the same criteria as “disruptive.” — Based on data from the NELS:88 (National Education Longitudinal Study), second follow-up, 1992.

9. Students who participated in arts programs in selected elementary and middle schools in New York City showed significant increases in self-esteem and thinking skills. — National Arts Education Research Center, New York University, 1990
10. In a study conducted by Dr. Timo Krings, pianists and non-musicians of the same age and sex were required to perform complex sequences of finger movements. Their brains were scanned using a technique called “functional magnetic resource imaging” (fMRI) which detects the activity levels of brain cells. The non-musicians were able to make the movements as correctly as the pianists, but less activity was detected in the pianists’ brains. Thus, compared to non-musicians, the brains of pianists are more efficient at making skilled movements. These findings show that musical training can enhance brain function. — Weinberger, Norm. “The Impact of Arts on Learning.” *MuSICa Research Notes* 7, no. 2 (Spring 2000). Reporting on Krings, Timo et al. “Cortical Activation Patterns during Complex Motor Tasks in Piano Players and Control Subjects. A Functional Magnetic Resonance Imaging Study.” *Neuroscience Letters* 278, no. 3 (2000): 189-93.
11. “The musician is constantly adjusting decisions on tempo, tone, style, rhythm, phrasing, and feeling--training the brain to become incredibly good at organizing and conducting numerous activities at once. Dedicated practice of this orchestration can have a great payoff for lifelong attentional skills, intelligence, and an ability for self-knowledge and expression.” — Ratey John J., MD. *A User’s Guide to the Brain*. New York: Pantheon Books, 2001.
12. A research team exploring the link between music and intelligence reported that music training is far superior to computer instruction in dramatically enhancing children's abstract reasoning skills, the skills necessary for learning math and science. — Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, "Music training causes long-term enhancement of preschool children's spatial-temporal reasoning," *Neurological Research*, Vol. 19, February 1997
13. Students in two Rhode Island elementary schools who were given an enriched, sequential, skill-building music program showed marked improvement in reading and math skills. Students in the enriched program who had started out behind the control group caught up to statistical equality in reading, and pulled ahead in math. — Gardiner, Fox, Jeffrey and Knowles, as reported in *Nature*, May 23, 1996
14. Researchers at the University of Montreal used various brain imaging techniques to investigate brain activity during musical tasks and found that sight-reading musical scores and playing music both activate regions in all four of the cortex's lobes; and that parts of the cerebellum are also activated during those tasks. — Sergent, J., Zuck, E., Tenial, S., and MacDonall, B. (1992). Distributed neural network underlying musical sight reading and keyboard performance. *Science*, 257, 106-109.
15. Researchers in Leipzig found that brain scans of musicians showed larger planum temporale (a brain region related to some reading skills) than those of non-musicians. They also found that the musicians had a thicker corpus callosum (the bundle of nerve fibers that connects the two halves of the brain) than those of non-musicians, especially for those who had begun their training before the age of seven. — Schlaug, G., Jancke, L., Huang, Y., and Steinmetz, H. (1994). In vivo morphometry of interhem ispheric assymetry and connectivity in

musicians. In I. Deliege (Ed.), *Proceedings of the 3d international conference for music perception and cognition* (pp. 417-418). Liege, Belgium.

16. A University of California (Irvine) study showed that after eight months of keyboard lessons, preschoolers showed a 46% boost in their spatial reasoning IQ. — Rauscher, Shaw, Levine, Ky and Wright, "Music and Spatial Task Performance: A Causal Relationship," University of California, Irvine, 1994
17. Researchers found that children given piano lessons significantly improved in their spatial-temporal IQ scores (important for some types of mathematical reasoning) compared to children who received computer lessons, casual singing, or no lessons. — Rauscher, F.H., Shaw, G.L., Levine, L.J., Wright, E.L., Dennis, W.R., and Newcomb, R. (1997) Music training causes long-term enhancement of preschool children's spatial temporal reasoning. *Neurological Research*, 19, 1-8.
18. A McGill University study found that pattern recognition and mental representation scores improved significantly for students given piano instruction over a three-year period. They also found that self-esteem and musical skills measures improved for the students given piano instruction. — Costa-Giomi, E. (1998, April). The McGill Piano Project: Effects of three years of piano instruction on children's cognitive abilities, academic achievement, and self-esteem. Paper presented at the meeting of the Music Educators National Conference, Phoenix, AZ.
19. Researchers found that lessons on songbells (a standard classroom instrument) led to significant improvement of spatial-temporal scores for three- and four-year-olds. — Gromko, J.E., and Poorman, A.S. (1998) The effect of music training on preschooler's spatial-temporal task performance. *Journal of Research in Music Education*, 46, 173-181.
20. In the Kindergarten classes of the school district of Kettle Moraine, Wisconsin, children who were given music instruction scored 48 percent higher on spatial-temporal skill tests than those who did not receive music training. — Rauscher, F.H., and Zupan, M.A. (1999). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field study. Manuscript in press, *Early Childhood Research Quarterly*.
21. An Auburn University study found significant increases in overall self-concept of at-risk children participating in an arts program that included music, movement, dramatics and art, as measured by the Piers-Harris Children's Self-Concept Scale. — N.H. Barry, Project ARISE: Meeting the needs of disadvantaged students through the arts, Auburn University, 1992
22. "Studying music encourages self-discipline and diligence, traits that carry over into intellectual pursuits and that lead to effective study and work habits. An association of music and math has, in fact, long been noted. Creating and performing music promotes self-expression and provides self-gratification while giving pleasure to others. In medicine, increasing published reports demonstrate that music has a healing effect on patients. For all these reasons, it deserves strong support in our educational system, along with the other arts, the sciences, and athletics." — Michael E. DeBakey, M.D., Leading Heart Surgeon, Baylor College of Music.

23. "Casals says music fills him with the wonder of life and the 'incredible marvel' of being a human. Ives says it expands his mind and challenges him to be a true individual. Bernstein says it is enriching and ennobling. To me, that sounds like a good cause for making music and the arts an integral part of every child's education. Studying music and the arts elevates children's education, expands students' horizons, and teaches them to appreciate the wonder of life." — U.S. Secretary of Education Richard W. Riley, July 1999.
24. "Music education opens doors that help children pass from school into the world around them — a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music." — Gerald Ford, former President, United States of America
25. "Music is about communication, creativity, and cooperation, and, by studying music in school, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective." — Bill Clinton, former President, United States of America
26. When a child learns, by experience, that music forges direct links between self and world, self-expression becomes more fluent; the music helps interpret "who I am." The child who is taught how to create music is also learning something significant about his or her innate creativity. As a child begins to understand the connection between hours of practice and the quality of a performance, self-discipline becomes self-reinforcing. It is only a short jump from that realization to making the connection between self-discipline and performance in life. --From Growing up Complete, the 1990 report of the National Commission on Music Education
27. Data from the National Educational Longitudinal Study of 1988 showed that music participants received more academic honors and awards than non-music students, and that the percentage of music participants receiving As, As/Bs, and Bs was higher than the percentage of non-participants receiving those grades
28. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66 percent of music majors who applied to medical school were admitted, the highest percentage of any group. 44 percent of biochemistry majors were admitted. (As reported in Phi Delta Kappa.)
29. Students who report consistent high levels of involvement in instrumental music over the middle and high school years show significantly higher levels of mathematical proficiency by grade 12. This observation holds both generally and for low socioeconomic status students as a subgroup. In addition, absolute differences in measured mathematics proficiency between students consistently involved versus not involved in instrumental music grew significantly over time. -- James Catterall, Richard Chappleau, and John Iwanaga, "Involvement in the Arts and Human Development."
30. "Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility." Hillary Rodham Clinton - U.S. Senator, New York

Appendix 11:

LATIN AT VERITAS ACADEMY

(a)Why Latin?

*Latin is the key to the vocabulary and structure of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.*⁶¹

At Veritas Academy, students will begin their study of Latin in conjunction with their study of Greco-Roman Civilization. In this undertaking, they will enter the world of a wholly alien civilization, absorbing the language, culture, and customs – the lived experience – of the people of another time. For young students, this first foray completely outside the bounds of their own culture and into another is a richly imaginative and expansive experience.

Furthermore, this is an experience with which every student can identify. It is a fact that the Roman Empire at its greatest extent included the widely disparate cultures of Europe, Asia, the Near East, and Africa. Thus the study of Greco-Roman civilization links students to fifty-seven nations on four continents. Because it was such a multi-racial, multi-ethnic society, children of any ethnic background who study its language and culture find there “a classical tradition that is shared by North and South Americans, Eastern and Western Europeans, and many third-world countries.”⁶² In addition to this shared heritage, there are important lessons to be learned for modern Americans living in a diverse society.

Eventually, through their study of Latin and ancient history, students will perceive how Western civilization developed from these deep roots and recognize their relationship to twenty-first century culture: in ideas of government, literature, economics, architecture, religion, language, and art.

Studying Latin is also a practical tool for improving students’ academic achievements in other areas. Latin is a highly regular, phonetic language with six discrete cases. Nouns, pronouns, and verbs must all agree with one another. The careful work required to understand and translate Latin grammar structures sharpens mental skills like observance, accuracy, logic, and analysis. Students who may not have grasped basic phonics in English with its many irregularities are more likely to master reading phonetically in Latin.

Latin also increases reading comprehension and vocabulary due to the attentiveness it requires and to the fact that 60% of English words have Latin origins. Young students who come across English words like *malevolence* and *pulchritude* will have at least a general sense of their meanings when they recognize *mal* from *malum*, “evil,” *vol* from *volo* “will,” and *pulcher* as “beauty.”

Frank Morris, associate professor of classics at the College of Charleston claims that “one of the things that makes Latin appealing to teachers is that it does multiple things for them. It has a very

⁶¹ Dorothy Sayers. *The National Review*, as posted on the website of Bolchazy-Carducci Publishers, Inc., www.bolchazy.com/al/latadv.htm, downloaded June 18 2008.

⁶² Virginia Barrett. “Lively Latin Boosts English Skills and Reinforces Core Subjects,” as posted on the website of the National Committee of Greek and Latin www.promotelatin.org/latinmiddle.htm, downloaded June 18 2008.

broad application.”⁶³ Students will identify Latin in the terminology required in a whole variety of disciplines: geography, biology, astronomy, mathematics, and civics, to name several. The critical thinking skills they use in Latin will translate to problem-solving in many other subjects.

Take the example of several secondary schools in Leeds, England. A group of teachers met to devise ways to stimulate their brightest pupils and decided to offer Latin after school to students aged 11 to 14. One of the faculty, Stuart Hemingway, said “It’s not just a linguistic issue, we were looking for the sort of things that help with problem-solving and thinking, and we felt Latin was a way to achieve that.” The program was so successful that the administrators hoped to expand it.⁶⁴ There is empirical evidence to support the claim that Latin students gain advantages from their studies which other students do not.

- The attached table of SAT scores from 2000 to 2007 illustrates that students who study Latin perform better than students taking other foreign languages or no language at all
- In the District of Columbia, remedial English students who also studied Latin completed the year 4 months ahead of the English students taking French and Spanish
- Students in Philadelphia who took Latin for 15 minutes a day over the course of a year scored a full year higher on the Iowa Vocabulary Subtest
- In Indianapolis, sixth graders who took half an hour of Latin per day saw gains of:
 - 1 full year in both reading and language
 - 9 months in math problem solving
 - 5 months in science
 - 4 months in spelling⁶⁵

Veritas Academy requires Latin as part of its core curriculum primarily because it is a beautiful language, the study of which gives access to some of the most beautiful texts in our tradition. Yet we also require Latin in order to engage the students in the rich culture of the ancient world, to reveal to them the connections between the United States and the many other cultures influenced by the Greco-Roman civilization, and to aid them in their pursuit of other disciplines, both at Veritas and beyond.

⁶³ Greg Toppo. The Associated Press. “Mirabile dictum, amor Latin est nunc et semper,” *Seattle Post Intelligencer*, October 12 2002.

⁶⁴ “I think, therefore I do Latin,” BBC News Online: Education, http://news.bbc.co.uk/2/low/uk_news/education/1396858.stm, downloaded June 18 2008.

⁶⁵ Website of the National Committee for Greek and Latin, www.promotelatin.org/latinmiddle.htm, downloaded June 18 2008.

(b) The Latin Advantage⁶⁶

Latin is the key to the vocabulary and structure of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.

Dorothy Sayers, *The National Review*

Across the nation, studies have shown Latin to be effective in improving... SAT Scores

Studies conducted by the Educational Testing Service show that Latin students consistently outperform all other students on the verbal portion of the Scholastic Assessment Test (SAT).

	2000	2001	2002	2003	2004	2005	2006	2007
Latin	665	665	666	672	674	681	672	678
All Students	505	506	504	507	508	508	503	502
French	636	633	637	638	642	643	637	637
German	621	625	622	626	627	637	632	632
Spanish	589	583	581	575	575	573	577	574
Hebrew	623	628	629	628	630	620	623	622

1999-2005 Taken from Table 6 in College-Bound Seniors — A Profile of SAT Program Test Takers. 2007 data taken from 2007 College-Bound Seniors-Total Group Profile Report.

College Grade Point Averages

A study of freshman college student performance conducted by the University of Tennessee at Knoxville in 1985 yielded the following results:

Language	GPA
Latin Students	2.89
No Foreign Language	2.58
Spanish Students	2.76
German Students	2.77
French Students	2.78

Reading Achievement

In the District of Columbia, elementary school students who studied Latin developed reading skills that were five months ahead of those who studied no foreign language and four months ahead of those who studied French or Spanish. Two years earlier, the same students had been excluded from foreign language classes because of substandard reading performance.

Vocabulary Skills

In Philadelphia, students in the fourth, fifth, and sixth grades received 15 to 20 minutes of daily instruction in Latin for one year. The performance of the Latin students was one full year higher on the Vocabulary Subtest of the Iowa Tests of Basic Skills (ITBS) than the performance of matched control students who had not studied Latin.

⁶⁶ <http://www.bolchazy.com/al/latadv.htm>

Math Problem Solving

Sixth-grade students in Indianapolis who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the students exhibited the following advances in other areas:

- *Eight months in world knowledge*
- *One year in reading*
- *Thirteen months in language*
- *Four months in spelling*
- *Five months in science*
- *Seven months in social studies*

Latin the Basic Language and Culture Bolsters Learning

- *Ability to read classical authors in the original language*
- *Ability to access key documents of the Western world*
- *Ability to avoid the biases and misconceptions of translators of classical authors*
- *Direct contact with the wisdom and thought of the classical and medieval authors*

Learning Latin Through Artes Latinae

- *Improves study skills*
- *Improves knowledge of ancient history and culture*

Appendix 12:

PROPOSED ANNUAL CALENDAR 2009-2010

AUGUST:	11 class days total	
	8/10-8/14	New Teacher Training
	8/17-8/21	Classes begin
	8/24-8/28	Classes
SEPTEMBER:	21 class days total	
	8/31-9/4	Classes
Monday:	9/7	Labor Day, no classes
	9/8-9/11	Classes
	9/14-9/18	Classes
Thursday	9/16	Faculty Seminar, evening
	9/21-9/25	Classes
	9/28-10/1	Classes (Friday off)
OCTOBER:	21 class days total	
Friday:	10/2	In-service, no classes
	10/5-10/9	Classes
	10/12-10/16	Classes
	10/19-10/23	Classes
	10/26-10/29	Classes (Friday off)
Friday:	10/30	Faculty seminar, no classes
NOVEMBER:	17 class days total	
	11/2-11/6	Classes
	11/9-11/13	Classes (Wednesday off)
Wednesday:	11/11	Veterans Day, no classes
	11/16-11/20	Classes
	11/23 - 11/24	Classes
Wed:	11/25-11/27	Thanksgiving Holiday
DECEMBER:	14 class days total	
	11/30-12/4	Classes
	12/7-12/11	Classes
	12/14-12/18	Classes
	12/21-1/1	Winter Holiday
JANUARY:	14 class days total (not counting Project Week)	

	1/4-1/8	Project Week for students
		<ul style="list-style-type: none"> 1/4-1/5 Faculty Work Days 1/6-1/8 Evaluation Conferences
	1/11-1/15	Classes
Monday:	1/18	Martin Luther King, Jr.
Tuesday:	1/19-22	Classes
	1/25-1/29	Classes

FEBRUARY:	18 class days total	
	2/1-2/5	Classes
	2/8-2/11	Classes (Friday off)
Friday:	2/12	In-service, no classes
Monday:	2/15	Presidents Day, no classes
Tuesday:	2/16-2/19	Classes
	2/22-2/26	Classes
		Faculty Seminar (evening)

MARCH:	18 class days total	
	3/1-3/5	Classes
	3/8-3/12	Classes
	3/15-3/19	Classes
	3/22-3/26	Spring Break
	3/29-4/2	Classes

APRIL:	21 class days total	
	3/29-4/2	Classes
	4/5-4/9	Classes
	4/12-4/16	Classes
	4/19-22	Classes (Friday off)
Friday:	4/23	Faculty Seminar, no classes
	4/26-4/30	Classes

MAY:	15 class days total (excluding exams)	
	5/3-5/7	Classes
	5/10-5/14	Classes
	5/17-5/21	Classes end 5/21
Monday:	5/24	Study Day, no classes
Tuesday-Thursday:	5/25-5/27	Oral Exams and Final Labs
Friday:	5/28	Teacher Work Day
Monday:	5/31	Memorial Day

JUNE:	no class days	
Tuesday-Thursday	6/1-6/3	Evaluation Conferences
Saturday	6/5	Commencement
	6/7-6/8	Faculty Meetings

FALL SEMESTER:	84 class days
	563 class hours
	41 pd hours

SPRING SEMESTER:**86 class days****576 hours****11 pd hours**

YEAR TOTALS:**170 class days****1139 classroom hours****52 pd hours**

Assume:

In-services are 8:30-3:00
with a lunch break:

6 hours of PD

Faculty seminars are either
9-11:30 am or 7-9:30 pm:

2.5 hours of PD

New Teacher Training is
6 hours/day for 5 days:

30 hours of PD

To calculate number of hours per month, multiply each full day by 6.7 hours. (7 - 55 min class periods plus 15 minutes of Morning Assembly).

PD hours do not include weekly and end of the year faculty meetings nor do they include work days provided to complete evaluations.

Student hours do not include passing time, lunch, or any parent teacher days. They do not include project week or oral exams.

Appendix 13:

PROPOSED DAILY SCHEDULE

7:45-8:00	Morning Assembly
8:05-9:00	Period I
9:05-10:00	Period II
10:05-11:00	Period III
11:05-12:00	Period IV
12:05-12:30	Lunch*
12:35-1:30	Period V
1:35-2:30	Period VI
2:35-3:30	Period VII**

*Lunch will be staggered between Periods III and IV if need be, especially to allow the younger students to have lunch earlier.

**Period VII is a working Period: this is when tutorials in Math, Reading, Writing and Language will be offered. Students who do not need these tutorials will attend Study Hall.

Appendix 14:

ACADEMY PROJECT CONTRACT TERMS

THE ACADEMY PROJECT

Project Schedule for Colorado Springs Charter School

Project Manager: Andrew Zwerneman

		Costs		Ownership	Completion date
Phase I	Project set up	4000	*	Andrew Zwerneman	31-Jul
	Curricular priorities				
	Sixth grade curriculum	1000		Andrew Zwerneman	15-Jul
	Transition work re. Theology	1000		Andrew Zwerneman	15-Jul
Total Cost for Phase I		6000	6000		
Phase II	Further Curricular Priorities				
	Mathematics curriculum	1000		TAP Team Member	TBD
	Science curriculum	1000		TAP Team Member	TBD
	Arts curriculum	1000		TAP Team Member	TBD
	Humanities curriculum	1000		TAP Team Member	TBD
	On site visit: 2 days on site	1000		Andrew Zwerneman	TBD
Total Cost for Phase II		5000	5000		
Total Cost for Curricular Development			11000		**
Phase III	Training				
	On site visit: one week	15000	15000	Five Member Team	July, 2009
	Follow up visits: 2 for 3 annual years	6000	6000	Andrew Zwerneman or designated Team member	TBD
Total Cost for Phase III			21000		

* This expense must be paid by client prior to further work. PAID

** This is an excellent value. Compare it, for example, with the following:

In 1996 Tempe Prep paid 12000 dollars for the Trinity curriculum; but all necessary adjustments in order to meet charter school requirements had to be developed by Tempe Prep. If a charter school were to buy the Trinity curriculum today it would likely cost 30000 dollars or more--and without the necessary adjustments.

By contrast, we will deliver to you a ready to use curriculum specifically developed for your charter school.

Appendix 15:

CHECKLIST EVALUATIONS

Sample of Evaluation with explanations that go to parent/guardian:

Veritas Academy Checklist Evaluation

Student: _____ Teacher: _____

Academic Performance in General: _____ Acceptable _____ Unacceptable

<p>Content</p> <p style="text-align: right;">_____ Continued Good Work</p> <p>Areas of Improvement</p> <ul style="list-style-type: none">_____ Attention in class_____ Homework/Preparation for class_____ Participation in class_____ Test performance_____ Quiz performance_____ Writing skills_____ Mathematical skills	<p>Attitude</p> <p style="text-align: right;">_____ Continued Good Work</p> <p>Areas of Improvement</p> <ul style="list-style-type: none">_____ Attitude towards subject_____ Attitude towards learning_____ Effort in learning_____ Overcoming distractions
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Comments: _____

“Academic Performance in General” is the most important category. Here the faculty member has indicated whether the student’s performance is acceptable. This concerns academic performance only. Attitude, behavior, etc., are not included here. Further, this is not meant to reflect a particular grade. It would be possible to perform at a passing level but still have an unacceptable mark in this category. Such a mark could indicate, for example, that the student is passing the course, but he or she is seriously deficient in writing skills or is performing well below his or her abilities. (“Unacceptable” does not mean “failing.” If your child is in danger of failing the course, the teacher will send you a deficiency notice well in advance so that corrective action can be taken.)

The two subcategories of “content” and “attitude” give further detail that might be useful to you. Again, it is possible for the teacher to mark both “Continued Good Work” and indicate an area that could use improvement. In any case, if you have questions or need more information, please call the teacher.

Appendix 16:

SEMESTER EVALUATIONS

(a) Here is a list of the categories we evaluate and a brief description of each:

Sense of Wonder/Depth of Inquiry—In the sixth, seventh and eighth grade, students should be growing in curiosity, involvement, a questioning mind and the ability to make connections. If students can see connections between what they are studying and things they have observed earlier in this class or others, they have begun to teach themselves. It is the faculty's job to elicit and awaken these qualities in younger students by questions and responses to questions. By the time our students are older, they are expected to take more initiative in expressing these qualities and inspiring them in each other. Teachers look for comments in class discussion or insights expressed in written work as evidence that a student is developing wonder and depth of inquiry. They do their best to assess these qualities. When a teacher does not see evidence of these qualities, it does not mean that the student does not have them. It just means they are not demonstrated in the classroom.

Basic Understanding of Subject Matter—This is a brief summary of what the student has learned—or still needs to master—in the course. There will often be a list of skills or content areas covered during the semester and an evaluation of how well the student has mastered them. Frequently teachers will note in this section that a student needs to spend time reviewing a certain topic or practicing a skill.

Attitude Toward the Subject—This tells parents if their child seems to be engaged in the course, consistent in effort and preparation and developing the character of a good student's approach to learning. On the other hand, the teacher may note if a child complains frequently, seems bored or acts disinterested.

Class Discussion—This describes the student's participation in classroom conversation. It includes not only the quantity of a student's participation, but also the quality. In upper division seminars (eleventh and twelfth grades), participation in class discussion can count for as much as half of the overall grade. (See the section on seminars.)

Essays and Writing—This category covers all aspects of the writing program. Grades that have been assigned to essays will be reported here. In the junior and senior Humane Letters courses, essay writing is one of the most important components. In sixth, seventh and eighth grade literature and composition, writing sentences and paragraphs is the focus. In some courses, such as mathematics or studio art, there may be no essays.

Objective Tests—Scores and percentages on tests will be reported here. For classes in which there are both closed book/in-class tests and open book/take-home tests, these will be reported separately. Tests may be weighted differently. In the eleventh and twelfth grade Humane Letters Seminars, there are usually no tests to report.

Projects, Reports, Papers—All graded assignments that are not essays or objective tests will be reported here. This includes projects such as the leaf booklet in life science, lab reports in biology and physics, timelines and creative projects in history, graded assignments in senior

mathematics and oral presentations in many courses. The teacher may comment on the student's use of time, neatness and ability to work with a group.

Homework—This is where a teacher will comment on a student's study skills and regular preparation for class. Especially in courses for students in grades nine through twelve, the teacher does not always collect homework. However, it is easy to tell from class participation whether the student has read carefully or worked the assigned problems. Daily work and quiz grades are also included here.

Class Behavior—A teacher will report on a student's attentiveness in class, cooperation, and level of concentration.

Grade—The grade listed is the grade given for the class; grades for 11th and 12th grade math, science, and Humane Letters will be adjusted on the transcript.

(b) Sample evaluation form:

Veritas Academy
Student Evaluation

Name:

Teacher:

Course:

Semester:

Year:

Depth of Inquiry and Sense of Wonder

Basic Understanding of Subject Matter

Attitude Towards Subject

Class Discussion/Participation

Objective Tests

Projects, Reports, and other Graded Assignments

Homework/Daily Work

Class Behavior

Grade_____

Appendix 17:

SAMPLE ORAL EXAM STUDY GUIDES

ELEVENTH GRADE ORAL EXAM-I

The following questions are designed to help you prepare for your oral exam. Not every question below will be covered during the exam. The purpose of the oral exam is to have a conversation about what you have learned this year. This means you should be able to speak knowledgeably about each question. This includes the ability to supply details and examples and refer to specific texts and authors. You may bring some notes with you, but remember that this is a conversation as well as an exam and I will not want you to simply read from prepared notes.

Certain topics run through all of ancient literature: justice, tragedy, the immortality of the soul, law, virtue. What development of definition or understanding can be seen in the treatment of these ideas from the texts read this year?

Towards what end should one's life be directed? What are the possible models for living presented by your reading? Illustrate how the texts we have examined from Homer to Aristotle form a tradition of ever more penetrating criticism of the heroic ideal (the view that the warrior chieftain is an ideal of moral excellence).

What consciousness of the human condition and the gods develop throughout the course? What impels this consciousness?

Discuss ancient views of the nature and importance of a life of virtue. Do you detect any change or development in defining such a life from the eighth century B.C. to the fourth century, A.D.? Are there any doubts possible about the value of the pursuit of virtue?

Compare the views of death and the immortality of the soul found in Homer, the tragic poets, and the philosophers.

Compare ancient views of love from the texts read this year. What links do you find between love and knowledge; between love and justice; between love and friendship?

Many of the texts we have read this year recount an odyssey of one kind or another. Reflect on and compare the various odysseys. What does the repetition of this theme suggest to you?

As revealed in the *Oresteia*, what is Aeschylus's vision of justice?

While the debate between Cleon and Diodotus feigns in the direction of justice, what is it about their arguments that reveals a basic absence of any higher standard than self-interest?

What does Aristotle mean when he says, "The highest friendship is that friendship a man has with himself."

In what ways does Antigone's understanding of herself as Oedipus' daughter shape her action?

Aristotle's concept of justice appears puzzling: what is just, he says changes from place to place but has the same force everywhere. Explain what he means.

Aristotle disagrees with Plato on certain matters. Does he agree or disagree that "politics is man writ large"?

ELEVENTH GRADE ORAL EXAM-II

The following questions are designed to help you prepare for your oral exam. Not every question below will be covered during the exam. The purpose of the oral exam is to have a conversation about what you have learned this year in your Humane Letters course. This means you should be able to speak knowledgeably and substantively about each question. This includes the ability to supply details and examples referring to specific texts and authors. NO GENERALITIES. You may bring notes, but remember that the oral will be a conversation not a presentation.

1) Reflect on the following passage as representative of the thematic core of our readings this year. Be able to discuss how this is the case giving specific evidence.

“The meaning of existence is (to) preserve unspoiled, undisturbed and undistorted the image of eternity with which each person is born. Like a silver moon in a calm, still pond.” --the old doctor in Solzhenitsyn’s Cancer Ward

2) Many of the texts we have read this year recount an odyssey of one kind or another. Reflect on and compare the various odysseys. What does the repetition of this theme suggest to you?

3) The role of myth, tales, storytelling, etc. is another repeated theme in the texts we have read. Think specifically about all the tales that have been told. What is all this story telling about? How do the tales compare or contrast with each other? What is revealed about human beings, the world, and the gods by the tales and by the telling?

4) The contrasting experiences of order and chaos recur throughout the readings we have examined. What conclusions (if any) can we reach concerning the relationship between order and chaos, man, and the gods? Again, be specific.

TENTH GRADE HUMANE LETTERS ORAL EXAM

On the first day of Tenth Grade Humane Letters, you were told that one big question that this course looks at is “What is civil society, and how should it be organized?” Now that you have finished HL 10, look back and see in what ways this particular question has been answered by the history, literature, and philosophy we have studied. Prepare for your oral exam by considering the curriculum in light of this question; the following questions are designed to help you do this and will be used as starting points for your exam.

Prepare at least one or two from each section really well, using lots of examples from the texts and history we have studied.

History:

A. You will be asked to explain the significance of 6 of the following dates: 1215, 1517, 1688, 1789, 1815, 1848, 1871, 1914, 1939. It is not enough to identify the event concurrent with the date (ie, “The Magna Carta was signed in 1215”). You also have to explain *why* the event is significant.

B. What are the major events resulting in modern English constitutionalism? In what respects is constitutionalism a result of institutional changes? In what respect is it a result of philosophical and religious change?

C. What impact did the Reformation have on the social and political life of Europe (ie, on history)? The French Revolution? German & Italian unification? The Industrial Revolution? The World Wars? Which one, in your opinion, represents the greatest break between what came before and what comes after – or, to put the question differently, when did Modern Europe really begin?

Philosophy:

A. How does the answer you give to the question, “What is man’s nature?” dictate the possible answers to the question, “How should we govern ourselves?” How do the texts we have read answer these questions?

B. Compare and contrast the British and Continental traditions regarding the nature and purpose of government. For the British tradition, you may use Henry I’s charter, Magna Carta, Confirmation Cartarum, Phillippe Du Plessis-Mornay, Bill of Rights (1689), Locke, Burke, the Chartists, and Churchill. For the Continental tradition, use Jean Domat, Boussuet, Rousseau, Robespierre, Fichte, Metternich, Marx and Engels, Lenin, Hitler, and Mussolini.

Literature:

A. Choose one longer poem (ie, more than a page) or two shorter poems (eg, two sonnets) and explain 1) what the poem communicates and 2) how the poem uses images, rhyme schemes, meter, allusions, etc. to communicate this.

B. What does the literature we have read this year have to tell us in answer to our “big question”? In other words, what do we learn about civil society from *Murder in the Cathedral*, *A Man for All Seasons*, *A Tale of Two Cities*, *Pride and Prejudice*, *Crime and Punishment*, and *Animal Farm*. You need not address every work, but do be textual in your analysis.

SEVENTH GRADE LITERATURE/COMPOSITION ORAL EXAM QUESTIONS**Literature:**

1. Is Shane a hero? Explain your answer. Who else in *Shane* might be considered a hero? Why?
2. What made Shackleton a good leader?
3. Compare and contrast Hazel and Woundwort's leadership styles.
4. How does Bigwig change over the course of his adventures?
5. Is Tom Sawyer an admirable character? Explain your answer.
6. Define these words: *stanza*, *alliteration*, *simile*, *metaphor*, *onomatopoeia*. Give an example of each one.

Composition:

1. Define: *noun*, *pronoun*, *adjective*, *verb*, *adverb*, *preposition*, *conjunction*, *interjection*.
2. What is a sentence (define)?
3. What can a prepositional phrase do in a sentence?
4. What is a paragraph (define)?
5. What is a topic sentence?
6. What are supports?
7. Be prepared to diagram a sentence including all the parts of speech in #1, as well as compounds, complements, and prepositional phrases.

Sentences, increasing in difficulty:

- We ate hotdogs and hamburgers at the party.
- The ugly duckling eventually became a beautiful swan.
- Ms. Lawler gave the seventh-grade girls a diagramming test, and they passed with flying colors.

Appendix 18:
BUDGET

Appendix 19:

BYLAWS – REVISED VERSION

ARTICLE 1

OFFICES

1.1 **Business Offices.** The principal office of **Veritas Academy** (the “School”) shall be located at 90 South Cascade Avenue, Suite 1100, Colorado Springs, Colorado 80903-1662. The School may have such other offices, either within or outside Colorado, as the board of directors may designate or as the affairs of the School may require from time to time.

1.2 **Registered Office.** The registered office of the School required by the Colorado Nonprofit Corporation Act to be maintained in Colorado may be, but need not be, the same as the principal office if in Colorado, and the address of the registered office may be changed from time to time by the board of directors or by the officers of the School.

ARTICLE 2

NO MEMBERS

The School shall have no members, as provided by Article 6 of the Articles of Incorporation. As provided herein, however, parents are a critical component of the governance of the School. Most importantly, parents elect the members of the board of directors, as described in Article 3 of these Bylaws.

ARTICLE 3

BOARD OF DIRECTORS

3.1 **General Powers.** The business and affairs of the School shall be governed by its board of directors, except as otherwise provided in the Colorado Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws.

3.2 **Number and Qualifications.** Members of the board of directors of the School shall be natural persons at least eighteen (18) years of age or older. The minimum number of directors shall be seven (7) and the maximum number shall be fifteen (15). By resolution the board shall establish the number of directors to serve on the board at any time.

To be qualified to serve on the Veritas Board, each director must:

- Read *The Paideia Proposal: An Educational Manifesto*, by Mortimer J. Adler.
- Become familiar with the Veritas educational program. This should be done by visits to the School to observe the program in action as well as reading Section D: *Educational Program and Curriculum*, from Veritas's Application, or the most recent comprehensive summary of the educational program and curriculum.
- Support the educational philosophy, discipline policy, and administrative structure of Veritas Academy.
- Read the Articles of Incorporation and these Bylaws.
- Read CDE's *Charter School Governing Board Training Handbook*.

Prior board experience is helpful but not required. Placing a high value on professionalism and the success of the school is mandatory. The motivation for serving on the board of directors must be a desire to serve the School's vision and mission in order to facilitate the educational success of its students.

Due to the inherent conflict of interest in having an employee of the school on the Board, neither faculty nor staff may be a candidate for or serve on the Board of Directors.

3.3 **The UCCS Director.** The Chancellor of the University of Colorado at Colorado Springs, or his/her designee, shall serve as one member of the board of directors. This director shall be referred to herein as “the UCCS director.” Any particular person designated as the UCCS director shall be expected to perform the duties of a School director, just like any other director, including completing the qualification tasks (listed in Section 3.2 of these Bylaws), attending board meetings, and executing the Veritas Academy Board of Directors Handbook and Agreement.

3.4 **Director Competencies.** It is important for directors to have a diverse set of competencies, *e.g.*, law, finance, education, human resources, fundraising, technology, and real estate, to name a few. It would be preferable to have at least two members of the board be parents of current students. At least one director should not be a parent. At least one director should be a community leader. The School will also seek directors who are working or have worked as professionals in such careers as teaching (at the secondary or college level), business, human resources, development, real estate, military, government, law, or finance.

3.5 **Election.** All directors comprising the initial board of directors shall be recruited and selected by the Founding Group, which consists of Eric Hall, Mary Faith Hall, and Katherine Brophy. All subsequent directors shall be elected as follows.

3.5.1 At an annual election to be conducted in April, parents/guardians of current students will elect candidates to fill director positions coming vacant in August.

3.5.2 The board shall establish procedures to notify the School community of the upcoming vacancies on the board. This notification process must be fully completed by January 31.

3.5.3 Any person wishing to become a candidate to serve on the board shall pick up a copy of the *Board of Directors Handbook and Agreement* from the School office no later than February 28. In order to become a candidate, a person must read and complete, or pledge to complete prior to assuming office as a director, everything prescribed in that *Agreement*. The School shall make available for check-out or purchase all reading materials required in the *Agreement*.

3.5.4 By March 21, persons wishing to become candidates shall submit a Candidate Form. This Form shall contain at least the person's contact information, a statement that he/she has read and completed, or pledged to complete prior to assuming office as a director, everything prescribed in the *Agreement*, and at least twenty signatures from parents/guardians of current students supporting the person's desire to become a candidate. Parents/guardians may support more than one person to become a candidate.

3.5.5 Candidates must also submit by March 21 a written statement, no more than two pages in length, as to why he/she wants to serve the School as a director and his/her qualifications.

3.5.6 By April 1, the School will notify the School community of the eligible candidates. The School will also post each candidate's written statement both in the School building and on the School's website.

3.5.7 The board shall prescribe the manner of "campaigning" for office, if any, which may include items like a Candidate's Forum or sending hard copies (by U.S. mail) or soft copies (by email) of a candidate's written statement to the School community. The board will enact a policy to determine what portion of the campaigning process, if any, the School will pay for and what portion each candidate will pay for.

3.5.8 Each parent/guardian of a current student shall have one vote for each position becoming vacant. There is no "cumulative voting," *i.e.*, if there are two board positions coming vacant, a parent/guardian may not vote for the same person twice. A parent/guardian in that circumstance may cast one vote each for two different candidates, or may choose to only cast one vote for one candidate.

3.5.9 Parents/guardians shall cast their ballots either at the School office during one of the prescribed voting days or at the annual parent meeting of the board of directors. The board shall establish when in April these voting days and the annual parent meeting shall take place.

3.5.10 Parents/guardians must be present to vote and must vote at the same time they pick up their ballots. That is, parents/guardians may not vote by proxy or pick up a ballot, take it with them, and then cast it at some other time.

3.5.11 At the annual parent meeting candidates may be allowed to speak for up to three minutes. At the direction of the board, the board chair shall announce when voting will close, and then will close voting at the appointed time. The board shall designate when and how the votes are counted but counting shall take place as soon as practicable after voting has closed.

3.5.12 In the event of a tie, the ballots shall be re-counted. If there is still a tie, it will be broken by a coin toss between the two candidates receiving the most votes.

3.5.13 Unless circumstances commend a different date and the board votes to allow a particular director's term to begin at a different time, newly elected directors shall begin their term of office as of July 1.

3.6 Terms and Term Limits. Directors shall serve three year terms. Directors may serve a maximum of two consecutive terms. A former director may not be re-elected to the board until at least one year off the board, at which time he or she may again seek election like any other candidate. Generally, terms of office begin on July 1 and end on June 30. Each director shall hold office until the conclusion of his or her term and until his or her successor is elected and takes office, or until his or her death, resignation, or removal. The UCCS director shall not be subject to terms limits.

The initial board of directors, named by the Founding Group, will serve one full three-year term, and then it will establish staggered end-dates for each of the initial director's terms so that, after the first

three-year term, there will be board elections each year and the board gains roughly the same number of new directors in any year.

3.7 **Regular Meetings.** The board of directors shall meet at least once per month when School is in session, and all meetings shall be open to the public. The board of directors shall provide by resolution the time and place, either within or outside Colorado, for the holding of the regular meetings.

3.8 **Special Meetings.** Special meetings of the board of directors may be called by the Head of School or the Chair of the board of directors. Special meetings shall be held at such time and place, either within or outside Colorado, as may be designated by the authority calling such meeting; provided that no meeting shall be called outside the State of Colorado unless a majority of the board has so authorized.

3.9 **Notice and Agendas.** Notice stating the place, day, and time of every meeting, and the agenda for the meeting, shall be given to each member of the board of directors as well as posted in the designated location of the School for the benefit of the public as soon as practicable but no later than twenty-four hours prior to a meeting. The board of directors shall comply with these and every other requirement of the Colorado Open Meetings Law, any amendments to it, and any successor to the OML.

3.10 **Quorum; Voting.** A quorum at all meetings of the board of directors shall consist of a majority of the directors holding office. Persons present by telephone shall be deemed to be present "in person" for all purposes in these Bylaws, provided such persons can simultaneously hear and speak to all other persons present. Less than a quorum may adjourn from time to time without further notice until a quorum is secured. Each director shall have one vote, and, unless otherwise specified in these Bylaws or in the Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the board of directors.

3.11 **Attendance Expectations.** Directors are expected to attend all meetings of the board of directors unless excused. Missing more than two consecutive board meetings without prior approval from the Chair shall be grounds for dismissal from the board. Unexcused absences from one-third of the board meetings in any one year shall also be grounds for removal of a director.

3.12 **No Proxies.** Directors may not vote by proxy.

3.13 **Waiver.** A director who is present at a meeting of the board of directors is deemed to have assented to all action taken unless: (a) the director objects at the beginning of the meeting, or promptly upon arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken; (b) the director contemporaneously requests that the director's dissent or abstention as to any specific action taken be entered in the minutes; or (c) the director causes written notice of the director's dissent or abstention as to any specific action to be received by the Chair or other presiding director of the meeting before adjournment or by the School promptly after adjournment. The right of dissent or abstention is not available to a director who votes in favor of the action taken.

3.14 **Vacancies.** It shall be the duty of the board of directors to appoint members to fill any vacancies that may occur on the board of directors. A director appointed to fill a vacancy shall be appointed for the unexpired term of such person's predecessor in office and until such person's successor is duly elected and shall have qualified. For purposes of term limits, if a person is

appointed by the board to fill a vacancy and that person serves less than half of one term, then that service shall not be counted a “term” and the person may still serve two consecutive three year terms prior to being required to step down due to term limits. Any position on the board of directors to be filled by reason of an increase in the number of directors shall be filled by vote of the parents/guardians, as prescribed herein.

3.15 **Committees.** Committees of the board may be appointed by the Chair of the board or by majority vote of the board. Committees shall be composed of at least one director and any other persons, and committees shall have such powers as the board delegates. The Head of School or his/her designee shall be an ex-officio member of all committees.

3.16 **Resignation.** A director may resign at anytime by giving written notice of resignation to any member of the board of directors, preferably the Chair, or to the Head of School. The resignation is effective when the notice is received, unless the notice specifies a later effective date.

3.17 **Removal.** Any member of the board of directors of the School may be removed by the affirmative vote of two-thirds of the remaining directors. All directors must be provided at least seven days notice that there will be a vote to remove one of the directors, and the director subject to the vote must be named in the notice. The notice shall specify the time, date, and location of the meeting at which the vote will occur. The agenda produced for that meeting must also state that there will be a vote to remove a director and the subject of the vote must be named in the agenda.

3.18 **No Compensation; Expense Reimbursement.** Members of the board of directors shall not receive compensation for serving in such office, although the School may reimburse any member of the board of directors for reasonable expenses incurred in connection with service on the board as determined by the board either by general policy or on specific matters from time to time.

3.19 **Standard of Conduct for Directors and Officers.** Each director and officer shall perform his or her duties, including, without limitation, his or her duties as a member of any committee of the board, in good faith, in a manner the director or officer reasonably believes to be in the best interests of the School, and with the care an ordinarily prudent person in a like position would exercise under similar circumstances. In the performance of his or her duties, a director or officer shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by the persons designated below. However, a director or officer shall not be considered to be acting in good faith, if the director or officer has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A director or officer shall not be liable to the School or its members for any action the director or officer takes or omits to take as a director or officer if, in connection with such action or omission, the director or officer performs their duties in compliance with this section. A director or officer, regardless of title, shall not be deemed to be a trustee with respect to the School or with respect to any property held or administered by the School including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

The designated persons on whom a director or officer are entitled to rely are: (a) one or more officers or employees of the School whom the director or officer reasonably believes to be reliable and competent in the matters presented; (b) legal counsel, a public accountant, or other person as to matters which the director or officer reasonably believes to be within such person's professional or expert competence; or (c) a committee of the board of directors on which the director or officer does not serve if the director reasonably believes the committee merits confidence.

ARTICLE 4

OFFICERS OF THE BOARD OF DIRECTORS

4.1 **Number and Qualifications.** The officers of the board of directors shall consist of the Chair, Vice-Chair, Secretary, and Treasurer. Any voting member of the board shall be eligible to hold one of these officer positions.

4.2 **Selection and Term of Office.** The board shall elect, by a simple majority of eligible voting members, its officers at the first regular public meeting of the fiscal year. This meeting will usually occur in August. Officers of the board shall serve for a term of one year and until their successors are elected or until their resignation, removal, or death. Directors may serve three one-year terms in a particular office, after which time a director may not serve in that office for at least one year.

4.3 **Vacancies.** An officer elected to fill a vacancy shall serve for the unexpired term of his/her predecessor in office.

4.4 **Chair.** The Chair shall preside at all meetings of the board of directors. The Chair may execute contracts when authorized by the board. In general, the Chair shall perform all duties and may exercise all rights as are incident to the office of Chair of the board of directors and such other duties as may be prescribed by the board or these Bylaws.

4.5 **Vice-Chair.** The Vice-Chair shall have all the powers and perform all the duties of the Chair in the absence of the Chair. The Vice-Chair shall perform such other duties as from time-to-time may be assigned to him by the Chair or by the board of directors.

4.6 **Secretary.** The Secretary shall be responsible for ensuring that (a) the minutes of the proceedings of the board of directors and all committees of the board are properly kept; (b) all notices are duly given, and agendas properly created and posted, in accordance with the provisions of these Bylaws or as required by law; (c) the corporate records and the seal of the School, if any, are properly maintained; and (d) all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the board of directors are duly performed. Assistant secretaries, if any, shall have the same duties and powers, subject to supervision by the Secretary.

4.7 **Treasurer.** The Treasurer shall oversee the financial transactions and financial reports prepared for the board and shall see that proper financial procedures are being followed as established by the board.

4.8 **Authority and Duties of Officers of the Board.** The officers of the board of directors shall have the authority to and shall exercise the powers and perform the duties specified herein and as may be additionally specified by the board of directors, except that in any event each officer shall exercise such powers and perform such duties as may be required by law. Nothing herein shall prohibit the delegation by an officer of any duty of that officer described, but no such delegation shall operate to relieve the delegating officer from any responsibility imposed by law or these Bylaws.

4.9 **Resignations and Removal.** Any officer may resign at any time by giving written notice to the Chair or Secretary of the board of directors. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any officer may be removed at any time, with or without cause, by an affirmative vote of a two-thirds majority of the board whenever, in their judgment, the best interests of the School are served by the removal.

ARTICLE 5 EXECUTIVE LEADERSHIP OF THE SCHOOL

5.1 **Selection and Overview.** The board of directors shall select the Head of School, who shall be the chief executive and administrator of the School and who shall have such duties as are prescribed herein or in any job description, or as determined by the board of directors. The Head of School shall select the Business Manager, any assistant administrators, and all other employees of the School. The board of directors shall evaluate the performance of the Head of School from time to time but not less frequently than once per year.

5.2 **Head of School Responsibilities.** The Head of School shall, subject to the direction and supervision of the board of directors, (a) be the chief executive officer of the School and have general and active control of its affairs and business and general supervision of its agents, employees, and volunteers; (b) see that all orders and resolutions of the board of directors are carried into effect; (c) perform all other duties incident to the office of Head of School and as from time to time may be assigned to the Head of School by the board of directors; and (d) be primarily responsible for the School's educational program, including leading the community of learners which is the School. The Head of School shall serve as an advisory, non-voting member of the board of directors. In addition, the Head of School is charged with faithfully representing the issues and needs of the faculty and staff to the board.

5.3 **Compensation.** The board of directors shall set the amount and type of compensation for the Head of School. The board may also set the compensation for all other employees as it sees fit, either by setting compensation ranges or schedules or by prescribing compensation directly, or it may delegate setting compensation entirely to the Head of School.

5.4 **Removal.** The Head of School may be removed by the board of directors whenever in its judgment the best interests of the School will be best served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

ARTICLE 6 INDEMNIFICATION

6.1 **Definitions.** For purposes of this Article 6, the following terms shall have the meanings set forth below:

(a) "School" means the School, a Colorado nonprofit corporation, and, in addition to the resulting or surviving corporation, any domestic or foreign predecessor entity of the corporation in a merger, consolidation or other transaction in which the predecessor's existence ceased upon consummation of the transaction.

(b) The terms "director or officer" shall include a person who, while serving as a director or officer of the School, is or was serving at the request of the

School as a director, officer, teacher, employee, fiduciary or agent of another foreign or domestic corporation, nonprofit corporation, or other person or employee benefit plan. The term “director or officer” shall also include the estate or personal representative of a director or officer, unless the context otherwise requires.

(c) “Expenses” means the actual and reasonable expenses, including attorneys’ fees, incurred by a party in connection with a proceeding.

(d) “Liability” means the obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to a private corporation or an employee benefit plan) or expense incurred with respect to a proceeding.

(e) “Official capacity” when used with respect to a director of the School means the office of director in the School, and when used with respect to a person in a capacity other than as a director (even if such person is also a director) means the office in the School held by the officer or the employment relationship undertaken by the employee on behalf of the School in the performance of his or her duties in his or her capacity as such officer or employee. “Official capacity” does not include service for any other foreign or domestic corporation or for any partnership, joint venture, trust, other enterprise or employee benefit plan when acting directly on behalf of such other corporation, partnership, joint venture, trust, enterprise or plan as a director, officer, employee, fiduciary or agent thereof.

(f) “Party” means any person who was, is, or is threatened to be made, a named defendant or respondent in a proceeding by reason of the fact that such person is or was a director, officer or employee of the School, and any person who, while a director, officer or employee of the School, is or was serving at the request of the School as a director, officer, employee, fiduciary or agent of any other foreign or domestic corporation or of any partnership, joint venture, trust, other enterprise or employee benefit plan. A party shall be considered to be serving an employee benefit plan at the School’s request if such party’s duties to the School also impose duties on or otherwise involve services by such party to the plan or to participants in or beneficiaries of the plan.

(g) “Proceeding” means any threatened, pending or completed action, suit or proceeding, or any appeal therein, whether civil, criminal, administrative, arbitral or investigative (including an action by the School) and whether formal or informal.

6.2 Right to Indemnification.

6.2.1 **Standards of Conduct.** Except as provided in Section 6.2.4 below, the School shall indemnify any party to a proceeding against liability incurred in or as a result of the proceeding if: (a) such party conducted himself or herself in good faith; (b) such party reasonably believed (i) in the case of a director acting in his or her official capacity, that his or her conduct was in the School’s best interests, or (ii) in all other cases, that such party’s conduct was at least not opposed to the School’s best interests; and (c) in the case of any criminal proceeding, such party had no reasonable cause to believe his or her conduct was unlawful. For purposes of determining the applicable standard of conduct under this Section 6.2, any party acting in his or her official capacity

who is also a director of the School shall be held to the standard of conduct set forth in Section 6.2.1(b)(i), even if such party is sued solely in a capacity other than as such director.

6.2.2 **Employee Benefit Plans.** A party's conduct with respect to an employee benefit plan for a purpose such party reasonably believed to be in the interests of the participants in or beneficiaries of the plan is conduct that satisfies the requirements of Section 6.2.1(b)(ii). A party's conduct with respect to an employee benefit plan for a purpose that such party did not reasonably believe to be in the interests of the participants in or beneficiaries of the plan shall be deemed not to satisfy the requirements of Section 6.2.1(a).

6.2.3 **Settlement.** The termination of any proceeding by judgment, order, settlement or conviction, or upon a plea of nolo contendere or its equivalent, is not of itself determinative that the party did not meet the applicable standard of conduct set forth in Section 6.2.1.

6.2.4 **Indemnification Prohibited.** Except as hereinafter set forth in this Section 6.2.4, the School may not indemnify a party under this Section 6.2 either (a) in connection with a proceeding by the School in which the party is or has been adjudged liable for gross negligence or willful misconduct in the performance of the party's duty to the School; or (b) in connection with any proceeding charging improper personal benefit to the party, whether or not involving action in the party's official capacity, in which the party was adjudged liable on the basis that personal benefit was improperly received by the party (even if the School was not thereby damaged). Notwithstanding the foregoing, the School shall indemnify any such party if and to the extent required by the court conducting the proceeding, or any other court of competent jurisdiction to which the party has applied, if it is determined by such court, upon application by the party, that despite the adjudication of liability in the circumstances in clauses (a) and (b) of this Section 6.2.4 or whether or not the party met the applicable standard of conduct set forth in Section 6.2.1, and in view of all relevant circumstances, the party is fairly and reasonably entitled to indemnification for such expenses as the court deems proper in accordance with the Colorado Nonprofit Corporation Code.

6.2.5 **Claims by School.** Indemnification permitted under this Section 6.2 in connection with a proceeding by the School shall be limited to expenses incurred in connection with the proceeding.

6.2.6 **Combined Proceedings.** If any claim made by the School against a party is joined with any other claim against such party in a single proceeding, the claim by the School (and all expenses related thereto) shall nevertheless be deemed the subject of a separate and distinct proceeding for purposes of this Article 6.

6.3 **Prior Authorization Required.** Any indemnification under Section 6.2 (unless ordered by a court) shall be made by the School only if authorized in the specific case after a determination has been made that the party is eligible for indemnification in the circumstances because the party has met the applicable standard of conduct set forth in Section 6.2.1 and after an evaluation has been made as to the reasonableness of the expenses. Any such determination, evaluation and authorization shall be made by the board of directors by a majority vote of a quorum of such board, which quorum shall consist of directors not parties to the subject proceeding, or by such other person or body as permitted by law.

6.4 **Success on Merits or Otherwise.** Notwithstanding any other provision of this Article 6, the School shall indemnify a party to the extent such party has been successful, on the merits or otherwise, including, without limitation, dismissal without prejudice or settlement without admission of liability, in defense of any proceeding to which the party was a party against expenses incurred by such party in connection therewith.

6.5 **Advancement of Expenses.** The School shall pay for or reimburse the expenses, or a portion thereof, incurred by a party in advance of the final disposition of the proceeding if: (a) the party furnishes the School a written affirmation of such party's good-faith belief that he or she has met the standard of conduct described in Section 6.2.1(a); (b) the party furnishes the School a written undertaking, executed personally or on behalf of such party, to repay the advance if it is ultimately determined that the party did not meet such standard of conduct; and (c) authorization of payment and a determination that the facts then known to those making the determination would not preclude indemnification under this Article 6 have been made in the manner provided in Section 6.3. The undertaking required by clause (b) must be an unlimited general obligation of the party, but need not be secured and may be accepted without reference to financial ability to make repayment.

6.6 **Payment Procedures.** The School shall promptly act upon any request for indemnification, which request must be in writing and accompanied by the order of court or other reasonably satisfactory evidence documenting disposition of the proceeding in the case of indemnification under Section 6.4 and by the written affirmation and undertaking to repay as required by Section 6.5 in the case of indemnification under such section. The right to indemnification and advances granted by this Article 6 shall be enforceable in any court of competent jurisdiction if the School denies the claim, in whole or in part, or if no disposition of such claim is made within ninety (90) days after written request for indemnification is made. A party's expenses incurred in connection with successfully establishing such party's right to indemnification, in whole or in part, in any such proceeding shall also be paid by the School.

6.7 **Insurance.** By action of the board of directors, notwithstanding any interest of the directors, the School may purchase and maintain insurance in such amounts as the board of directors deems appropriate to protect itself and any person who is or was a director, officer, employee, fiduciary or agent of the School, or who, while a director, officer, employee, fiduciary or agent of the School, is or was serving at the request of the School as a director, officer, employee, fiduciary or agent of any other foreign or domestic corporation or of any partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against or incurred by such person in any such capacity or arising out of such person's status as such, whether or not the School would have the power to indemnify such person against such liability under applicable provisions of law or this Article 6. Any such insurance may be procured from any insurance company designated by the board of directors, whether such insurance company is formed under the laws of Colorado or any other jurisdiction, including any insurance company in which the School has an equity or any other interest, through stock ownership or otherwise. The School may create a trust fund, grant a security interest or use other means (including, without limitation, a letter of credit) to ensure the payment of such sums as may become necessary to effect indemnification as provided herein.

6.8 **Right to Impose Conditions to Indemnification.** The School shall have the right to impose, as conditions to any indemnification provided or permitted in this Article 6, such reasonable requirements and conditions as may appear appropriate to the board of directors in each specific case and circumstances, including, but not limited to, any one or more of the following: (a) that any counsel representing the party to be indemnified in connection with the defense or settlement of any

proceeding shall be counsel mutually agreeable to the party and to the School; (b) that the School shall have the right, at its option, to assume and control the defense or settlement of any claim or proceeding made, initiated or threatened against the party to be indemnified; and (c) that the School shall be subrogated, to the extent of any payments made by way of indemnification, to all of the indemnified party's right of recovery, and that the party to be indemnified shall execute all writings and do everything necessary to assure such rights of subrogation to the School.

6.9 **Other Rights and Remedies.** Except as limited by law, the indemnification provided by this Article 6 shall be in addition to any other rights which a party may have or hereafter acquire under any law, provision of the Articles of Incorporation, any other or further provision of these Bylaws, vote of the board of directors, agreement, or otherwise.

6.10 **Applicability; Effect.** The indemnification provided in this Article 6 shall be applicable to acts or omissions that occurred prior to the adoption of this Article 6, shall continue as to any party entitled to indemnification under this Article 6 who has ceased to be a director, officer or employee of the School or, at the request of the School, was serving as and has since ceased to be a director, officer, employee, fiduciary or agent of any other domestic or foreign corporation, or of any partnership, joint venture, trust, other enterprise or employee benefit plan, and shall inure to the benefit of the estate and personal representatives of each such person. The repeal or amendment of this Article 6 or of any section or provision hereof that would have the effect of limiting, qualifying or restricting any of the powers or rights of indemnification provided or permitted in this Article 6 shall not, solely by reason of such repeal or amendment, eliminate, restrict or otherwise affect the right or power of the School to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions that occurred prior to such repeal or amendment. All rights to indemnification under this Article 6 shall be deemed to be provided by a contract between the School and each party covered hereby.

6.11 **Indemnification of Agents.** The School shall have the right, but shall not be obligated, to indemnify any agent of the School not otherwise covered by this Article 6 to the fullest extent permissible by the laws of Colorado. Unless otherwise provided in any separate indemnification arrangement, any such indemnification shall be made only as authorized in the specific case in the manner provided in Section 6.3.

6.12 **Savings Clause; Limitation.** If this Article 6 or any section or provision hereof shall be invalidated by any court on any ground, then the School shall nevertheless indemnify each party otherwise entitled to indemnification hereunder to the fullest extent permitted by law or any applicable provision of this Article 6 that shall not have been invalidated. Notwithstanding any other provision of these Bylaws, the School shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with the qualification of the School as an organization described in Section 501(c)(3) of the Internal Revenue Code, or that would result in the imposition of any liability under Section 4941 of the Internal Revenue Code.

6.13 **Surety Bonds.** The board of directors shall not be required to, but may as appropriate, require any officer or agent of the School to execute to the School a bond in such sums and with such sureties as shall be satisfactory to the board, conditioned upon the faithful performance of such person's duties and for the restoration to the School of all books, papers, vouchers, money and other property of whatever kind in such person's possession or under such person's control belonging to the School.

ARTICLE 7 PURPOSE, RESTRICTIONS

7.1 **General.** The purposes of the School are those set forth in the Articles of Incorporation, subject to restrictions set forth in such Articles of Incorporation, restrictions on amendment as set forth in the Articles of Incorporation, and in restrictions on amendment set forth in these Bylaws pursuant to the authority set forth in the Articles of Incorporation.

7.2 **Contributions, Special Funds.** The School may accept contributions, grants, bequests or devises designated to and consistent with its purposes. The designation of funds shall not, however, restrict the School's ownership, dominion and control of the designated funds in any manner which is inconsistent with the School's duties and powers as an organization described in Section 501(c)(3) of the Code.

7.3 **Priorities of Funding and Programs.** The School's first and primary purpose is to organize and operate a public charter school to educate students in grades 6-12 using a core curriculum based on the best of the Western intellectual tradition. This Section 7.3 of the Bylaws shall not be amended without the unanimous vote of the board of directors.

ARTICLE 8 MISCELLANEOUS

8.1 **Account Books, Minutes, Etc.** The School shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its board of directors and committees. All books and records of the School may be inspected by any director or by the authorized agent or attorney of any such person, for any proper purpose at any reasonable time.

8.2 **Public Accountability.** The School shall provide for all financial reports necessary or desirable for a charitable organization exempt from tax under Section 501(c)(3) of the Code. The School may provide for an annual independent audit or review of its financial affairs. The School shall publish and make available to the general public all tax applications and returns as appropriate for a charitable organization exempt from tax under Section 501(c)(3) of the Code.

8.3 **Fiscal Year.** The fiscal year of the School shall begin July 1 and end June 30. The board of directors may change the fiscal year for the school from time to time as necessary.

8.4 **Conveyances and Encumbrances.** Property of the School may be assigned, conveyed or encumbered by such officers of the School as may be authorized to do so by the board of directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the School shall be authorized only at a properly called and noticed meeting of the board of directors at which all currently serving directors are present and only after an affirmative vote of 75% of the directors.

8.5 **Conflicts of Interest.**

8.5.1 From time to time potential conflicts of interest or the appearance of such conflicts will inevitably arise. It is the policy of the School to deal with such conflicts in as open and appropriate way as possible.

8.5.2 If any person who is a director, officer, executive, or administrator of the School is aware that the School is about to make a grant to or otherwise enter into any transaction directly or indirectly with such person, any member of that person's family, or any entity in which that person has any legal, equitable or fiduciary interest or position, including, without limitation, as a director, officer, shareholder, partner, beneficiary or trustee, such person shall: (a) promptly inform those charged with approving the transaction on behalf of the School of such person's interest or position; (b) disclose any material facts within such person's knowledge that bear on the advisability of such transaction from the standpoint of the School; (c) thereafter recuse him- or herself from further deliberations; and (d) not be entitled to vote on the decision to enter into such transaction. If such person's recusal destroys quorum, then the board may not act upon that topic at that time.

8.5.3 If a majority of the remaining members of the board believe a director has a conflict of interest, then the board (after a proper vote in which the potentially-conflicted director may participate in the discussion but not the vote) may require the potentially-conflicted director to be recused from any decision on the topic at issue.

8.5.4 In the event the School awards any grant or otherwise enters into any transaction that involves any actual or potential conflict of interest, the fact of the conflict and of compliance by all parties with the requirements of Section 8.5.2 shall be recorded in the minutes of the proceedings approving such grant or other transaction.

8.5.5 The directors, officers, employees, and agents of the School shall also faithfully observe and comply with any other policies or procedures adopted by the School from time to time to assure that conflicts of interests and any other matters bearing on the proper and ethical conduct of corporate affairs are appropriately and effectively monitored, disclosed and dealt with in furtherance of the best interests of the School.

8.6 **Loans to Directors and Officers Prohibited.** No loans shall be made by the School to its directors, officers, or employees (regardless whether the employee is an administrator or a member of the faculty or staff of the School). Any director, officer, or employee who assents to or participates in the making of any such loan shall be liable to the School for the amount of such loan until it is repaid.

8.7 **References to Internal Revenue Code.** All references in these Bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any subsequent federal tax laws.

8.8 **Amendments.** The power to alter, amend or repeal these Bylaws and adopt new Bylaws shall be vested in the board of directors; provided, however, that no alteration, amendment or repeal shall become effective in contravention of the Colorado Nonprofit Corporation Law or without any review or filing which may from time to time be required thereunder. Amendments with respect to the purposes of the School shall be subject to the restrictions set forth in Section 7.3 of these Bylaws.

8.9 **Severability.** The invalidity of any provision of these Bylaws shall not affect the other provisions hereof, and in such event these Bylaws shall be construed in all respects as if such invalid provision were omitted.

CERTIFICATE

The undersigned Chair of **Veritas Academy** hereby certifies that the foregoing is a true and correct copy of the Bylaws of the School, duly adopted by the board of directors and in full force and effect.

Dated: November ____, 2008

ERIC V. HALL, Chair of Board of Directors

APPENDIX 20: ARTICLES OF INCORPORATION

APPENDIX 21:
DRAFT EMPLOYEE HANDBOOK

Introduction

Employee Handbook Overview

This manual is designed to acquaint employees with Veritas Academy and provide a general understanding of the school's personnel procedures and policies. Contained in this manual are detailed descriptions of the school's expectations of its employees, as well as descriptions of the programs and benefits available to eligible employees. Employees are required to familiarize themselves with the contents of this handbook, and are encouraged to direct questions to the Head of School or other members of the administration.

This handbook cannot anticipate every situation nor answer every question about employment at Veritas Academy. It is not an employment contract and it DOES NOT create contractual obligations of any kind. While this document does not take the place of the employment agreement, it does provide a more detailed description of the relationship the school expects to develop with its employees. Each employee's willingness and ability to fulfill the obligations explained here is one of the ways in which success at Veritas Academy will be determined.

To retain necessary flexibility in the administration of policies and procedures, Veritas Academy reserves, to the extent not expressly prohibited by law, the right to unilaterally change, revise, or eliminate any of the policies and/or benefits described in this handbook.

Veritas Academy's Mission

From the seminar to the science lab, from the music room to the playing field, Veritas Academy begins with the conviction that all human beings can know truth, create beauty, and practice goodness. To that end, we expect students to develop

- basic tools of learning,
- ordered basic knowledge,
- moral seriousness,
- breadth and depth of imagination,
- artistic ability and sensitivity,
- and a sense of wonder.

At-Will Employment

Employment is with the mutual consent of the employee and Veritas Academy, as documented by an employment agreement signed both by the employee and the Head of School or his or her designee. At Veritas Academy, all employment is at-will. This means both the employee and Veritas Academy have the right to terminate the employment relationship at any time, with or without cause or advance notice. This employment-at-will relationship may be modified only by a writing signed by both parties. It cannot be modified by any oral or implied agreement.

Employment Policies and Administrative Guidelines

Agreement Renewals

Veritas Academy's agreement renewal decisions are based on a combination of criteria, including, but not limited to: self-evaluations, administrative reviews and evaluations, mission-fit, adherence to the school's professional expectations, and strict adherence to implementing the school's chosen curriculum. The Head of School, in consultation with other administrators, makes the final agreement renewal decisions during the month of May. A decision to non-renew an employment agreement is not considered to be "firing" and occasionally may not be related to specific performance concerns, but instead to mission fit, program changes, or budgetary decisions.

Employment Categories

Classification

Regular Employee: Any employee whose position does not have a predetermined ending date or whose predetermined ending date is more than five months from the hiring date. (The existence of a predetermined ending date is only a guideline and does not guarantee employment until that date.)

Temporary Employee: Any employee whose position has a predetermined ending date that is five months or less from the hiring date. (The existence of a predetermined ending date is only a guideline and does not guarantee employment until that date.)

Status

Full-Time Employee (FT): Any employee who is regularly scheduled to work 40 or more hours per week.

Part-Time Employee (PT): Any employee regularly scheduled to work less than 40 hours per week.

Exemption

Exempt: Any employee who is exempt from overtime requirements. Exempt employees will be paid on a salaried basis.

Non-exempt: Any employee who is subject to overtime requirements. Non-exempt employees may be paid either on an hourly or salaried basis.

Equal Employment Opportunity

Veritas Academy will make all employment decisions based upon factors such as an employee's work-quality, behavior, training, and experience. In compliance with local, state, and federal laws, we provide equal employment opportunity regardless of an individual's gender, race, religion, national origin, or any other class protected by law.

All Veritas Academy employees who become aware of violations of this policy have the affirmative obligation to report the conduct to the Head of School, or if the Head of School is involved in the conduct, to another administrator or a member of the Board of Directors.

Harassment

The goal of the school is to provide a workplace free from tensions involving matters that do not relate to the education of our students. In particular, an atmosphere of tension created by non-work-related conduct, including ethnic, racial, sexual or gender-related remarks, animosity, or unwelcome sexual advances or other such conduct does not belong in the workplace. As such, the school will not tolerate any form of harassment related to any protected class. It will not tolerate retaliation for refusing unwelcome, harassing overtures, for reporting instances of harassment, or for providing statements or evidence related to alleged harassment.

Types of Harassment

Harassment may be verbal (epithets, derogatory statements, slurs, innuendo), physical (unwelcome touching, assault, gestures, physical interference with one's work), or visual (posters, drawings, faxes, e-mail). It may involve, but is not limited to, unwelcome sexual advances or unwelcome invitations to participate in offensive conduct. Harassment may originate from employees, supervisors, students, parents, or others visiting the school. In whatever form and from whatever source, it is forbidden.

Retaliation Prohibited

No supervisor shall have the authority to retaliate against a victim, reporter, or witness of harassment because of his or her report. Any such retaliation is subject to prompt reversal upon completion of any related investigation.

Reporting Harassment

In some situations, a person may not realize that his or her behavior is inappropriate or unwelcome. Employees who consider any person's behavior to be inconsistent with these guidelines are encouraged (but not required) to tell that person that his or her behavior is considered inappropriate and request that the conduct stop. Persons so told should comply immediately and graciously with such requests or seek direction from their supervisor.

The school must be informed of harassment before the school can stop it. Thus, every employee who reasonably suspects that harassment has occurred, including everyone who believes that he or she is a victim of harassment, must immediately report the circumstances to their immediate supervisor or to the Head of School. Allegations involving the Head of School may also be reported to any member of the Board of Directors.

Employees should not assume that the administrators or Directors are already aware of the situation. They should not assume that it is someone else's duty to report.

Licensing Requirements

Employees of charter schools—unlike their non-charter district peers—are exempt from state licensing requirements. If a non-licensed candidate meets our rigorous hiring expectations, including No Child Left Behind highly qualified requirements, he or she may be extended an employment contract. Non-licensed teachers who choose to seek licensure while employed at Veritas Academy will do so at their own personal expense and on their own personal time. Likewise, teachers who choose to accrue continuing education credit hours during their employment at Veritas Academy will do so at their own personal expense.

Conflicts of Interest

Veritas Academy expects all faculty and staff to scrupulously avoid conflicts between the interests of the school and their own personal, professional, and business interests. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

In order to protect the integrity of Veritas Academy's decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of our employees, Veritas Academy requires that all staff disclose in writing to the Head of School any interests, relationships, and holdings that could potentially result in a conflict of interest or the appearance of a conflict of interest.

All employees are responsible for ensuring that they do not place themselves in any position that will conflict with their responsibilities to Veritas Academy. No employee of Veritas Academy shall serve on a governing board or committee of any agency contracting with, making grants to, or receiving grants from Veritas Academy, except under special circumstances and with the express approval of the Veritas Academy Board of Directors. In no such case shall a Veritas Academy employee vote or take an active part in discussion of a grant or contract between Veritas Academy and an organization of which he or she is a member or in which he or she has an interest.

The Veritas faculty member who serves on the Veritas Board of Directors owes a special duty to the School to carefully avoid conflicts of interest when making decisions that directly affect faculty while at the same time representing the faculty's unique perspective to the Board. This careful balance requires the faculty-member/Board-member to be a person of character and good judgment who makes the well-being of the School paramount in all such decisions.

Access to Personnel Files

Veritas Academy maintains a personnel file on each employee. Personnel files are the property of Veritas Academy, and access to the information they contain is restricted. Generally, only an employee's direct supervisor, the Board of Directors of Veritas Academy, and the employee him- or herself are allowed to review information in a personnel file.

Employees who wish to review their own file should contact the Head of School. With reasonable advance notice, employees may review their own personnel file in Veritas Academy's offices and in the presence of the Head of School or designee.

Personnel Data Changes

Each employee is responsible for providing accurate personnel information to Veritas Academy and promptly notifying the Head of School of any changes that occur. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of emergency, educational accomplishments, and other such information must be accurate and current at all times. If any personnel data has changed, please notify the Head of School, who will ensure the appropriate changes are made.

Termination of Employment

Since employment with Veritas Academy is at-will, both the employee and Veritas Academy have the right to terminate employment at will, with or without cause, at any time. Should an employee choose to leave employment before the end of the agreement period (almost always the school year), although not required, Veritas Academy requests as a courtesy, at least 4 weeks prior written notice.

Veritas Academy reserves the right to make a deduction from an employee's paycheck for failing to return school property or failing to return it in good condition.

Discharge. Employees may be discharged for any reason deemed appropriate by the Head of School. In the event an employee disagrees with any discharge decision, that employee may file a written grievance to the Head of School, who must consider it. Should the Head of School decide not to change the decision, then the written grievance must be forwarded on to the Board of Directors for its consideration. This process corresponds with Steps 3 & 4 in the "Grievance Policy and Procedures," described below.

Reduction in Force. The school may find it necessary in certain unusual circumstances to terminate an employee mid-year for non-disciplinary reasons. In such cases, employees will receive a letter documenting the termination and stating that it was through no fault of the employee. As with all other hiring and termination decisions, the decision to lay off employees will be made by the Head of School alone, although of course it is expected that he or she may consult with others before making such a decision.

Employee Pay

Payroll

Employees are compensated for their work at a rate specified in each employee's employment agreement. Compensation for teachers is determined using Veritas Academy's salary schedule which is reviewed and revised every year. All employees are paid monthly on the 20th of the month. For salaried employees, the paycheck covers the time period from the first through the last day of the current month. For hourly employees, the paycheck covers the time period from the first through the last day of the previous month. In the event that a regularly scheduled payday falls on a day off, such as a weekend or holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

Salaried employees receive their annual pay in equal monthly installments over a 12-month period from August 1 through July 31, as specified in the individual employee's agreement.

Hourly employees are paid for actual hours worked during the pay period. Hourly employees will not receive pay for days not worked due to school holidays, (including winter, spring, and summer break), snow days, or personal days.

Employees may have pay directly deposited into their bank accounts if they complete the required paperwork at Veritas Academy during payroll orientation. Employees will receive an itemized statement of wages when direct deposits are made.

Time Sheets for Hourly Employees

Non-exempt employees are required to track their work hours on a daily basis on a school-approved timesheet kept in the staff work room. At the end of the pay period, the employee should sign his or her timesheet and submit it to the appropriate supervisor for approval. Employees are prohibited from marking or signing the time record of another employee or knowingly allowing someone else to mark or sign their time records.

All time sheets are due to the Assistant Administrator on the first of every month. Failing to submit a timely time sheet may result in a one month delay in receiving a paycheck.

Overtime

When operating requirements or other needs cannot be met during regular working hours, non-exempt employees may be required to work extra hours. All overtime work must receive the appropriate administrator's prior authorization.

Overtime compensation is paid to all non-exempt employees in accordance with federal and state wage and hour restrictions. Overtime pay is based on actual hours worked above 40 from Sunday to Saturday within any given week. Overtime will be paid at 1 ½ times the employee's normal hourly rate either in pay or in compensatory time, at the employee's discretion. Sick time, vacation time, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. All compensatory time must be used by June 30 or else it is forfeited.

Use of School Property

Veritas Academy sometimes loans school property to employees for school-related tasks with the explicit understanding that if such property is not returned in good condition, the employee will be held financially responsible for the replacement of the property. Such property includes, but is not limited to keys, professional development books, library books, classroom supplies, walkie-talkies, cell phones, computer equipment, textbooks, and curricular resources purchased with school funds. If the employee fails to return any school property when requested to or upon separation from employment, the school will deduct the cost of any un-retained, lost, or excessively damaged items from an employee's paycheck.

Employee Benefits

Employee Benefits Overview

Eligible employees at Veritas Academy are provided a wide range of benefits. A number of the programs (such as PERA, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law, while others have been chosen to reflect the high value Veritas Academy places on its employees.

Veritas Academy maintains three primary classifications of employees for purposes of determining benefits:

- **Full-time employees.** These employees receive the complete benefits package, including health benefits and paid sick and personal leave, as part of their compensation package.
- **Part-time employees who work at least 20 hours per week.** These employees receive a modified benefits package, including health benefits and prorated paid sick and personal leave, as part of their compensation package.
- **Part-time employees who work less than 20 hours per week.** These employees do not receive medical insurance or paid sick or personal leave as part of their compensation package.

Medical and Dental Insurance

An individual employed by Veritas Academy for a regular position for 20 hours or more per week on a permanent basis is eligible for health insurance benefits. Temporary and substitute employees are not eligible. Veritas Academy also provides eligible employees with the opportunity to purchase health insurance for other family members or dental insurance (for themselves and for family members) on a pre-tax basis.

Changes in enrollment may be made only under one of the following conditions:

- **Open enrollment:** The school's plan year coincides with its fiscal year, July 1 – June 30. Open enrollment is held in May each year during which time employees may change enrollments in district benefit plans. The effective date of those changes will be July 1st.
- **Change in Status/Special enrollment:** For purposes of health, dental, vision (and related premiums), the health care spending account and dependent life insurance, employees may not change enrollment decisions during the plan year except in the following situations:
 - Birth or adoption of a child, or change of legal custody of a child.
 - Marriage, legal separation, or divorce.
 - Death of a dependent or dependent ceases to satisfy the definition of dependent.
 - Loss of eligibility for other coverage, or loss of another employer's contributions to other coverage.

If one of these events occurs, the employee must notify the Head of School within thirty (30) days of the event to change enrollment status and complete a new enrollment form.

Continuation of Coverage: In some cases, employees and dependants may be eligible for continuation coverage after they leave Veritas Academy. For more information on this option, please contact the Head of School.

Workers' Compensation Insurance

Veritas Academy provides workers' compensation insurance at no cost to employees. This program covers any injury or illness sustained in the course of employment and caused by or directly attributable to employment at Veritas Academy that requires medical, surgical, or

hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses must inform their supervisor immediately using the school's "Accident Report" form found in the staff work room. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. Failure to report within four days of the injury or onset of the illness may result in reduced benefits or a disqualification for benefits.

In non-emergency cases, Veritas Academy uses a specified physician (designated provider) who handles all workers' compensation medical needs. In order to receive the benefits provided by the school's workers' compensation, the injured employee must use the specified physician. Referrals will be made by that physician as needed. Please contact the Assistant Administrator for the name of the school's designated provider.

Long Term Disability Insurance

Should an employee accumulate five years or more of service in the district, he or she becomes vested in the Public Employment Retirement Association (PERA). Long term disability insurance is available through this system. More information on PERA benefits is available through the PERA website www.copera.org.

If a permanent employee, working 24 or more hours per week, accumulates 6 months to 5 years of service in the school, a long term disability plan is in place through Genworth Financial. The employee must be unable to perform the material duties of his/her regular occupation during the elimination period (60 days). For more information on this benefit, please contact the Assistant Administrator.

Short Term Disability Insurance

Each employee working 24 hours or more per week, following the completion of 6 months of permanent employment, is eligible for short term disability. 60% of the basic weekly earnings with a maximum benefit of \$750 begins after 15 days of disability due to injury or sickness. The maximum benefit duration is 13 weeks as confirmed and advised by a medical physician. Benefits are reduced by income received from the employer's salary continuance or accumulated sick leave. For more information on this benefit, please contact the Assistant Administrator.

Retirement

All employees receive PERA (Public Employment Retirement Association) benefits through Veritas Academy.

All employees contribute to PERA. A required deduction of 8% is automatically withheld from the employee's paycheck. In addition, Veritas Academy matches this contribution with its own 10.65% contribution that funds the general pension fund. PERA is a defined benefits plan. Should an employee accumulate five years of service in the district, he or she becomes vested in the retirement system. More information on PERA benefits is available through the PERA website www.copera.org.

Time Off Guidelines

School Holidays and Breaks

The school observes several holidays and breaks throughout the school year. All employees receive time off for these holidays and breaks. The specific dates of these holidays vary year to year and are listed on the annual school calendar. The length of the summer break varies depending on the employee; this is also specified in each employee's employment agreement.

As a general guideline, employees can expect the following days to be observed as holidays and breaks:

- | | |
|----------------------------------|-------------------|
| ▪ Labor Day | ▪ Presidents' Day |
| ▪ Veteran's Day | ▪ Spring Break |
| ▪ Fall Break (Thanksgiving week) | ▪ Memorial Day |
| ▪ Winter Break | ▪ Summer Break |
| ▪ Martin Luther King, Jr. Day | |

Employees are eligible to be paid for these holidays only if it is so specified in the employee's employment agreement.

Sick/Personal Days

It is Veritas Academy's policy to offer full-time employees two personal and five sick days per year which can be taken in five-minute increments. Sick days can be in cases of personal illness, to care for a sick family member, to attend a funeral, or to attend doctor or dentist appointments.

For full-time employees, these sick and personal days are paid. Part-time employees will receive a prorated number of paid personal and sick days. For example, a part-time employee who works 24 hours per week will receive 60% of the normal full-time rate (24 hours of sick time and 9.6 hours of personal time). For part-time employees scheduled for more than 20 hours per week, these sick days or personal days are paid time. For part-time employees working less than 20 hours per week, these sick days or personal days are unpaid.

Procedures: When an employee plans to take personal time or sick time for pre-arranged health appointments, the employee must complete a Staff Absence Request/Notification Form and submit it to the Assistant Administrator at least a week prior to the planned day off. The Assistant Administrator will review each request and make a decision for approval or denial based on a number of factors, including: staffing requirements, commitment of substitutes, and coordination with the school's master calendar. The Assistant Administrator will notify the employee via email.

In the case of an unplanned personal day (such as personal illness), it is the employee's responsibility to complete a Staff Absence Request/Notification Form immediately upon return to the school and submit it to the Assistant Administrator. These forms can be found in the Faculty Room.

Substitutes: When teachers or instructors take planned or unplanned time off, the Substitute Coordinator will arrange for a replacement. In the case of an unplanned absence, the teacher or instructor must contact the Substitute Coordinator directly at his or her extension at the school and leave a message telling the date and time of the absence and the location of lesson plans. Plans can also be emailed to the Substitute Coordinator or faxed to the school. In the case of a planned absence, teachers/instructors are encouraged to inform their classes in advance regarding plans for coverage.

Excessive Personal and Sick Days: If an employee needs to take time off after all days have been used, the employee should submit a request for unpaid time to the Head of School, who will consider such requests on a case-by-case basis.

The Assistant Administrator maintains a log for each employee documenting paid and unpaid time off. Employees who want to review their own personal and sick day usage should contact the Assistant Administrator.

Personal Day Restrictions: Personal days cannot be taken during the school's all staff training before school starts, during the first two weeks or last two weeks of school, on parent/teacher conference days, or during standardized testing or teacher work days, unless the Head of School gives written permission in response to a written request from an employee.

Veritas Academy does not pay for unused personal or sick days.

Bereavement Time

Employees who wish to take time off due to the death of an immediate family member should notify the Head of School or Assistant Administrator immediately. Up to three days of paid bereavement time will be provided to all employees, in addition to any regular paid personal or sick days that might be approved.

Jury Duty

Veritas Academy encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees of Veritas Academy shall be excused for jury duty with no jeopardy to their employment or compensation. Substitutes, when necessary, shall be obtained in the usual manner and paid by Veritas Academy.

Any compensation (excluding meals and mileage) received by an employee shall be endorsed to Veritas Academy since the employee will not have been penalized for his/her absence.

Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the military in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

Continuation of health insurance benefits is available, as required by USERRA, based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Family or Medical Time Off

The Family and Medical Leave Act (FMLA) guarantees some employees who have been employed at Veritas Academy at least one year and worked at least 1250 hours, as much as 12 weeks of unpaid time off annually for these reasons:

- ☐ The need to care for a spouse, child, or parent with a serious health condition,
- ☐ The inability to work because of a serious health condition, or
- ☐ The birth or adoption of a child.

In addition, the FMLA permits a spouse, son, daughter, parent, or next of kin to take up to 26 workweeks of leave to care for a "member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness."

Employees with accrued vacation time or sick/personal time may use this time and receive pay, and employees may also be required to use this time. Such time will still be counted against any FMLA leave to which the employee may be entitled. Employees should notify their supervisor of the need for this time at least two weeks in advance, or as quickly as practicable after the need for time off becomes known. The employee must also alert the supervisor by noting "FMLA Time" on the time sheet.

Employees who need two weeks or more of time off must request a leave of absence in writing through the Head of School whenever possible. With respect to FMLA leave, in most circumstances eligible employees have a right under FMLA to restoration to the same or an equivalent job upon return from leave of absence. Full insurance benefits continue during an FMLA leave of absence unless the employee fails to pay his or her share of the cost of the benefit.

If an employee does not return to work following his or her leave or does not continue to work after the end of the leave for at least thirty days, the employee must reimburse the school for insurance premiums paid during leave unless the employee does not return due to continuation or onset of a serious health condition beyond the employee's control.

In some cases, a leave of absence for the FMLA reasons above may be taken on an intermittent leave or reduced leave basis. In the case of the birth or adoption of a child, the approval of the Head of School is required before reduced or intermittent leave may be taken. In the other cases shown above, only proof of medical necessity is required and a reasonable effort to accommodate the employer's schedule requirements. The school may also transfer the employee to an equivalent position that may better accommodate recurring periods of leave.

Employees absent from work because of their own serious health condition may be required to submit certification from a physician at any time during the absence, and also a certification of

fitness for duty before returning to work. Failure to obtain either certification may disqualify the employee for approved time off.

Communications

Evaluations

Veritas Academy believes that all employees are in a state of learning and developing. As a community of learners, we uphold the belief that no employee is ever “done”. Instead, each of us possesses strengths and areas of needed improvement that are constantly changing. In order to continuously improve teaching and learning as well as the organization’s overall sustainability, the school tries to provide evaluation and feedback that encourages each employee to build on his/her strengths and focus on his/her areas of needed improvement.

Evaluation and feedback at Veritas Academy is intended to be on-going. Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis, as needed. Supervisors strive to provide feedback based on frequent informal observations.

In addition, each year Veritas Academy formally collects data from its staff and parent communities in an effort to assess its strengths and areas in need of improvement. The surveys ask staff and parents to evaluate our academic program, school culture, school safety, communication, and responsiveness as well as the performance of individual staff members. Isolated items of data from these surveys generally do not materially impact an employee’s formal evaluation (discussed below); however, trends that surface from these surveys may be reflected in an employee’s evaluation.

Formal Evaluations: Formal evaluations are intended to be the culmination of observations, dialogues, formal and informal observations, and reviews of work. Regular Veritas employees will be formally evaluated at least once annually; new teachers will be evaluated formally twice per year. These evaluations will consist of a written evaluation and an evaluation conference with the Head of School or his or her designee. Annual evaluations may include up to four components:

1. A self-evaluation that assesses performance that is specific to the job description;
2. The supervisor’s evaluation that assesses performance that is specific to the job description;
3. A supervisor's evaluation of progress made towards meeting the annual goals detailed in the previous annual evaluation or as stated in the Individual Development Plans (IDP discussed later in this document) for teaching staff; and
4. A brief narrative written by the supervisor.

Evaluation Response or Appeal: If an employee disagrees substantially with the contents of an evaluation, he or she may formally respond to the evaluation within ten business days of its presentation. If an employee submits a written response to an evaluation, the employee must schedule a meeting with his/her supervisor within the next five business days to discuss the response.

Once this meeting takes place, the supervisor will prepare a written response and deliver it to the

employee within ten business days. If these matters are not resolved to the satisfaction of the employee, the employee may request that his/her written response become part of the formal written evaluation, and be filed in the employee's permanent personnel file.

Grievance Policy and Procedures

Veritas Academy values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. As adults we must model for our students a willingness to address conflict directly. As such, Veritas Academy's procedures (outlined below) for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

These procedures guide how any adult member of the school community – parent, employee (faculty or non-faculty), administrator, or other adult – is expected to express grievances about other members of the community.

The administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest steps of the procedures below. However, if the conflict is not resolved at the lowest faculty or administrative level, the guidelines below provide a process for resolving the conflict.

Grievance Procedures: Veritas Academy is committed to ensuring that the following procedures are followed:

- 1. Address Issue With Those Directly Involved**

The grievant brings the situation or concern to the attention of those directly involved. Should the grievant fail to begin the process at the lowest possible level, and instead (for example) go directly to a Board member with a concern about a Head of School, the Board member will re-direct the grievant to the Head of School.

- 2. Facilitate Resolution with Assistance of Administrator**

If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation must be brought to the attention of the Head of School within ten days of the above meeting. The Head of School, or his or her designee, and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The Head of School (or designee) will monitor this process until resolution is realized or until an impasse is reached.

If the concern is regarding the Head of School, then the Chair of the Board, or his or her designee, will facilitate the complaint at this level.

- 3. Prepare a Written Grievance for Head of School**

If the grievant is not satisfied with the response received via steps one and two, the grievant shall prepare a formal written grievance to the Head of School. This written grievance should:

- 1) describe the incident, decision or practice that gave rise to the complaint;

- 2) if possible, cite the contract, policy, or procedure that has been violated and/or rationale for concern;
- 3) describe what conflict resolution strategies were attempted via steps 1 and 2; and
- 4) explain what corrective action is being requested.

Upon receipt of the written grievance, the Head of School will address the situation as appropriate. It is the responsibility of the Head of School to manage the ultimate resolution of conflicts among parents, students, faculty, and staff, excepting those that pertain to the Head of School him/herself or to a Head of School's execution of a school-wide policy or procedure.

If the concern is regarding the Head of School, the Chair of the Board, or his or her designee, will receive the grievance and oversee this process.

4. Provide Written Grievance to the Board of Directors

The grievant may request that the matter be brought to the attention of the Board only if the matter has not been satisfactorily resolved upon completion of the other steps. Upon request by the grievant, the Head of School will forward the written grievance to the Chair of the Board at least one week prior to the next scheduled Board meeting. The Chair, or designee, will review the above process and ensure that the proper steps were taken before adding the issue to a meeting agenda. While the Board will hear complaints during the public comment period of a Board meeting, formal grievances shall not be brought to the Board as a matter of public comment as this does not give the Board sufficient time to consider the issue and address it through this grievance process. The Board will not hear grievances that do not follow this grievance process.

The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors.

Progressive Discipline and Corrective Action

Veritas Academy expects and is committed to supporting high quality performance from employees. If an employee does not meet the school's professional expectations, disciplinary action and/or dismissal may result.

Disciplinary action may call for any of a number of actions, which include suspension, verbal warnings, written warnings, a corrective action plan, and dismissal from employment — depending on the severity of the problem and the judgment of school administration.

Employment Expectations

Standards of Conduct

All Veritas Academy staff and volunteers are expected to model the school's over-arching values, the values of our professional culture, and the school's norms. The behavior of all staff must reflect these norms and support the mission and vision of the school at all times. Employees are expected to model professionalism at all times—and with all constituents—in their dress, words, tone, actions, and contributions to the community.

In dealings with students, parents/guardians, the general public, and with each other, employees must show respect for others. They should be present for work on a regular and punctual basis. They should be competent, honest, and of good spirit. They should avoid the appearances of impropriety and preserve the confidentiality of sensitive information. They should demonstrate the highest ethical and professional standards.

Employees should become familiar with this manual and any other rules that are distributed, perform the duties in their job description or as assigned by their supervisor, and participate in the school's performance appraisal process.

The school expects its employees to strive to use resources wisely by avoiding wasteful practices, to perform their jobs as efficiently as possible, and to make suggestions about methods that make the school more productive. Safety is important, and employees should observe safety rules and contribute to a healthful, safe, and sanitary workplace.

Finally, accuracy and timeliness are important to the effective accomplishment of the school's goals. All reports or records must contain accurate and complete information, and all employees must keep those records up-to-date.

Attendance and Punctuality

Absenteeism, tardiness, and early departure place a burden on other employees and on Veritas Academy. Veritas Academy expects employees to be reliable and to be punctual in reporting for work.

Employees who are unable to report to work for any unplanned reason must contact the school by 6:30 a.m. the day of the absence. It is the employee's responsibility to keep Veritas Academy informed on a daily basis during a short-term absence and to provide medical verification when asked to do so. In the case of an unplanned sick day, it is also the employee's responsibility to complete a Staff Absence Request/Notification Form immediately upon return to the school and submit it to the Head of School.

Non-exempt employees are expected to be at their workstation ready to start work at the beginning of their scheduled shift, and at the end of their scheduled breaks and meal period. Except in an emergency, non-exempt employees must have their supervisor's permission to leave work before they are regularly scheduled to do so.

Building Access

Most employees will be assigned a key fob to access the school and any other rooms in the building (*e.g.*, the instrumental music room), as appropriate. Key fobs and all keys will be signed out to each employee and will be identified and logged. It is the employee's responsibility to keep track of the key fob and keys and maintain the building's security. School key fobs or keys shall not be lent or given to anyone, and may not be used by anyone except the employee to whom they were assigned.

Employees who lose their assigned key fob or keys will be charged the replacement cost of the fob or keys.

Check In and Check Out When Leaving the School Building

Employees are permitted to leave school grounds during their planning time and/or lunch break.

If an employee leaves the school building during school hours (to run an errand, get lunch, etc.), the employee must sign out and back in, and inform the receptionist in the front office of their departure and return. If the school had an emergency or fire drill during an employee's brief absence, this would enable the administration to account for all employees' whereabouts.

Child Abuse or Neglect Reporting

The Colorado Child Protection Act specifically requires school officials and employees to report (i) known or suspected cases of child abuse or neglect (including emotional, physical, or sexual abuse) or (ii) circumstances which might reasonably result in abuse or neglect. Reporting child abuse or neglect is a difficult yet extremely important situation for everyone involved. Veritas Academy has created this policy in order to assist in appropriate handling of these situations. Thus, employees are asked to follow these procedures.

Definition of Child Abuse: Child abuse is any act or omission which threatens the health or welfare of a child, regardless of whether it is physical, sexual, or emotional abuse. "Physical abuse" may be exhibited by evidence of skin bruising, bleeding, malnutrition, burns, fracture of any bone, or soft tissue swelling. "Sexual abuse" includes any touching of a child's private parts (the "swimsuit area"), whether above or below clothes, for the purpose of sexual gratification. "Emotional abuse" is the identifiable and substantial impairment (or substantial risk of impairment) of a child's intellectual and psychological functioning or development.

Definition of Neglect: Neglect is considered to be failure on the part of a child's caretaker to provide adequate food, clothing, shelter, supervision, or medical treatment.

Reporting Procedures: If a teacher or staff member suspects abuse or neglect, or observes circumstances which might reasonably result in abuse or neglect, he or she must report it immediately to the Head of School, who will then notify social services or assist the employee in doing so. Such reporting must be done verbally over the telephone and in writing, and shall be documented on the appropriate "Child Abuse Reporting" form. All reports must be filed as soon as practicable after learning of the abuse or neglect. In most circumstances, the verbal report should be made within 24 hours and the written report within 48 hours.

Child Abuse/Neglect Files: The Assistant Administrator keeps a child abuse/neglect file on all students for whom a suspicion of abuse/neglect has been filed. Such documentation may never be stored in teacher or student cumulative files.

Employee Obligations: It is not the responsibility of school employees or officials to try to determine the cause of the suspected abuse or neglect, nor is it the responsibility of school officials or employees to prove that the child has been abused or neglected.

A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

In the event that a staff member suspects that another staff member is the perpetrator of child abuse or neglect, a report must be filed and submitted to the Head of School immediately upon learning of the abuse or neglect. The Head of School will respond to the incident both as a suspected child abuse case and as a disciplinary issue.

Children of Staff and Faculty

All children of employees will be expected to uphold the same behavioral standards and procedures as their student peers. This means that, absent written approval, staff children, like any other children, are not permitted to be in the hallways prior to 7:35 a.m. or after 4:00 p.m., and they are not permitted to run or play unsupervised in the building. The Veritas Academy staff needs specific times and places dedicated exclusively to their work. As such, children, including children of faculty and staff, are prohibited from being in either the copy room, the Faculty Room, or any other adult-only area.

One important duty of an administrator and teacher is to be available to faculty, parents, and students, and to be available for impromptu meetings. The children of staff and administrators will be permitted in the building before and after school hours, including during staff meetings, only if they are capable of working quietly and independently without distracting or interrupting the paid work time of the Veritas Academy employees. Staff children are permitted to wait under the supervision of their parents (or supervision arranged for and approved of by their parents) in a classroom during before and after school hours. No child is permitted to attend staff meetings. Veritas Academy is not responsible for the supervision of students before 7:35 a.m. and after 4:00 p.m.

Should a faculty or staff member fail to enforce the above rules with their child(ren), the privilege of allowing the students to be present in the building during these times may be rescinded or any other appropriate action taken.

Closures and Delays

Veritas Academy generally follows all school closures and delays made by Colorado Springs District 11 for days when both District 11 and Veritas Academy are scheduled to be open for classes (“student days”). That is, if District 11 schools are closed on a student day, Veritas Academy will also be closed. If District 11 announces a delayed start on a student day, Veritas Academy will also have a delayed start on that day, but classes will begin at Veritas Academy at 9:10 a.m. regardless of when classes begin at other District 11 schools. District 11 closure and delay announcements are usually broadcast by 6:00 a.m. on the three major news networks and periodically thereafter until 9:00 a.m. When District 11 schools are closed, all school-sponsored activities are canceled.

In situations where weather may cause a school closure and District 11 has a planned non-student contact day (either for a holiday or for teacher in-service) and Veritas Academy is otherwise scheduled to be open, the Head of School will make a decision about whether school will be closed. In this case, information about Veritas Academy specifically will be broadcast on the three major news networks and will be added to the home page of the Veritas Academy internet website by 6:00 a.m. on the day in question.

When District 11 calls a late start opening due to weather-related delays, Veritas Academy will also have a delay and will start at 9:10 a.m. Because weather-related delays are primarily designed to give the staff time to get to school before the students, staff members shall still plan to arrive as close to 7:30 a.m. as possible. Dismissal time will be 3:30 p.m. as usual. The school will follow a prescribed delayed start schedule.

Computers and Other Electronic Systems

Computers, computer files, the email system, the voicemail system, and software furnished to employees are Veritas Academy property intended for business use. Employees shall not use a password, access a file, or retrieve any stored communication without authorization. Veritas Academy reserves the right to monitor information stored in electronic systems, at any time, for any reason. Veritas Academy cannot and does not guarantee the privacy of information created, received, or sent from electronic systems.

School electronic systems may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-business matters.

Veritas Academy purchases and licenses the use of various computer software programs for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, Veritas Academy does not have the right to reproduce such software for use on more than one computer. Employees may use software on local area networks or on multiple machines only according to the software license agreement. Veritas Academy prohibits the illegal duplication of software and its related documentation.

Employees must notify any of the school’s administrators upon learning of violations of this policy.

Confidential Information

Many employees will have access to information which is of a confidential nature. Such information may never be shared with unauthorized personnel or other members of the community not related to the student in question (*e.g.*, other students or parents of other students). As a general rule, student information may be shared only with the student, the student's parents/guardians, collaborating teachers (*i.e.*, other teachers who teach the same student), and administrators who deal directly with the student. Administrators may share the information with the Board in certain circumstances.

In addition to being responsible for keeping all confidential student records in a secure, locked location, it is an employee's responsibility to be discreet and to protect student confidentiality when discussing individual students. It is unacceptable to discuss students, including employee's children, in front of other students or in front of parents. Professional conversations about students may happen only in private locations, and generally that does not include classrooms, hallways, the office, the reception area, the foyer, or the Faculty Room.

Unless prior permission has been granted, no student files or academic records may leave the premises (excluding papers to be graded or grade books).

Dress Code for Staff

All Veritas Academy staff are expected to dress professionally as models for students of successful professionals. An employee's appearance reflects not only on the employee as an individual, but on Veritas Academy as a community. The school expects employees to dress conservatively and professionally, using the following guidelines, when representing the school.

Men:

- Short- or long-sleeved button-down dress shirt, tucked in, worn with a tie, sweater or sport coat or a dress sweater with a sport coat
- Dress slacks
- Closed-toe dress shoes worn with socks

Women:

- Dress, blouse or dress sweater with skirt, or blouse or dress sweater with dress slacks
- Closed-toe dress shoes

All staff:

- Employees whose work routinely requires that they perform physical activity may wear appropriate casual attire that is in good repair, including jeans and closed-toe casual shoes such as athletic shoes.
- Hair shall be clean, neatly groomed, and non-distracting.
- All staff are expected to wear a school ID badge.
- Any body piercings, aside from women's ears, must not be visible.
- Foundation garments shall be worn and shall not be visible with respect to color, style, and texture.
- All skirt and dress hemlines must be knee-length or longer.
- Shirts, sweaters, and blouses must be tucked in or of an appropriate length so as not to

- expose the midriff at any time.
- Pants must fit at the waist and not be excessively form-fitting.
- Except as otherwise permitted in these guidelines, the following types of clothing are not allowed: sleeveless clothing, denim clothing, jeans of any color, t-shirts, tank tops, athletic shoes, hemlines above the knee, spaghetti straps, see-through clothing, strapless clothing, cargo pants, stirrup pants, yoga pants, athletic pants, sweatpants, cropped pants, Capri pants, shorts, skorts, or clothing that is tight, revealing, or suggestive, or promotes drugs, alcohol, or violence.
- Facilities/custodial personnel may wear work clothes, athletic shoes, or jeans when appropriate.

On Field Days, staff may follow the Field Day dress code for the part of the day that they attend Field Day. Non-student in-service and training days are generally casual dress days unless staff is notified otherwise by a Head of School. Variances to this dress code may be granted only by a Head of School for good cause, such as for appropriate religious or medical reasons.

Emergency Procedures

Veritas Academy keeps detailed emergency procedures that delineate what to do in the case of a fire, tornado, lock-down, or other emergency. An Emergency Management Plan and Classroom Emergency Procedures Handbook are hanging on the wall in every room in the building. All staff members receive training on the school's emergency procedures at the beginning of the school year. It is the employee's responsibility to review, understand, and be prepared to implement all of the school's emergency procedures.

As part of the school's emergency procedures, faculty members are required to maintain a current set of classroom rosters for each class taught. This set of rosters shall be kept with the teacher's substitute folder and must be kept with the teacher throughout the day. It is each teacher's responsibility to ensure that these emergency rosters are kept up-to-date and accurate.

Family Rights Regarding Educational Records

Student education records are generally protected from disclosure to anyone but parents and school employees with a legitimate educational interest in the records. Student education records may include student registration forms, contact information, grade books, report cards, and discipline files. All school employees are required to protect records from unwarranted disclosure.

Parents and students have rights regarding students' educational records.

- Parents have the right to inspect and review their own child's educational records. Students also have this right when they reach age 18. Generally, third parties do not have the right to review these records unless specifically granted by the parent/guardian (or the student at or after age 18).
- Veritas Academy has committed to responding to parental requests for student information only when they have been put in writing, and then within a 72-hour window. Veritas Academy retains the right to charge families an administrative fee to cover the expense of time and resources involved in providing copies of such records. Staff

receiving written requests for student information shall promptly inform and forward the request to the Head of School.

- Parents and eligible students have the right to request that a school correct any records they believe to be inaccurate or misleading.

One exception to these privacy requirements is “directory information,” which includes such things as name, postal address, email address, and telephone number. This information may be provided in a Veritas Academy Student Directory regarding all families who stated in writing that they wanted to be included. If a parent wants contact information for other students, staff should encourage the parent to purchase a Student Directory from the front office.

Freedom of Speech

Veritas Academy may ensure that the speech of its employees and students remains focused on accomplishing the school's educational objectives. Because teachers are public employees who represent the school, while students are not, however, teachers and students have different kinds of freedom of speech when school is in session.

Students attend Veritas Academy to learn. Thus, students may be disciplined for disrupting the learning process by, for example, speaking out-of-turn or off-topic. For instance, a student may not offer his or her political views during an algebra lesson. However, the school may not limit student speech which is appropriate in context simply because the student's views are unusual or uncomfortable to others. For example, if when teaching history a teacher wants students to discuss America's best and worst moments, the teacher must permit students to express unpopular or controversial ideas, even if overtly religious or political, so long as they remain relevant and are expressed respectfully. The school need never tolerate lewd, vulgar, or profane speech under any circumstances. The school may also ensure that speech is age-appropriate. For example, it may prohibit certain topics in their entirety for certain age children, if it determines the children are not mature enough for such subject matter.

In contrast, teachers are both an extension of the school (which is a government enterprise) and authority figures with respect to their students. As a result, teachers do not have the same latitude as students in expressing their own personal and religious viewpoints within the classroom. While teachers should permit political and religious speech by students within the guidelines set forth above, teachers should refrain from volunteering and advancing their own personal religious and political viewpoints. Teachers may express their views on these subjects if students inquire, and may present various viewpoints in an effort to further learning, but should exercise mature self-restraint with respect to their own beliefs on these subjects. The classroom is not a forum for teachers to advance their political, religious, or personal viewpoints.

While generally student speech includes the content of what is written in assignments and "symbolic" speech associated with jewelry, armbands, flags, or art projects, the school may limit speech in order to accomplish its educational objectives. For instance, the school may enforce its uniform policy. It must, however, do so consistently. Thus, if the school permits students to wear certain sizes and types of jewelry with the uniform, then it must permit that sort of jewelry with religious or political messages.

The school expects its teachers to teach its curriculum. Indeed, the school expects all its employees – teachers, administrators, and other staff – to advance its educational mission every day by word and deed. It is impossible to predict the many ways in which issues regarding free speech may arise. Except in cases involving an imminent, substantial disruption, teachers should take time to reflect before acting. Teachers are also encouraged to seek further guidance in situations that are not clearly addressed by this guideline.

Government and Political Activity

The school encourages employees to take an active interest in government and to participate in political affairs on their own time, away from school activities. Veritas Academy has the following policies related to this subject:

- Veritas Academy will never attempt to influence any employee regarding which candidates or political positions to support.
- The school will not endorse or contribute to any political candidate or party.
- No employee is allowed to give the impression that the school endorses any political action or position except as specifically authorized by the Board of Directors.
- All political activities, including wearing political buttons or armbands, may only be done by employees acting as individuals, on their own time, and away from school activities. Employees may never post signs in a classroom or work area advocating candidates, ballot initiatives, or positions on controversial political issues.
- Teachers and other school employees shall refrain from expressing opinions regarding candidates, ballot initiatives, and political issues in the classroom.
- No employee is allowed directly or indirectly to coerce, attempt to coerce, command or advise any other employee, student, or member of the school community to pay, lend, or contribute anything of value to a party, committee, organization, agency, or person for political purpose.

Hours of Work

Full-time employees are expected to arrive at work at 7:30 a.m. and depart no earlier than 4:00 p.m. each day, unless otherwise specified in the employment agreement, or unless excused on a specific occasion by the Head of School or another administrator. On occasion, the administration may request an earlier arrival time or a later departure time, or may require weekend hours in order to accommodate a special meeting or event.

Part-time or non-exempt employees' reporting hours will be established by the Head of School. In addition, instructional and administrative staff members are expected to work extended hours to participate in the weekly staff meeting.

Internet Usage

During work time, accesses to global electronic information resources on the World Wide Web are to be used for Veritas Academy school purposes only. Although occasional personal email communications are acceptable, these emails should not take significant time away from the

employee's School responsibilities. In addition, employees must remember that employees should have no expectation of privacy regarding these personal emails. In addition, data that is composed, transmitted, accessed, or received via the Internet (including email) must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, or intimidating. Examples of unacceptable content may include, but are not limited to, sexual comments or images, political comments, racial slurs or any other content that could reasonably offend someone on the basis of race, sex, sexual orientation, religion, or any other characteristic protected by law.

All Internet data that is composed, transmitted, or received via the school's computer communications systems is considered to be part of the official records of Veritas Academy and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees shall always ensure that the information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remains at all times the property of Veritas Academy. As such, Veritas Academy reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through Veritas Academy online connections and stored in the school's computer systems.

Meal Periods

Exempt instructional staff are provided with non-student contact time on a daily basis for both academic planning and for meal breaks. While it varies slightly from employee to employee and from day to day, instructional staff average approximately 2 hours per day of non-student contact time, including a minimum of a 30 minute lunch break. An employee's decision to work through the employee's lunch break does not result in an earlier departure time.

Exempt administrative staff and all non-exempt employees are not provided designated lunch times, but are encouraged to take a 30 minute lunch break at their convenience.

Media Communications

An employee may not speak to the news media as an official or unofficial spokesperson of the school without prior approval from the Head of School. All inquiries from the media shall be referred to the Head of School. If an employee receives a media inquiry, he or she should respond, "I have no authority to respond to your request. You must refer your questions to the Head of School."

Medication

Except for front office staff (*see below*), Veritas Academy employees are not permitted to administer medication to students. This includes the distribution of aspirin, cough drops, vitamins, or homeopathic or herbal remedies. Similarly, employees are not permitted to allow students to administer medication to themselves (except for inhalers, and only when the required physician and parent paperwork is on file in the office), or allow other adults to administer

medication to students. All medical treatment must be managed and documented by the front office staff. The office staff may administer medication when it has written authorization from a parent or guardian and a signed prescription from a doctor. Please contact the front office for further guidance.

Employees are permitted to store and administer their own medications on the school premises. However, it is the employee's responsibility to ensure at all times that their personal medication, including aspirin, cough drops, or vitamins are stored securely. If there is no place to lock medicine in the classroom, medications must be stored in the office.

Personal Property

Employees should not bring large sums of money, jewelry or other valuables to work. Veritas Academy is not responsible for personal property that is lost, stolen, or destroyed on school property. Similarly, employees park at their own risk and Veritas Academy is not responsible for theft or damage to any vehicles parked on Veritas Academy property.

Phone System

School telephones are for school business use. Personal calls (incoming and outgoing, or mobile phones or school phones) must be of short duration and may be made only during appropriate times of day, such as a lunch break.

Employees who need to make a long distance call for a work-related issue should contact the appropriate administrator. Employees may not use school telephones for personal calls that are long-distance.

Privacy

It is important that the administration have access at all times to space, furniture, storage areas, containers, or any other property, as well as other records, documents, and files. As a result, Veritas Academy reserves the right to access teacher classrooms, work stations, filing cabinets, desks, and any other school property on school grounds at its complete discretion, with or without advance notice or consent. Veritas Academy employees should have no expectation of privacy on school grounds as to any school property.

Professional Property

All work products created by employees while employed at Veritas Academy for use at Veritas Academy are the property of the school. For instance, course syllabi, unit plans, lesson plans, supporting curricular documents, and program design materials are the property of Veritas Academy. Employees may not share these products with other schools without the permission of the Head of School, nor may they take these products with them at the end of the school year.

Purchases/Pay Vouchers

When a staff member needs to purchase something for the school, the staff member must first complete a Requisition Form that includes the anticipated cost of the item(s) and then submit it to the Head of School. The Head of School will then approve or deny the requisition and notify the employee of the decision. If approved, the Head of School either makes the purchase or asks the employee to make the purchase. In the latter case, after making the purchase, the staff member completes the Pay Voucher form, attaches the original receipts for all purchases, and submits the Pay Voucher for reimbursement. A reimbursement check shall be issued by the school within two weeks.

It is important to note that all staff purchases, excluding classroom allowance purchases, must be approved with a Requisition Form prior to the purchase being made. The school has no obligation to reimburse for expenses not approved prior to purchase.

Religion in a Public School

The critical distinction in this area is that the First Amendment, on the one hand, prohibits government (which includes public schools) from establishing a religion, and, on the other hand, protects private individuals when initiating religious activity. The school may impose reasonable time, place, and manner restrictions on all speech, including religious speech, in order to advance the educational objectives of the school. (*See "Freedom of Speech" in this handbook.*)

By way of example, a teacher (as a representative of the government) may not lead a class in prayer, but a student (who is a private citizen) may pray before a test or a meal, or at any other time, so long as it does not disrupt the learning process. Students may express their religious beliefs in homework, artwork, and other written and oral assignments so long as student submissions are responsive to the assignment. For instance, if a teacher asks students to write an essay about their hero, a student may write about a religious figure being his or her hero without any adverse effect due to the religious content of the answer. Of course, the teacher may, and should, grade that essay like any other, using it to assess whether the student has learned the grammatical, rhetorical, or other lessons the teacher has been trying to teach. Students are free to discuss religious topics among themselves during free time to the extent the participants wish to do so.

Teachers, in addition to other school staff and administrators, wear two hats: government representative and private individual. Almost always at school, teachers are representatives of the school, especially when interacting with students and parents. In that role, teachers may not impose or advance, or reasonably appear to impose or advance, any set of religious beliefs. In limited circumstances, however – for example, on their breaks and when not interacting with students – teachers may behave as private individuals. For instance, in such a circumstance, a teacher may pray over his or her meal or read devotional material.

Some situations are complicated, so contact the Head of School if you need further guidance.

Return of School Property

Employees are responsible for items issued to them by Veritas Academy that are in their possession or control, such as equipment, identification badges, keys, key fobs, radios, *etc.* Employees must return all Veritas Academy property immediately upon request or upon termination of employment. Where permitted by applicable laws, Veritas Academy may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Veritas Academy may also take all action deemed appropriate to recover or protect its property.

Security

Upon employment, all Veritas Academy employees will be issued a photo badge that must be worn at all times. A key fob or security card will be issued to enable employees to gain access to the building.

To provide for the safety and security of employees, students, and the facilities of Veritas Academy, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors and parents must enter Veritas Academy through the main entrance. Authorized visitors will be given a visitor badge, and then will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on Veritas Academy's premises, employees shall immediately notify their supervisor or, if necessary, personally escort the individual to the main office. Employees are encouraged to address visitors without visitor badges to determine whether they are authorized to be in the building.

Upholding Veritas Academy's visitor procedures is part of our shared responsibility to ensure the safety of our students and ourselves. Employees are not permitted to open locked doors to parents waiting outside of them, prop doors open at any time, or allow non-employed adults into their rooms without a visitor's pass. All suspicious activities shall be reported to the office immediately.

Smoking

In keeping with Veritas Academy's intent to provide a safe and healthful work environment, smoking is prohibited in or on the school premises or while accompanying students offsite as a representative of the school. This policy applies equally to all employees, students, volunteers, and visitors.

Substance Abuse Policy

In order to preserve a healthful and safe environment for staff and students, Veritas Academy prohibits the possession, distribution, use, or being “under the influence” of alcohol or any illegal narcotic, drug, or controlled substance on its premises. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee’s ability to effectively and safely perform the essential functions of the job. In certain circumstances, the school may require an employee to take a drug test.

Travel Expense Reporting

Employees will be reimbursed for pre-approved business-related travel expenses, upon submission of accurate expense reports, including original receipts, to the Head of School. Employees are requested to submit these reports within 10 calendar days to ensure proper accounting and prompt reimbursement. It is important to note that employees may not be reimbursed for business-related expenses that are not pre-approved by the supervising School Director using the school’s requisition form.

APPENDIX 22: JOB DESCRIPTIONS

Job Title: Head of School

Reports To: Board of Directors

General Purpose: To lead the school on a day-to-day basis in every respect, academically, administratively, and professionally.

Essential Duties and Responsibilities:

- Executes and oversees entire school program in a manner that achieves the school's mission.
- Articulates clearly and forcefully the school's philosophy and goals.
- Implements school policies enacted by the Board of Directors.
- Recommends to Board changes or additions to the school's goals.
- Leads the community of learners, which includes teaching at least one course per year.
- Retains ultimate responsibility for supervising all faculty and staff, which includes assigning, scheduling, monitoring and controlling work; evaluating and managing performance; interviewing, hiring, and orienting new employees; training employees when necessary; setting salary; and engaging in corrective action to include discipline or termination when necessary.
- Communicates effectively with the Board, faculty & staff, parents, volunteers, students, and families.
- Maintains, or causes to be maintained, accurate school records.
- Together with Business Manager, oversees spending to ensure it aligns with budget.
- Implements programs for continual school improvement and professional growth.
- Confers with parents, faculty, staff members, and any others as necessary regarding student progress and student discipline.
- Creates an appropriate and safe learning environment throughout the school.
- Provides frequent and effective feedback concerning attainment of learning goals to parents.
- Conducts constructive parent conferences.

This description is not intended, and should not be construed, to be an exhaustive list of all responsibilities of this job. It is intended only to be an accurate reflection of the principal job elements.

Minimum Requirements:

Education: Master's degree from an accredited university.

Experience: At least four years as a teacher or administrator in an elementary or secondary school.

Or other background demonstrating application of the following knowledge, skills, and abilities:

Excellent interpersonal and human relations skills.

Strong written and oral communication skills.

Ability to communicate, practice, and promote team-work among staff members and community members.

Ability to make practical common sense judgments.

Evidence of a love-of-learning and desire to lead the community of learners.

Evidence of a love for educating children.

Job Title: Business Manager

Reports To: Head of School and Board of Directors

General Purpose: To serve as chief financial officer.

Essential Duties and Responsibilities:

- Perform the daily responsibilities related to the business aspects of the school.
- Prepare monthly financial statements, including comparisons to projected budgets.
- Supervise all school funds, securities, evidences of indebtedness and other personal property.
- Provide receipts for moneys received on account of the school.
- Pay out of the funds on hand all bills, payrolls and other debts.
- Unless there is a controller, be the principal accounting officer, and as such:
 - Prescribe and maintain the methods and systems of accounting to be followed,
 - Keep complete books and records of account,
 - Prepare and file all local, state and federal tax returns and related documents,
 - Prescribe and maintain an adequate system of internal audit, and
 - Prepare and furnish to the Head of School and the Board of Directors statements of account showing the financial position of the school and the results of its operations.
- Upon request of the Board, make such reports to it as may be required at any time.
- Perform all other duties incident to the position and such other duties as from time to time may be assigned by the Head of School or the Board of Directors.

This description is not intended, and should not be construed, to be an exhaustive list of all responsibilities of this job. It is intended only to be an accurate reflection of the principal job elements.

Minimum Requirements:

Education: Bachelor's degree from an accredited college or university.

Experience: At least four years professional experience in a position dealing with financial matters, such as accountant, business manager, controller, or chief financial officer.

Or other background demonstrating application of the following knowledge, skills, and abilities:

Excellent ability to manage funds responsibly

Well-organized

Ability to prepare standard financial statements

Ability to explain financial statements clearly and accurately

Good communication skills, oral and written

Job Title: Dean of Boys/Girls

Reports To: Head of School

General Purpose: To supervise day-to-day student matters related to discipline, academic performance, and school culture.

Essential Duties and Responsibilities:

- Build the school culture.
- Participate fully in the community of learners.
- Balance duties of Dean with duties of being a full-time teacher.
- Enforce the uniform policy.
- Maintain student discipline through administering the school discipline policies.
- Maintain daily records, such as attendance and detentions.
- Solve problems informally and diplomatically.
- Participate in the student discipline appeal process, as appropriate under policy.
- Properly handle reports of bullying, harassment, and abuse.
- Perform other duties as assigned by the Head of School.

This description is not intended, and should not be construed, to be an exhaustive list of all responsibilities of this job. It is intended only to be an accurate reflection of the principal job elements.

Minimum Requirements:

Education: Bachelor's degree from an accredited college or university.

Experience: At least four years as a elementary or secondary teacher.

Or other background demonstrating application of the following knowledge, skills, and abilities:

Good common sense

Ability to communicate well with students and parents

Ability to resolve problems informally

Fairness

Love of educating children

Ability to keep daily records organized

Job Title: Teacher

Reports To: Head of School

General Purpose: To teach students and participate in the Veritas community of learners.

Essential Duties and Responsibilities:

- Build the school culture.
- Participate fully in the community of learners.
- Enforce school policies.
- Maintain discipline and good order in the classroom.
- Deliver Veritas curriculum.
- Grade student homework and tests in a timely fashion and according to the Veritas standards.
- Communicate effectively with parents/guardians.
- Perform other duties as assigned by the Head of School.

This description is not intended, and should not be construed, to be an exhaustive list of all responsibilities of this job. It is intended only to be an accurate reflection of the principal job elements.

Minimum Requirements:

Education: Bachelor's degree from an accredited college or university.

Experience: Demonstrated ability to serve well as Veritas teacher.

Or other background demonstrating application of the following knowledge, skills, and abilities:

Love of educating children

Love of learning

Ability to communicate well with students and parents

Ability to maintain an orderly classroom

APPENDIX 23:

SAMPLE TEACHER EVALUATION FORM

In preparation for the annual performance appraisal meeting, please provide a self-evaluation of your strengths and weaknesses as a teacher. It should reflect both the contents of relevant documents—such as the school’s mission statement, your job description, and any curricular guides—and any training you have received in a group setting—such as the New Teacher Institute, faculty seminar, or faculty training—or individually—such as meetings with a master teacher, mentor, or the Head of School. Feel free to address all matters you deem relevant to your self-evaluation, but be sure at least to answer the following four questions.

1. To what extent did you fulfill your curricular and non-curricular responsibilities as a Veritas teacher?

2. How, if at all, have you exceeded expectations?

3. Are there particular responsibilities with which you are currently struggling?

4. What is inhibiting your progress toward meeting those responsibilities: lack of training, resources, direction from the Head of School, a master teacher, or a mentor?

APPENDIX 24: DRAFT TEACHER CONTRACT

VERITAS ACADEMY TEACHER CONTRACT

This Teacher Contract ("Contract") is entered into by Veritas Academy ("School" or "Veritas") and _____ ("Teacher"). The Parties agree as follows:

1. **Employment Term.** The School employs the Teacher for the period from August 1, 20____ through July 31, 20____.
2. **At-Will Employment.** The Teacher acknowledges that he or she is an at-will employee. Either the Teacher or the School may terminate the employment relationship at any time with or without cause or prior notice. The Teacher also understands that changes in the terms or conditions of employment, including but not limited to compensation, location, or job duties, do not modify the Parties' at-will employment relationship.
3. **Compensation.** The Teacher is an employee of the School and the School will compensate the Teacher as outlined below.
 - a. Pay. The School will pay the Teacher a salary of \$_____ for the academic year payable at the rate of \$_____ per month, less taxes and other deductions, over the twelve-month period from August through July. Salary payments will begin on August 31, 20____ and will be made regularly on the last business day of every month, terminating on the last business day of July 20____.
 - b. Health and Dental Insurance Coverage. Regular full-time teachers are eligible to receive health and dental insurance coverage according to the terms of the insurance policies in which the School participates at the time the Teacher begins employment. If the Teacher's employment terminates or is terminated before the end of the academic year, insurance benefits end according to terms of the plan document.
 - c. Retirement Benefit. The School may participate in the Public Employees Retirement Association program according to the School's Charter and Contract with District 11.
 - d. Personal, Emergency, and Sick Time. The Teacher is eligible for Personal, Emergency, and Sick Time with pay each academic year according to the terms outlined in the Employee Handbook in use at the time the Teacher begins employment.
4. **Duties.** The Teacher agrees to serve the School for the number of days in the official school calendar. The Teacher shall have such duties as referenced in the Teacher's job description and as assigned by the Head of School, including the following:
 - a. The Teacher shall embrace without reservation and carry into effect the philosophy and curriculum of Veritas Academy;
 - b. The Teacher shall arrive on time and prepared for each workday. Such workdays include, without limitation, face-to-face days with students, parent-teacher conferences, and teacher in-service days. Subject to modification by the Head of School, the instructional workday is Monday-Friday, _____ a.m. – _____ p.m.

- c. As assigned by the Head of School, the Teacher shall attend faculty meetings, teacher in-service and other training sessions, and Parent/Teacher Organization ("PTO") meetings. The Teacher may be absent from any assigned event only upon receiving approval, in advance, from the Head of School or his/her designee.
- d. The Teacher shall come prepared each day to instruct the Veritas curriculum and, as required by the Head of School or his/her designee.

5. **Employee Guidelines.** The Teacher acknowledges that he or she has received the Employee Handbook. The Teacher agrees to read and become familiar with the guidelines contained in that Handbook and understands that the guidelines are not binding and have no legal effect, except the terms of its Confidentiality, Harassment, Performance Expectations, and Sexual Misconduct policies and any later revision of these policies.

6. **No Tenure.** This Contract is for the term specified. The fact that the School may employ the Teacher over a number of years does not give rise to tenure or any continuing right to employment.

7. **Return of Property.** The Teacher shall return all school property to the School upon request or at termination. If property is not returned, the Teacher authorizes the School to deduct the cost of any unreturned property from his or her final paycheck.

8. **Prompt Action.** The Teacher shall be barred from bringing any claim arising from this Contract, the inducement therefor, or the termination thereof, unless the Teacher provides to the School written notice of the Teacher's claim within six months after the claim arises.

9. **Arbitration.** All disputes arising out of this Contract or the Teacher's employment with the School shall be submitted to binding arbitration by a single arbitrator using the rules of the American Arbitration Association.

10. **Severability.** If any provision of this Contract is declared invalid, its invalidity shall not affect any other provision of this Contract.

11. **Entire Agreement.** This Contract constitutes the entire integrated agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements, representations and understandings of the Parties.

12. **Written Amendments Only.** No modification or amendment of this Contract will bind either Party unless it is in writing and signed by all Parties.

13. **Choice of Law.** This Contract shall be governed by the laws of the State of Colorado.

14. **Counterparts Effective.** This Contract may be executed in one or more counterparts each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

TEACHER:

Signature

Date

VERITAS ACADEMY:

by: _____
Head of School

Date

Appendix 25:

PARENT LETTER OF COMMITMENT

All parents who enroll their children at Veritas Academy will be expected to read and sign the following letter:

We believe that by taking shared responsibility for learning, we can insure that the children enrolled at Veritas Academy will be successful learners and members of our community.

At Veritas Academy the Board of Directors, staff, parents and students pledge to work together to meet the school's mission:

From the seminar to the science lab, from the music room to the playing field, Veritas Academy begins with the conviction that all human beings can know truth, create beauty and practice goodness. To that end, we expect students to develop

- *basic tools of learning,*
- *ordered basic knowledge,*
- *moral seriousness,*
- *breadth and depth of imagination,*
- *artistic ability and sensitivity,*
- *and a sense of wonder.*

Specifically, parents agree to:

- Ensure that their child(ren) are in school every day, except for illness or other legitimate reasons. Parents agree to make every attempt to schedule appointments after school whenever possible.
- Ensure that their child(ren) come to school each day on time, neatly dressed in their uniform, and prepared to learn.
- Provide a regular time and quiet atmosphere for child(ren) to complete homework.
- Attend all parent-teacher conferences each year.
- Support the school's programs by volunteering with the gifts and talents that they bring to our community of learners.
- Purchase the school supplies required by the teacher and agree to pay, on time, any fees associated with field trips. Parents unable to pay these fees should contact the Head of School to discuss financial assistance.
- Support the rigorous curriculum by regularly asking their child(ren) about their activities at school.

Parent Commitment:

By signing this Letter of Commitment, I _____ (parent/guardian) agree to meet the conditions outlined above in order to best support my child(ren)'s academic success at Veritas Academy.

Signed: _____ Date: _____

Please list the names and grades (in fall of 2009) of all children you have enrolled at the school:

Appendix 26:
CONCEPTUAL SPACE DIAGRAM

APPENDIX 27:
LETTER FROM COMMERCIAL REALTOR

APPENDIX 28:

DRAFT STUDENT HANDBOOK

Veritas Academy's Mission:

Vision:

We believe all students should be immersed in the best our tradition has to offer. We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. We believe all students can be formed in a habitual vision of greatness that makes lifelong learners of the doctor and the mechanic, the housewife and the professor. Veritas Academy strives to build a lasting community of learners in which each student is the agent of his or her education.

The founders of Veritas Academy believe that all young men and women deserve the same quality education, regardless of their ethnicity, gender, or socioeconomic background. All students, not only those wealthy enough to attend private schools or to earn places in specialized public schools, deserve to study the best that the Western tradition has to offer.

Mission Statement:

From the seminar to the science lab, from the music room to the playing field, Veritas Academy begins with the conviction that *all human beings can know truth, create beauty, and practice goodness*. To that end, we expect students to develop

- **basic tools of learning,**
- **ordered basic knowledge,**
- **moral seriousness,**
- **breadth and depth of imagination,**
- **artistic ability and sensitivity,**
- **and a sense of wonder.**

Overview of the Veritas Curriculum

The table below lays out the Veritas curriculum for grades six through twelve.

“Hours” denotes how many times weekly a course meets. There is one exception: “2.5 hours” indicates that a course will meet 5 times weekly but for only one semester.

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Literature and Composition 5 hours	Literature and Composition 5 hours	Literature and Composition 5 hours	Humane Letters American Studies 10 hours	Humane Letters Modern European Studies 10 hours	Humane Letters Ancient Greek Studies 10 hours	Humane Letters Medieval to Modern Studies 10 hours
6th Math 5 hours	Prealgebra 5 hours	Algebra 5 hours	Geometry/ Precalculus 5 hours	Precalculus 5 hours	Calculus 5 hours	Calculus/ Group Theory 5 hours
Life/Earth Science 3 hours	Life/Earth Science 3 hours	Life/Earth Science 3 hours	Biology 5 hours	Chemistry 5 hours	Physics I 5 hours	Physics II 5 hours
Public Performance 2 hours	Studio Art 2 hours	Studio Art 2 hours			Studio Art/ Art History 2.5 hours Drama 2.5 hours	Studio Art/ Art History 2.5 hours Drama 2.5 hours
Latin I 5 hours	Latin II 5 hours	Latin III 5 hours	Latin IV 5 hours	Modern Language I* 5 hours	Modern Language II* 2.5 hours	Modern Language III* 2.5 hours
Ancient history 5 hours	Medieval history 5 hours	Geography 5 hours			Junior Colloquium 2.5	Senior Colloquium 2.5 hours
Music I 5 hours	Music II 5 hours	Music III 5 hours	Music IV 5 hours	Music V 5 hours		

*Students may opt for a Classic Track in which they would continue one more year of Latin and two of ancient Greek.

DAILY SCHEDULE

Morning Assembly	7:45– 8:00
Period 1	8:05 – 9:00
Period 2	9:05 – 10:00
Period 3	10:05 – 11:00
Period 4	11:05 – 12:00
Lunch	12:05 – 12:30
Period 5	12:35– 1:30
Period 6	1:35 – 2:30
Period 7	2:35 – 3:30

Classes are 55 minutes long. Passing periods are 5 minutes.

TWO-HOUR DELAY

Morning Assembly	9:45– 9:55
Period 1	10:00 – 10:46
Period 2	10:51 – 11:37
Period 3	11:42 – 12:28
Lunch	12:33– 12:57
Period 4	1:02 – 1:48
Period 5	1:53 – 2:39
Period 6	2:44– 3:30

Classes are 46 minutes long. Passing periods are 5 minutes. Two-Hour Delay days will not include Period 7.

Proposed 2009-2010 Academic Calendar:

AUGUST:	8/10-8/14 8/17	New Teacher Training Classes begin
SEPTEMBER:	9/7 9/16	Labor Day, no classes Faculty Seminar, evening
OCTOBER:	10/2 10/30	In-service, no classes Faculty seminar, no classes
NOVEMBER:	11/11 11/25-11/27	Veterans Day, no classes Thanksgiving Holiday
DECEMBER:	12/21-1/1	Winter Holiday
JANUARY:	1/4-1/8 1/11 1/18	Project Week for students <ul style="list-style-type: none">▪ 1/4-1/5 Faculty Work Days▪ 1/6-1/8 Evaluation Conferences Classes resume Martin Luther King, Jr.
FEBRUARY:	2/12 2/15 2/26	In-service, no classes Presidents Day, no classes Faculty Seminar (evening)
MARCH:	3/22-3/26	Spring Break
APRIL:	4/23	Faculty Seminar, no classes
MAY:	5/21 5/24 5/25-5/27 5/28 5/31	Classes end 5/21 Study Day, no classes Oral Exams and Final Labs Teacher Work Day Memorial Day
JUNE:	6/1-6/3 6/5 6/7-6/8	Evaluation Conferences Commencement Faculty Meetings

Discipline

Discipline at Veritas Academy serves our educational mission. The establishment of the culture of Veritas is not only a necessary condition for our educational success, it is also a core component of our educational program. Our intention is to create a certain kind of culture, which is summarized in the phrases “community of learners” and “habitual vision of greatness.” Veritas seeks to draw students out of the youth culture that pervades much of their adolescent lives and into the community of learners, each person actively pursuing a habitual vision of greatness illustrated by the best our tradition offers. This Veritas culture not only ensures that learning and teaching can proceed optimally, it also elevates each day’s work.

The foundation of discipline and order at Veritas is the realization that a civilized learning community demands certain fundamental norms of courtesy, ethics, and orderly behavior in order to fulfill its mission. Having met these fundamentals, students are allowed as much freedom as they can reasonably handle. Unless there are clear mitigating circumstances, we hold that students freely choose to behave as they do. They are responsible and accountable for their actions.

It is our conviction that students in the sixth through twelfth grades are entirely capable of living appropriately in the Veritas Academy culture.

We place a high premium on the teacher’s personal investment in the student and we resist the practices that depersonalize so many schools. We do not relate to students principally under the rubrics of rules and regulations; rather, we emphasize the dignity of the teachers and students and of a culture marked by friendliness, peace, patience, kindness, goodness, and truthfulness. Within that framework, rules, regulations, and punishments are merely means to an end. Just as we expect teachers to expend considerable energy into coaching and directing the students to take on the educational goals of the school, we also expect teachers to encourage students in the face of difficult tasks and to praise them for work well done.

Students who do not live up to these fundamental expectations need to be corrected. In many cases, a verbal correction is sufficient. Faculty may expect this correction to suffice. If it does not, however, further punishment may be required.

Veritas distinguishes between academic deficiencies (which requires an academic response, and is addressed through remedial and corrective action) and nonacademic misbehavior.

SUMMARY OF CONSEQUENCES

These groups provide a flexible sequence of consequences and remediation for unacceptable student behavior. Repeated misbehavior will result in progressively more serious consequences based on the seriousness of the offense. The Head of School is provided latitude in assigning consequences. The Head of School need not employ all the consequences in a given group before selecting one from another group in disciplining any given student.

A parent/guardian will receive notice of student discipline problems and the consequences administered for any infraction in a consequence from Groups 2-5. Records shall be maintained at the high school for any infraction resulting in a consequence from Groups 2-5.

Within each Group, consequences may include detention, probation, suspension, and expulsion. These consequences are defined as follows:

- e. Detention -- A teacher or a Dean may assign detention. Detention may be served before school, during lunch, or after school. The duration of detention may be between 15 and 60 minutes, depending on the offense.

- f. Probation – The Head of School may assign probation. This will be an automatic 3-day suspension from attending a specific class. The student will be allowed to reenter the class only after a consultation meeting including the student, parent/guardian, teacher, Dean and Head of School. Depending on the results of the consultation meeting, the probation may become permanent for the remainder of the semester or school year.
- g. Suspension -- Only a Head of School may suspend a student. These suspensions shall last from one to five days in length. If the suspension is an out of school suspension, the student will not be allowed on campus for the duration of their suspension. The student will only be allowed to return to school after a consultation meeting including the student, parent/guardian, Dean, and Head of School. Suspensions may become recommendations for expulsion.
- h. Expulsion -- Only the Head of School may recommend a student for expulsion. The decision to expel a student is made solely by the Board of Governors.

Level 1 Staff warning

Teacher or administrator warning
Verbal reprimand (teacher or administrator)
Confiscation

Level 2 Notification of parent or guardian

Administrator/student conference
Detention: before school, after school, or at lunch
Assignment of work detail at the school
Billing of parent for damages to property
In-School alternatives
Probation

Level 3 Conference with parent/guardian

In-school suspension
Development of an expectations contract

Level 4 Out of school suspension

Alternative to suspension (Parental attendance at school)
Remedial discipline plan
Letter of restraint
Charges filed or report made to law enforcement officials

SUMMARY OF INFRACTIONS

Level 1 Offense

- 1. Tardies – 4 or more instances of arriving less than 10 minutes late to class.
- 2. Chewing gum or note-writing during school hours. Eating or drinking in class, the computer lab or the library.
- 3. Cell Phone Violation. Cell phones should be off and in lockers if at school.
- 4. Not completing community service and/or detention hours.
- 5. Failure to settle personal accounts with the Café or other food service provider.
- 6. Uniform violation.

Chronic behavior may result in a Level 2 offense.

Level 2 Offense

- 1. Disruptive Conduct – Conduct that interferes with the educational process or demonstrates a lack of respect for teachers, staff or other students.

2. Cursing – Abusive/obscene language during classes, anywhere on the school campus or at school activities.
 3. Gambling – gambling during classes, anywhere on the school campus or at school activities.
 4. Misbehavior – Continued willful disobedience or open resistance of proper authority.
 5. Behavior that is unfavorable or hostile to the welfare, safety or morals of other students or members of the school community.
 6. Public display of affection (PDA).
 7. Lying—conduct that includes withholding the truth, or telling a partial truth.
 8. Continual dress code violations.
 9. Reckless Driving, as deemed reckless by parents, teachers, administration or CSPD.
- Chronic behavior may result in a Level 3 offense.***

Level 3 Offense

1. Extortion, Bribery or Coercion – Extortion, bribery and/or coercion in any form.
2. Insubordination – Continued disrespect or use of abusive language to coaches, faculty or staff.
3. False Fire/911 Alarms – Tampering with a fire alarm, fire extinguisher, or turning in a false alarm of any kind.
4. Obscene literature – Possession of books, or writing notes, containing obscene language or pictures.
5. Cheating/Plagiarism (see page 19) – Results in a “zero” grade in addition to disciplinary consequences.
6. Leaving Campus – going off campus without permission from the Principal and/or parent/guardian.
7. Fighting – Physical or verbal fights between students at school or any school sponsored event.
8. Threats – Any threat (implied, spoken, or written) to a staff member and/or student.
9. Retaliation – Any retaliation (implied, spoken, written or physical) against a victim of a threat, bullying harassment or assault.
10. Pornographic Materials – Possession of or display of such materials within the school community, including websites and other electronic media.
11. Bullying (see page 20) or intimidation of any staff member and/or student.
12. Racial Discrimination or Ethnic Intimidation. Initiating or participating in ethnic humor or conversations that exhibit racism (to include offensive words clearly designed to be racist) may constitute racial discrimination. If bullying is accompanied by a specific intent to intimidate or harass the victim based on his or her actual or perceived race, color, religion, ancestry or national origin, physical or mental disability, or sexual orientation, such behavior may constitute ethnic intimidation. (Information taken from The Colorado School Violence Prevention and Student Discipline Manual, page 35; updated August 2007.)
13. Truancy – Absence from school or class, including all school assemblies, without permission of parents and school administration.

Chronic behavior may result in a Level 4 offense.

Level 4 Offense

1. Stealing – Unlawfully taking the property of any member of the school community or goods from any agency employed by the school.
2. Vandalism – Willful defacement or damage of school property.
3. Alteration of Records – The falsifying or altering of any school record or communication between home and school, or the forgery of a parent’s signature.
4. Illegal Drugs/Controlled Substances – Possession, transmission of, use of any illegal drug or controlled substance at school or any school-sponsored events.
5. Alcoholic Beverages – the use, transmission, or state of being under the influence of alcoholic beverages during school hours, on school grounds, or at any school-sponsored events.
6. Tobacco – Smoking, chewing, sniffing or possession of tobacco at any time on campus or at school-sponsored activities.
7. Weapons/Dangerous Instruments – Possession of, carrying, or transmitting any object that can reasonably be considered a weapon on school grounds at any time or at any school function.
8. Unlawful Activity – Participation either on or off campus; potentially criminal offenses are subject to being reported to the police.
9. Bomb Threats or Threats of Community Violence– This can be a criminal offense and is subject to being reported to the police with the possible result of a fine, a jail sentence or both.

10. Harassment or assault – It is a class 3 misdemeanor for anyone, with intent to harass, annoy or alarm, to strike, shove, kick or otherwise subject another to physical contact; or repeatedly insult, taunt, challenge or use offensively coarse language to communicate with another in a manner likely to provoke a violent or disorderly response. “Repeatedly” means more than one time. The likelihood of a violent or disorderly response must be immediate, and is judged by an objective “average person” standard. (Information taken from The Colorado School Violence Prevention and Student Discipline Manual, page 30.)

11. Sexual Harassment (See below).

Appeal Process

Veritas Academy employs a three-step appeal process regarding student disciplinary matters. First, either the student or his/her parent/guardian communicates, orally or in writing, with the appropriate Dean. The Deans have the authority to informally resolve routine matters of student discipline without consulting with other members of the administration. Of course, Deans may choose to speak with whomever proves helpful under the circumstances.

If the matter is not resolved at this first level, then the student or his/her parent/guardian may communicate, orally or in writing, with the Head of School. If, however, the first step is skipped, then, absent extraordinary circumstances, the Head of School will direct the student/parent/guardian to first speak with the appropriate Dean. The Head of School may take any appropriate steps to hear all sides of the issue and then decide how to resolve the appeal. The Head of School may require any person to submit a written statement about the situation, if necessary.

If the student or his/her parent/guardian is not satisfied with the decision of the Head of School, then they shall submit a written statement to the Chair of the Board of Directors. The Board Chair, or his/her designee, may request others to submit written statements as well. The Board Chair shall place the item on the agenda of the next regularly scheduled Board meeting, or, if circumstances warrant, call a special Board meeting to address the issue. At the Board meeting, the student/parent/guardian and/or their representative shall have the opportunity to address the Board. The Board may also choose to hear from any other person. The Board shall allot time enough for all sides to be given an adequate hearing. The Board shall then deliberate and render a final decision, which is not subject to further appeal.

PLEASE NOTE: Public School Students have certain rights guaranteed by the Constitution and Colorado law, as well as the United States of America. These rights are not co-extensive with the rights of adults because school is a special setting. The courts have recognized that schools require flexibility to protect students. In 1995, the Colorado state legislature passed a law providing that school officials can discipline students for behavior on or off-campus which “is detrimental or to the welfare or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or to other children.” (C.R.S. 22-33-106(1)(c)). The Colorado School Violence Prevention and Student Discipline Manual is used as a discipline guide and is available on the school’s website.

Definitions

Along with student rights come student responsibilities. Students are responsible for knowing and following all classroom rules and rules for behavior in school and at school activities. The rights of all are protected when students exercise responsibility and follow the rules.

Plagiarism

In the words of a university professor and of a professional editor, “Plagiarism is literary burglary.... Whenever you borrow another writer’s words or ideas you must acknowledge the borrowing.”¹

Copying the words or paraphrasing the ideas of another without giving him or her credit is not only a form of cheating, but a way of negating one of the main purposes of education: the ability of an individual to think and write for him or herself. When you repeat someone else's words, phrases, or entire statements, you must place such repetition in quotation marks followed by an appropriate symbol and give the source in a footnote. Similarly, if you paraphrase another person's ideas or conclusions from scientific experiments, you may mention the author within the context of your own sentence and must include the author's whole name and the title of the book or article with the page number in a footnote or bibliography. Such a credit makes it quite clear that the words or ideas

1 Wilfred Stone and J.G. Bell, *Prose Style: A Handbook for Writers*, (New York, NY, 1968) p. 214.

A zero that results from an incident of cheating or plagiarism will not be dropped from the student's grade, *even if* a teacher chooses to drop the lowest grade.

Bullying

Bullying is defined as "any written or verbal expression, or physical act or gesture, or pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated school bus stop, or at school activities or sanctioned events" (Section 22-32-109.1(2)(a)(X), C.R.S. (2002)).

Bullying in any form will be dealt with at an administrative level. Students who feel that they are being bullied should inform a faculty member and/or the Dean of Boys or Dean of Girls immediately.

Sexual Harassment

Sexual harassment is unwanted, unwelcome sexual behavior and/or comments of a sexual nature. Sexual harassment interferes with school community life.

Sexual harassment may include but not limited to:

- Verbal or written harassment or abuse
- Any pressure for sexual activity
- Unilateral PDA, including patting, touching or pinching
- Intentional brushing against another student's body
- Any sexually motivated unwelcome touching
- Sexual comments or jokes
- Spreading gossip related to sex or gender, offensive or suggestive comments (to include calling another student gay, lesbian or homosexual).

Any person who believes another student or employee of Veritas has victimized him/her should report the alleged acts immediately to the Head of School. Upon receipt of a report, the Head of School will respect the confidentiality of the complainant and the individual against whom the complaint is filed and take appropriate and immediate action that is consistent with Veritas's legal obligations and necessary to investigate the allegations of harassment.

The school will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation relating to the complaint. The school will take the disciplinary action it deems necessary and appropriate, to end the sexual harassment and prevent its recurrence.

Personal Searches

The administration or designee may authorize the search of any person/student if there is reasonable cause to suspect discovery of prohibited items. Such a search will be conducted in the presence of another school official. The parent/guardian of any student searched under this provision shall be informed of the search as soon as reasonably possible. Searches of a student shall be limited to searches of the student and accessories, including clothing, purse, briefcase, backpack, locker or car.

Parking

Students may not return to their cars during the school day. On Campus parking is a privilege which may be revoked for failure to follow safe driving practices and rules of the road on campus.

False Alarms & Vandalism

Any false alarms triggered by students are subject to a \$25 fine in addition to further consequences. Intentional false alarms on the part of a student constitute a Level 3 infraction. Any vandalism committed by a student will result in a minimum \$50 fine to cover labor costs for repair.

Attendance

Regular and punctual attendance at school is expected and required. Schoolwork, both in and out of class, is top priority. School doors open at 7:30 a.m. and will close at 4:00 p.m. All students must be picked up by 4:30 p.m. unless the student is in a school sponsored activity supervised by a member of the staff.

Absences

Students are expected to be in attendance at school every school day. Students are expected to be at Morning Assembly by 7:45.

A note from the parent explaining a student's absence does not necessarily excuse that student. In all cases administration reserves the right to determine whether or not an absence is excused.

Excused Absences

Excused absences are normally those resulting from illnesses, injury, family emergencies, family funerals, and court responsibilities. **Family vacations or other recreational absences must be approved by the Head of School in advance to be counted as an excused absence.**

An excused absence gives the student the opportunity to make up work that has been missed during the absence. Students will have one day to make up missed work for each excused absence.

Whenever possible, medical/dental appointments should be scheduled after school, on school holidays or during vacation periods. If a student must be released early from school for medical/dental appointments, the student must bring a written note from a parent/guardian stating the reason and time of the early dismissal. The note is to be handed to the appropriate Dean (Boy or Girl) at Morning Assembly. The Dean will give the student a pass which the student must bring to the teacher at the beginning of the class period; then the student must bring the pass to the office before signing out or being signed out.

If the student is driving him/herself, the parent will be called to confirm before the student is allowed to leave, unless the parent calls ahead of time.

Advanced approval of absence, requested 3-5 school days prior, must be obtained from the administration for anticipated absences other than emergencies (e.g. vacations, extended holidays, some school activities, etc.).

It is the student's responsibility to obtain all homework assignments in advance from their teachers.

The decision of the administration, based on the circumstances of the case, will determine whether the absence is excused or unexcused.

Unexcused Absences

Unexcused absences are those due to reasons not mentioned above. Suspensions are considered unexcused. Students will not receive credit for work missed as a result of an unexcused absence. Exams and major projects must be made up; however, the student will earn a maximum of 75% of the grade received on the work. Staff are not required to provide copies of materials missed as a result of unexcused absences. Exceptions to these rules may be made at the discretion of the Head of School.

Notification of Absence

A parent or guardian must notify Veritas of a student absence. Until properly reported, the absence is considered unexcused, regardless of its nature. A call or note reporting the absence must reach the office the morning of the absence. The note will become part of the student's permanent file. Veritas may require suitable proof of illness, including written statements from medical sources.

If Veritas is not notified that morning, a parent/guardian will be contacted. If the parent/guardian cannot be contacted and does not report the absence within 24 hours, it will be counted as an unexcused absence and **will not be changed to an excused absence at a later date.**

Truancies

A student is truant if he/she is absent without parental or school permission, is not in class or another location approved by the teacher or leaves school grounds. The student's choice to be truant is a serious matter, which will result in disciplinary consequences.

Number of Absences Permitted

When a student has more than eight (8) absences, **excused or unexcused**, from any class during a semester, Veritas reserves the right to withhold credit for that class. Students will receive a letter, which will become a part of their permanent file. Extended illness may be a mitigating circumstance. Vacations during the school year will count toward these absences.

If a student acquires fifteen (15) absences in a class, excused or unexcused, semester credit will not be awarded, and the class must be repeated. If at the time the student exceeds the allotted number of absences, they are passing the class the transcript will reflect N/C for the semester and no credit will be granted. If they are failing the class, the transcript will reflect a W/F for the semester and will negatively impact their GPA.

Tardy

Students are expected to be punctual for class throughout the year. Tardies are recorded by the teachers for each period of the day. A student will be considered tardy if he/she is not in the classroom when the final bell rings. A tardy will be considered unexcused unless the student has approval by a note from a teacher or the office staff and provides that note to the office staff. **A note from the parent/guardian does not necessarily excuse the student.**

Students must obtain a pass prior to coming late to class. Tardies are only counted for the first **TEN MINUTES** of class time. Unless the student has a pass excusing the tardy, after ten minutes, the student will receive an **unexcused absence for that class**. Any student who intentionally arrives tardy with the purpose of disrupting class or normal school operations will be suspended regardless of the number of tardy slips accumulated up to that point. Each student is allowed to be tardy to class or school a total of **three times per quarter** without penalty. The fourth time a student is tardy, he/she will be referred to the appropriate Dean for disciplinary action.

Students who are late to school must sign in at the main office and get a pass before going to class. Students who drive must bring a note from a parent/guardian and sign themselves in, or the parent/guardian must call the main office **before** they arrive to excuse the tardiness.

*If a student arrives late without a note or a phone call to the office, the parent/guardian will be contacted. Students who fail to report to the office will be subject to disciplinary action.

* Excused tardies are given for extreme weather conditions and medical appointments only. All other tardies will be considered unexcused and will be subject to disciplinary action.

Leaving Campus During the Day

Veritas Academy is a closed campus. Students may not leave campus during school hours unless a parent or guardian accompanies them. Students are allowed to leave campus with written permission from a parent or

guardian. At the time of departure, the student must sign out at the front office prior to leaving. Failure to do so will constitute an unauthorized absence. A student who must leave campus for special school activities other than athletics must be in good academic standing and will be given a permission slip to be signed by the parent. Teachers may recommend the student not be excused from class. Students who become ill during the day must report to the office so that the parent/guardian can be contacted.

Uniform Policy

Uniform: TBD

Makeup and Nail Polish

Make up must look natural. Black fingernail polish is not allowed and no makeup is allowed for boys.

Shoes

Combat boots, flip-flops and pajama-style slippers are not allowed. Shoes must be worn at all times.

Miscellaneous

1. Sunglasses are not to be worn within the school building during school hours, with the exception of prescription glasses that change in the light.
2. Hats (caps, visors, beanies, bandanas, etc.) may not be worn except on designated days.
3. Male students may not have more than one earring per ear.
4. Female students may not have more than two earring holes filled per ear and earrings may not be excessively large (more than 3" diameter hoops).
5. Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. animal chains or collars, specialized ear jewelry, safety pins or tacks). Spikes are not allowed on shoes or clothing.
6. Visible body piercing and/or tattoos must be covered at all times.
7. Tongue rings/barbells or "gauging" of the ears are not allowed and must be removed during school.
8. Fishnet stockings and extreme hosiery may not be worn.
9. No undergarment may show at any time; nor should it be worn as an outer garment.
10. Any ragged, faded, dirty, or torn material and cutoffs may not be worn.
11. No wallet or hanging chains off belt loops or waist area may be worn.

Field Day Dress: TBD

General Policies

Student Health

Health Requirements & Immunizations

Colorado's immunization laws for school aged children require the following:

1. Diphtheria-Tetanus– 5 doses
2. Polio – 4 doses
3. MMR – 2 doses
4. Chickenpox (varicella) – 1 dose
5. Hepatitis B series – 3 doses

Contact the El Paso County Health Dept. for any questions with immunizations.

State law requires parents to show evidence of immunization ten days after the beginning of the school year. Students who have not been vaccinated or whose parents have not signed a waiver will be denied attendance in accordance with Colorado Revised Statute 25-4-902. Parents wishing to waive immunization requirements may do so for personal, medical or religious reasons. In order to waive these, parents must sign a form and submit a statement to the school office within ten days of the beginning of the school year. This is required under Colorado Law (C.R.S. 35-4-903).

Communicable Diseases/Extended Illness

School attendance by a student with a communicable disease will be dealt with on a case-by-case basis in accordance with guidelines for that disease by both state and local health departments, including the Center for Disease Control. In such cases as chicken pox, measles, or mumps, students will not be allowed to return to school until the school receives parental assurance and/or a doctor's notification as to the risk of infecting another student.

School Clinic

If a student becomes ill during the school day he/she should obtain permission from the teacher to report to the office. Illnesses will be dealt with on a case-by-case basis. The parents may be called to pick up the student. The student must wait in the school clinic and may not visit with friends while in the clinic.

Prescribed Medications

ALL prescription medication, except inhalers and Epi-pens, and ANY over the counter medications, except cough drops, must be kept in the EMT's office.

Over the counter medication, such as Tylenol and cold medications must be brought in the original bottle or box and must be accompanied by a signed permission slip. **All prescription medication to be taken at school must be accompanied by paperwork, filled out by the student's physician.**

Office**Staff**

A complete list of current board members, staff and faculty, along with their contact information, is available on the school's website.

Financial Obligations

Each semester all financial obligations and any debt must be met, or some satisfactory arrangement must be made with the business office before a student can register for the following year. All obligations to Veritas must be met before yearly grades or transcripts are sent.

Telephone

Messages and deliveries from parents are to be left in the office to respect the educational opportunity of all students. Students will not be called to the telephone except in emergencies. Students are not to use the school's telephones without express prior permission from a Veritas staff member. Telephones in the office are for business purposes.

Except for emergencies (illness, change of athletic schedule, change of school or carpool schedule) students may not use the office phones. The payphone is to be used for personal calls. Students may use personal cell phones, but ONLY in the front office with permission during lunch periods. All cell phone use must be kept

to a necessary minimum. Calls to the office can be made between 7:30 a.m. and 3:30 p.m. A message system will take messages anytime before and after school.

Copy machines

Use of copy machines is normally restricted to faculty and staff. Students may make limited copies in the library for 10 cents a copy (25 cents for color copy).

Carpool

All students participating in a carpool are responsible for arriving at school on time. Carpool problems will not ordinarily be accepted as an excuse for tardiness. Parents may make carpool arrangements during registration but providing carpools is not the responsibility of the school.

Lost and Found

The school cannot be responsible for lost or stolen property, but an effort is made to assist students in the recovery of lost or stolen property. Any valuables should be turned in and claimed in the office. Unclaimed

clothing and other items will be turned over to charitable organizations at the end of each month. Students are strongly encouraged to leave valuable items, including electronics, expensive jewelry and large amounts of cash, at home.

Lockers

Student lockers are assigned individually at the beginning of the school year. It is a student's responsibility to keep the locker clean and free of excess paper and waste. Posters and/or pictures that are inappropriate or offensive will be removed. The student is cautioned to keep only those materials necessary for schoolwork in the lockers. Students may go to their lockers only during passing periods and may not loiter near lockers while classes are in session. Students may not prop open their lockers and are required to keep lock combinations confidential. Students may not transfer their assigned locker to another without permission from the office.

Costs to repair damaged and defaced lockers are billed to the student to whom the locker was assigned. School lockers are the property of the school and for use by the student. All lockers are subject to search by school officials at any time without prior notice. Students are strongly advised to keep their books, notebooks, etc. inside their lockers when not in use, and to lock their lockers between classes.

Student Valuables

Students should not bring large amounts of money, expensive radios, CD/tape/MP3 players, cameras, electronic games, phones, etc. to school. At all times, students are to keep track of glasses, watches, retainers, and other valuables. Students, not the school, are responsible for their personal property. In the exceptional circumstance that it is necessary to bring a valuable item to school, please bring it to the office for safekeeping.

Cell Phones and Pagers

Cell phones cause significant disruptions to the learning environment. Therefore, all student cell phones must be turned off during the school day. **Students may ONLY use cell phones in the front office, with permission, during lunch.** In case of emergency, please contact the front office to reach your student. Cell phones used during the school day are subject to confiscation and constitute a cell phone violation, including text messages.

Signs and Posters

All signs and posters must be approved by the administration, and should be removed by the end of the school day following the event or activity.

Solicitation

Students are not allowed to sell any items on campus without prior approval of the administration. Any collection of money for any purpose must be approved by the administration and processed through the business office.

Electronics

Cameras, radios, electronic games, CD/tape players and MP3 players are not allowed at school.

Field Trips

Field trips are privileges afforded to students; no student has an absolute right to take part in a field trip. Students can be denied the participation if they fail to meet academic and/or behavioral requirements. A form provided by the school is to be completed by the parent/guardian granting permission to the student. Students who fail to submit the proper form will not be allowed to participate in the field trip. Unless otherwise permitted, students on Field Trips must be in uniform.

School Photos

At the beginning of the year student's pictures will be taken and ID cards issued. Notice will be given prior to picture day. Students must dress appropriately (in uniform) for school pictures.

Movies

The Principal must approve all movies above the PG rating and students must have a parental permission form signed prior to viewing. Movies are used sparingly in class to educate, complement or relate to the academic subject at hand.

Vehicle Searches

Issuance of a parking permit constitutes prior consent for a search of the car on school property or at school sponsored events. The administration, or designee, may authorize the search on the school premises or at school sponsored events if there is reasonable cause to suspect discovery of prohibited items. Upon the request of the administration, the student or driver will immediately relinquish the keys to the vehicle subject to search, and will remain with the administration until released by the appropriate school official

Weather & Emergency Information

Veritas will follow District 11 delays and closures. If Veritas has a scheduled school day when the district does not, notice will be on the major networks by 6:00 a.m., and on our website.

Emergency Drills

Students must follow the emergency procedures and instructions for each class. Teachers will instruct students regarding the posted exit procedures including specific instructions for rapid/safe primary and secondary exits. Full cooperation is necessary for the proper execution of these drills. When an alarm sounds, every person in the building will evacuate according to directions they have been given. Response to the alarm is to be prompt, quiet, orderly and disciplined. Teachers are to take class list/grade books and instruct all students to walk in single file to the nearest assigned exit. After exiting the building, teachers will lead students to a safe distance and take attendance immediately. Each group will quietly remain standing until school officials give further instructions.