





## Organization Information

Organization Name \*

Celeste Beauty Academy Incorporated

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Telephone

4147081503

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Fax

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Address

172 Fairfield Drive

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Unit/Suite

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Zip Code

28166

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City

Troutman

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State

North Carolina

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Primary Contact Name \*

Kayla Grant-Dixon

Opening Year \*

2026

Is Management Organization Used

Yes  No

Primary Contact Relation To Board \*

Executive Director

Management Organization Name

Management Organization Contact Name

Primary Contact Email \*

president@celestebautyacademy.com

Management Organization Phone

Primary Contact Phone \*

4147081503

Management Organization Email

Primary Contact Address \*

PO box 1181

Unit/Suite \*

Zip Code \*

28166

City \*

Troutman

State \*

North Carolina

### Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Pauline Grant-Jones	172 fairfield dr	28166	treasurer@celestebautyacademy.com	CPA



## 1. Application Contact Information

### Q1. Name of Proposed Charter School

Celeste Beauty Academy Incorporated

### Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

Pauline Grant-Jones 414-235-1407

### Q3. Geographic County in which charter school will reside

Mecklenburg

#### Applicant Comments :

We are currently looking for a building location in Mecklenburg.

### Q4. LEA/District Name

600 - Char.-Mecklenburg

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

The zip code is not yet known, however it will be in Mecklenburg County. We are looking at potential sites.

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

#### I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

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

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



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

- Yes
- No

**Q10. Projected School Opening Month**

August 2027

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

- Yes (Year-Round)
- No

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

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

**Resources**


Enrollment Summar...

**Applicant Evidence :**


Enrollment Summar...

Uploaded on **4/8/2025**  
by **pauline grant-jones**

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



9th Grade - 65 Students

10th Grade - 55 Students

11th Grade - 55 Students

12th Grade - 55 Students

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

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

**Resources**


Enrollment Demogra...

**Applicant Evidence :**


Enrollment Demogra...

Uploaded on **4/8/2025**  
by **pauline grant-jones**

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



In Year One, **Celeste Beauty Academy Inc.** will serve **80 ninth-grade students**. One grade level will be added each year until the school reaches full capacity of **230 students across grades 9–12**.

This phased growth model supports CBA's mission to deliver high-quality instruction, build a strong and supportive school culture, and ensure the scalability of its operations and facility design. Launching with a single grade allows the school to:

- Develop a tight-knit founding cohort
- Refine curriculum pacing, systems, and student supports
- Recruit and onboard qualified instructional and CTE staff
- Prepare facility infrastructure (classrooms, salon space, labs) in alignment with annual enrollment growth

As a **career-focused public charter school** specializing in cosmetology, entrepreneurship, and professional development, CBA's model is intentionally designed to begin with early high school students (9th grade), allowing time to build technical competencies, business acumen, and soft skills over four years.

Upon graduation, students will be:

- Academically prepared through a full sequence of **English, Math, Science, and Social Studies** courses
- Technically prepared to take the **North Carolina State Board of Cosmetic Arts Licensing Exam**
- Professionally prepared with experience in personal branding, financial literacy, and entrepreneurship

Graduates will be equipped to:

- **Enter the workforce** immediately as licensed beauty professionals
- **Launch their own ventures**
- **Pursue postsecondary education** at technical colleges or universities



CBA also integrates **wellness-based physical education** into the student experience, including activities such as **yoga, walking, and aerobic movement** to support physical and mental health in alignment with holistic youth development.

This gradual enrollment scale ensures operational sustainability, instructional fidelity, and strong student outcomes as the academy grows to serve its full 230-student population.

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

- I certify
- I do not certify

**Q17. Explanation (optional)**



## 2. Non-Profit Corporation Information

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

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

### Q18. Organization Type

- Non-Profit Corporation
- Municipality

### Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSR).

Celeste Beauty Academy, Inc.

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

- Yes
- No

### Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

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

- Yes
- No

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



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

Total Files Count: 10

**Applicant Evidence :**


501c3 Exempt Letter...

Uploaded on **3/4/2025**

by **pauline grant-jones**

**Q23.Name of Registered Agent and Address**

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

Kayla C Grant-Dixon, 172 Fairfield Dr, Troutman NC 28166

**Q24.Federal Tax ID**

93-4126008



### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

#### Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

Yes

No



## 4. Conversion

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

Yes

No



## 5. Replication

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

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

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

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

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

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

- Standard
- Fast-Track



No, this is not a replication



## 6. Alternative

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

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

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

- Yes
- No



## 7. EMO/CMO

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

- Yes
- No



## 8. Remote Academies

### § 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

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

- Yes
- No



## 9. Mission Purposes, and Goals

### 9.1. Mission and Vision

The mission and vision statements, taken together, should:

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

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

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Celeste Beauty Academy empowers high school students in Charlotte to graduate with a diploma, preparation for state cosmetology license, and entrepreneurial skills—preparing them for college, careers, and leadership in the beauty and wellness industry.

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

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Celeste Beauty Academy (CBA) Charter High School envisions a future where every student graduates as a confident, career-ready, and college-prepared leader. Serving grades 9–12, CBA is a tuition-free, public charter school committed to transforming lives through a rigorous academic curriculum and a required career track in cosmetology.

Aligned with the North Carolina Department of Public Instruction’s (NCDPI) Future-Ready Core graduation requirements, students will complete:

- 4 credits in English
- 4 credits in Mathematics (including one advanced math)
- 3 credits in Science (including Biology, Earth/Environmental, and Chemistry)
- 4 credits in Social Studies (including American History and Civics)
- 1 credit in Health/Physical Education
- A minimum of 6–8 elective credits for a total of 22 or more graduation credits

To meet the Career and Technical Education (CTE) concentration requirement, all CBA students will complete a **four-course CTE pathway in cosmetology and entrepreneurship**, including:

1.  
**Cosmetology I (TU115X0):** Hair theory, sanitation, infection control
2.  
**Cosmetology II (TU125X0):** Intermediate hair, skin, and nail application
3.  
**Cosmetology III (TU135X0):** Advanced styling, color theory, state board prep
4.  
**Entrepreneurship I (BF10):** Business formation, branding, and financial literacy

In addition to classroom instruction, students will fulfill **Work-Based Learning (WBL)** standards through supervised **internships and salon practicums**, integrating real-world experiences with academic preparation. This model ensures that students are not only exposed to theoretical knowledge but also develop the professional and



technical skills necessary for success after graduation.

CBA serves students from historically marginalized communities and is grounded in equity, access, and empowerment. Based on interest and impact surveys from over 100 local families—primarily in Charlotte’s 28208 zip code—there is a demonstrated demand for innovative career pathways, academic support, and holistic services, including school supplies, hygiene products, and mentorship.

When CBA is fully achieving its mission, the school will be a vibrant, inclusive hub of learning and creativity where:

- **100% of students graduate with both academic and vocational credentials**, meeting North Carolina’s Future-Ready Core and CTE standards
- **All students complete the four-course CTE concentration and meet WBL internship requirements**, preparing them for immediate licensure or college entry
- **80% or more of graduates pass their state licensure exam on the first attempt**, qualifying them for careers in cosmetology and beauty services
- **70% or more of students graduate with GPAs that make them competitive for college admissions, scholarships, or advanced career certifications**
- **60% or more of alumni go on to start their own business or work in the beauty and wellness industry within three years of graduation**
- **Every student completes at least 20 hours of community service and career-readiness training**, including resume building, interview practice, and leadership development
- **Teachers are certified, licensed professionals who serve as culturally responsive mentors and industry experts**
- **Families, industry partners, and community organizations actively support student success**, contributing to mentorships, workshops, and employment pipelines

Ultimately, CBA will redefine what high school can be: a place where passion meets purpose, beauty meets business, and education leads to economic mobility, creative freedom, and lifelong opportunity.



**Q114. Educational Need and Targeted Student Population of the Proposed Charter School** Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).



Celeste Beauty Academy (CBA) Charter High School will serve students in grades 9–12 who demonstrate a strong interest in pursuing cosmetology as a career path. While race, gender, or socioeconomic status are not criteria for enrollment, the school is deeply committed to educational equity and expects to attract a diverse student body reflective of both Mecklenburg and Iredell County and the 28208 zip code it serves—an area that has long been underrepresented in career and technical education pipelines.

Based on the North Carolina Public Schools Statistical Profile and local CMS data, CBA anticipates a student demographic makeup approximately aligned with the district's current enrollment: 35% Black, 31% Hispanic, 24% White, and 10% identifying as multiracial or other. Gender representation is projected to be 52% female and 48% male, though all students—regardless of gender identity—are welcome and encouraged to pursue cosmetology and entrepreneurship at CBA.

The school's targeted population includes:

- **Economically disadvantaged students**, particularly from historically underserved neighborhoods such as 28208, where families often lack access to tuition-free, career-credentialed education.
- **Students with Disabilities (SWD)**, for whom inclusive academic and career-based services will be provided under the Individuals with Disabilities Education Act (IDEA).
- **Multilingual Learners (MLL)**, with supports tailored to promote English language acquisition and academic success across all content areas.

CBA is already embedded in the local community, having directly served over 100 students and families through pop-up events, giveaways, and career interest surveys. Our programming has consistently demonstrated strong interest from teens—both male and female—who seek career readiness in cosmetology, as well as mentorship, financial literacy, and leadership development.

Through rigorous academics, integrated cosmetology licensure training, and culturally responsive instruction, CBA will meet the educational needs of students who have been underserved by traditional systems, offering them a pathway to both economic mobility and long-term personal success.

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



Charter school enrollment in North Carolina has grown steadily over the past five years, now exceeding **23.8% of the state's public-school population**—nearly double the national average (NC Charter Schools Coalition, 2023 (<https://nc.chartercoalition.org/>)). In contrast, traditional district school enrollment has declined slightly, with a **5% increase in charter enrollment** between 2022 and 2023 alone. The 2023–2024 academic year saw **over 85,000 students on waitlists** across the state, reflecting the high demand for alternative public-school models.

In Mecklenburg County specifically, Charlotte-Mecklenburg Schools (CMS) serves over 140,000 students with a current **graduation rate of 84.4%**. However, when disaggregating statewide data, **19 out of 29 schools with 95%+ graduation rates are charter schools**, demonstrating the effectiveness of targeted, mission-driven education models. Additionally, Mecklenburg County continues to experience rapid population growth, with the **Charlotte metro area projected to reach 2.37 million residents by 2025**, reinforcing the need for expanded school choice options.

## Educational Model and Community Alignment

CBA Charter High School offers an innovative, non-traditional high school experience for students in grades 9–12 who are passionate about cosmetology and entrepreneurship. Unlike traditional high schools that focus solely on college preparation, CBA meets the needs of students seeking **industry-based credentials**, job-ready skills, and a direct pathway to post-graduation employment and business ownership.

Our model is particularly aligned with students from the **28208 zip code** and similar underserved communities, where interest in hands-on career training is high, but access to tuition-free cosmetology and entrepreneurship programs is limited. CBA bridges this gap by integrating a **9-credit cosmetology curriculum** with the North Carolina Future-Ready Core graduation requirements, preparing students to earn both their **high school diploma and a cosmetology license** by the time they graduate.

## Why This Model Matters

The U.S. economy continues to face uncertainty, with economists predicting rising unemployment and potential recession. Yet, the **beauty industry is consistently recession-resistant**, offering stable income opportunities through:



**Essential Services:** Personal grooming is prioritized even in economic downturns.



**Affordable Luxury:** Beauty services remain accessible and boost morale.



**Client Loyalty:** Repeat clientele fosters job security.



**Flexible Career Paths:** Professionals can work independently, on-location, or launch their own businesses.



- **Adaptability:** Services can evolve to meet shifting market needs.

### CBA's Four-Year Academic & Cosmetology Course Sequence

Grade	Academic Core	Career/Tech Education (CTE) Focus
9th	English I, Math I, Earth Science, Civics & Literacy, Health/PE	Introduction to Cosmetology
10th	English II, Math II, Physical Science, American History, Health/PE	Safety, Sanitation, Legal & Ethical Standards
11th	English III, Math III, Biology, Economics & Personal Finance	Cosmetology Marketing, Business Basics, Client Care
12th	English IV, Math IV (Precalc/Advanced), World History	Entrepreneurship, Skin Care, Hands-On Training

By graduation, students will have completed significant hours toward the **North Carolina Board of Cosmetic Art Examiners' licensure requirement** and will be prepared to launch careers or pursue higher education. According to ZipRecruiter (<https://www.ziprecruiter.com/>), the **average salary for a cosmetologist in NC is \$39,339/year (\$18.91/hr)**. Licensed professionals working as sole proprietors can earn between **\$54,300 and \$79,807 annually**, depending on hours worked and services offered (Milady, 2023 (<https://www.milady.com/>)).

### Conclusion

CBA's model provides a **culturally relevant, economically empowering alternative** for high school students who seek both academic success and career independence. As enrollment and demand for charter schools in North Carolina continue to grow, CBA meets a critical need for students who want to transform their passion into a profession.

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



At full capacity, **Celeste Beauty Academy (CBA) Charter High School will serve 230 students in grades 9–12**, averaging approximately 55 students per grade level. This intentional enrollment size supports CBA’s specialized educational model, which integrates hands-on cosmetology instruction with North Carolina’s Future-Ready Core academic requirements. Smaller cohorts allow for individualized attention, safe lab environments, and high-quality preparation for state licensure and entrepreneurship.

As of the most recent data, **Charlotte-Mecklenburg Schools (CMS)** serves approximately **45,557 high school students across** grades 9–12. At full capacity, CBA’s projected enrollment would represent **approximately 0.44%** of the Local Education Agency's (LEA) high school ADM.

This model aligns with other approved North Carolina charter high schools offering niche or career-based programming. While some schools may serve larger student bodies, CBA’s enrollment plan reflects a strategic commitment to maintaining manageable class sizes and ensuring student mastery of both academic and vocational competencies.

**Applicant Evidence :**

		
<p>Avg Enrollment Per ...</p>	<p>Celeste Beauty Acad...</p>	<p>Celeste Beauty Acad...</p>
<p>Uploaded on <b>4/3/2025</b> by <b>pauline grant-jones</b></p>	<p>Uploaded on <b>4/7/2025</b> by <b>Kayla Celeste Grant-Dixon</b></p>	<p>Uploaded on <b>4/21/2025</b> by <b>Kayla Celeste Grant-Dixon</b></p>

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



Celeste Beauty Academy (CBA) stands out from traditional public high schools like Philip O. Berry Academy of Technology, West Charlotte High, and Harding University High by offering a non-traditional, career-focused model tailored to students passionate about cosmetology and entrepreneurship. While the other schools emphasize college preparation and general CTE programs, CBA integrates a 9-credit cosmetology curriculum directly into the high school experience—allowing students to graduate with both a high school diploma and a cosmetology license. This model provides a tuition-free, hands-on alternative for students in underserved areas like the 28208 zip code, where access to industry training is limited and interest in practical career paths is high.

What makes CBA especially unique is its emphasis on entrepreneurship and small business ownership in the beauty industry, preparing students not just for employment but for self-employment. Unlike traditional schools, which may offer general business courses or disconnected career electives, CBA offers targeted, industry-aligned training that equips students with job-ready skills and real-world credentials by graduation. This direct pathway to meaningful employment and economic mobility makes CBA a more effective and relevant option for students who thrive outside of the conventional academic track.

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



Celeste Beauty Academy (CBA) has established strong, strategic relationships with community leaders, nonprofit organizations, and local government stakeholders to build awareness, generate support, and assess community demand for the school. These relationships have not only demonstrated public support but have also helped shape the development of CBA's programming, location, and long-term sustainability.

A key partnership has been developed with **Cathay Dawkins**, President of the **Black Chamber of Commerce** in Charlotte, who has provided a formal letter of support and is currently in conversations with CBA about a **potential facility lease at 2601 Wilkinson Blvd.** This location has been proposed as the temporary site for CBA's first 1–2 student cohorts while the permanent campus is under development. Mr. Dawkins' support signifies strong alignment between CBA's mission and the Chamber's goals for economic empowerment and education in underserved communities.

In addition, CBA has built relationships with **Mark Stewart** of the **Mecklenburg County Government Center**, who has offered guidance and resources to navigate charter school development and identify community partnerships that serve our targeted student population.

CBA's leadership also maintains active service with two long-standing community organizations that directly serve middle school and high school-aged youth:

- **Be You Be Great**, a mentorship-based nonprofit that focuses on leadership and academic support
- **Pretty Ponytails**, a widely recognized organization that provides personal hygiene kits and enrichment activities to middle school girls in Charlotte

Both organizations have worked with CBA to distribute interest surveys and promote awareness of our cosmetology and career-readiness mission. **Kayla Celeste Grant-Dixon (Executive Director)** and **Treyvon Edmonds (Community Engagement Chair)** currently serve on the boards of these organizations, which has deepened CBA's reach and relevance with the community we aim to serve.

To assess demand, CBA conducted outreach and surveys in high-need zip codes (primarily 28208 and 28206). Over 100 families expressed interest in a charter school that blends high school academics with cosmetology and entrepreneurial training. Survey results indicate a strong desire for creative career pathways, state licensure opportunities, and school-based wraparound services. These findings have been submitted alongside this application.

Additional letters of support have been submitted by **current and former board members**, many of whom have committed to continued advisory roles or future appointments on CBA's governance and development committees. Notably, **Morgan Dyson**, a former board member and emerging architect, has provided a signed Memorandum of Understanding and letter of support. Morgan has agreed to design and oversee CBA's building development plans



should the school move forward with acquiring foreclosed land (documented by our licensed realtor).

To ensure operational readiness, CBA has also secured **quotes for business insurance** and **charter school legal counsel**, both of which are included in the application attachments.

Finally, CBA’s **budget and staffing model** reflect the demand and infrastructure required to launch a cosmetology-focused charter school in Charlotte. As we prepare for launch, our team is actively forming relationships with service providers, donors, public officials, and education professionals to build long-term support for CBA’s success and sustainability.

**Applicant Evidence :**

			
Board Member Wen...	Kellan Mccullough L...	CMBCC Letter of Sup...	MOU_Pauline_Grant...
Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste Grant-Dixon</b>
			
Letter_of_Support_P...	Letter_of_Support_M...	MOU_Morgan_Dyson...	Mark Stewart Letter ...
Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/21/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/21/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/11/2025</b> by <b>Kayla Celeste Grant-Dixon</b>
			
Letter_of_Support_D...	Letter_of_Commitm...	Letter_of_Support_M...	
Uploaded on <b>4/11/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/11/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	Uploaded on <b>4/11/2025</b> by <b>Kayla Celeste Grant-Dixon</b>	

**Q119. Attach Appendix A: Evidence of Community/Parent Support.**

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).



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

Total Files Count: 5

Applicant Evidence :

			
Celeste Beauty Acad...	Celeste Beauty Acad...	Celeste Beauty Acad...	Q119_CBA_Parent_C...
Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste</b> <b>Grant-Dixon</b>	Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste</b> <b>Grant-Dixon</b>	Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste</b> <b>Grant-Dixon</b>	Uploaded on <b>4/22/2025</b> by <b>Kayla Celeste</b> <b>Grant-Dixon</b>

**9.2. Purposes of the Proposed Charter School**

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

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

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



<p>Hold schools accountable for meeting measurable student achievement results.</p>	<p>CBA will establish clear performance metrics and benchmarks for student achievement to include graduation rates, proficiency on standardized testing. Parental involvement will also be encouraged to help monitor their child's progress.</p>
<p>Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.</p>	<p>CBA'S offers a unique educational opportunity with an emphasis on obtaining a trade.</p>
<p>Improving student learning.</p>	<p>Smaller class sizes and actual hands on training in real time will create a innovative and exciting learning environment for students to excel.</p>
<p>Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.</p>	<p>CBA offers an alternative to traditional public school. Students get to choose to attend CBA so both at-risk and gifted students can feel empowered by the decision to attend our program.</p>
<p>Encourage the use of different and innovative teaching methods.</p>	<p>CBA being a new and innovative Charter school, teachers will have more of a direct impact and creative role in designing the school curriculum.</p>

**9.3. Goals for the Proposed Charter School**

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



## 5-Year Goals for Celeste Beauty Academy Charter High School

Celeste Beauty Academy Inc. has established clear and measurable goals across operations, academics, finance, and governance to ensure alignment with the school's mission: empowering students through cosmetology, entrepreneurship, and holistic education. These goals prioritize student success, staff accountability, and long-term sustainability.

### Operational Goals

#### Year 1:

- Successfully launch with an inaugural class of 100 students in grades 9–11
- Fully implement attendance tracking, nutrition services, technology infrastructure, and student support systems in compliance with NC standards

#### Years 2–3:

- Expand by one grade level annually to reach full 9–12 capacity by Year 3
- Maintain 90%+ average daily attendance
- Launch onsite mental health counseling and peer mentorship initiatives

#### Years 4–5:

- Operate at full enrollment capacity (320 students)
- Achieve 85%+ annual family and student retention
- Offer dual enrollment, elective flexibility, and Work-Based Learning (WBL) internships for 100% of juniors and seniors

### Monitoring & Communication:

- Monthly operational updates to the governing board



- Bi-annual review of family engagement, student services, and facilities
- Stakeholder town halls hosted each semester

### **Academic Goals**

#### **Year 1:**

- 75% of students meet or exceed grade-level benchmarks in Math and English (based on NWEA MAP or state diagnostics)
- Establish baseline academic data for EVAAS student growth

#### **Years 2–3:**

- Achieve 80%+ proficiency rate on End-of-Course (EOC) exams
- Implement required academic and entrepreneurship portfolios for all students

#### **Years 4–5:**

- 85–90% student growth as measured by EVAAS
- 100% of seniors meet Future-Ready Core graduation requirements
- 100% of seniors complete a senior practicum/internship
- 100% of seniors pass their cosmetology state board exam or earn industry certification in a related field
- At least 70% of seniors demonstrate postsecondary readiness through:
  - College acceptance



- Registered business startup
- Employment in the beauty/wellness industry
- Acceptance into a trade school or certification program

**Monitoring & Communication:**

- Monthly review of academic performance by board and Academic Committee
- Quarterly instructional data analysis with documented growth reports
- Student progress reports issued each quarter and shared with families

**Financial Goals**

**Year 1:**

- Operate within a balanced budget
- Secure \$150,000+ in external funding through grants, donations, and fundraising

**Years 2–3:**

- Raise \$250,000+ /year through increased donor outreach and events
- Establish and maintain a six-month operating reserve

**Years 4–5:**

- Diversify revenue through grant writing, the Celeste clothing line, salon services, and rental income
- Maintain 100% clean audits with no findings



**Monitoring & Communication:**

- Monthly finance reports from the Treasurer and CPA
- Public annual budget review and audit presentation
- Family newsletters and website updates on fiscal health

**Governance Goals**

**Year 1:**

- Finalize a decision on legal counsel for board policy support and compliance (McGrath & Spielberger, PLLC consulting quote received)
- Maintain and implement CBA's existing Board Agreement and Conflict of Interest policy
- Launch new board member onboarding and committee-specific training aligned with NC charter school expectations

**Years 2–3:**

- Conduct annual board self-assessments
- Integrate stakeholder feedback into strategic planning and governance decisions

**Years 4–5:**

- Establish board succession plan and advisory council
- Maintain a fully engaged, diverse, and mission-aligned board with professional expertise across education, finance, nonprofit leadership, and beauty entrepreneurship

**Monitoring & Communication:**

-



Monthly board meetings with Executive Director reports

- 

Quarterly governance dashboard reviews

- 

Annual review and revision of the strategic plan with input from board, staff, students, and community stakeholders

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

The governing board of Celeste Beauty Academy can measure the school's progress toward its mission by establishing clear, mission-aligned performance indicators and regularly reviewing data tied to student achievement, career readiness, and post-graduation outcomes. Key indicators might include the percentage of students earning their cosmetology license by graduation, completion of entrepreneurship coursework or business plans, and post-secondary outcomes such as job placements in the beauty industry or student-owned start-up ventures. Regular reporting on these metrics will help the board evaluate whether the school is successfully preparing students for employment, licensing, and business ownership, as outlined in the mission.

Additionally, the board can assess the school's effectiveness by gathering student and parent feedback, monitoring engagement and retention rates, and ensuring alignment with North Carolina's Future-Ready Core graduation requirements. Annual reviews of curriculum implementation, instructional quality, and partnerships with local beauty industry professionals or businesses will further demonstrate how well the school is bridging the opportunity gap for students in underserved communities like 28208. Together, these qualitative and quantitative measures will give the board a well-rounded view of how effectively the school is fulfilling its mission.



## 10. Educational Plan

### 10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



## **Overall Instructional Program of Celeste Beauty Academy Inc.:**

**Celeste Beauty Academy Inc. (CBA)** is a proposed public charter high school designed to provide a rigorous academic foundation combined with career-focused training in cosmetology and entrepreneurship. Our instructional program blends traditional and project-based learning with hands-on, real-world experiences to ensure all students graduate with both academic credentials and professional readiness.

### **Major Instructional Methods**

CBA's instructional program will utilize a blended approach that includes:

- **Standards-Aligned Core Instruction:** All academic courses will follow the North Carolina Department of Public Instruction (NCDPI) curriculum and be aligned to the state's Standard Course of Study. Core content areas—Math, English Language Arts, Science, and Social Studies—will be taught using evidence-based instructional strategies that include direct instruction, cooperative learning, and differentiated scaffolding.
- **Career and Technical Education (CTE):** Our CTE Cosmetology Pathway will provide students with sequential hands-on training in hair, skin, nails, and salon safety. Instruction will include technical demonstrations, simulations, and practicum experiences. Students will begin CTE coursework as early as 9th grade and progress through Cosmetology I, II, and III, preparing for state board licensure upon graduation.
- **Project-Based Learning (PBL):** Entrepreneurship, branding, and marketing courses will follow a project-based model where students develop business plans, product prototypes, and marketing campaigns. Students will work in collaborative cohorts to simulate real-world startup environments.
- **Work-Based Learning (WBL):** In partnership with community professionals and licensed cosmetologists, CBA students will engage in internships, job shadowing, and mentorships. Students will also operate in a simulated school-based salon setting where they can apply technical and customer service skills under instructor supervision.
- **Social-Emotional Learning (SEL):** Recognizing the unique challenges faced by our students, SEL will be embedded throughout the curriculum using restorative practices, character education, and reflective journaling. Advisory periods and mental health curriculum will foster emotional intelligence, self-esteem, and leadership development.



## Assessment Strategies

CBA will use a variety of formative and summative assessments to monitor progress and mastery:

- **Formative Assessments:** Frequent classroom assessments such as quizzes, exit tickets, peer reviews, and skill demonstrations will guide daily instruction and allow for real-time intervention.
- **Summative Assessments:** End-of-unit exams, cumulative projects, state-required EOC (End-of-Course) tests, and final exams will measure student mastery.
- **Portfolio Assessments:** Each student will develop a digital and physical portfolio that includes cosmetology skill tracking, business projects, reflections, and career readiness artifacts. This portfolio will serve as both a graduation requirement and a tool for postsecondary planning.
- **Licensure Preparation:** Students will be assessed using mock cosmetology board exams and practical evaluations in accordance with the North Carolina State Board of Cosmetic Art Examiners.
- **Benchmark Testing & Data Review:** Quarterly benchmarks will be used in core subjects to track proficiency, identify trends, and tailor instruction. Teachers will meet in data teams to review results and adjust plans accordingly.

## Meeting the Needs of the Target Population

CBA is designed specifically to serve underrepresented students in the Charlotte-Mecklenburg area, particularly in zip codes such as 28206 and 28208, where access to career and technical education is limited. Our instructional program addresses this population's needs through:

- **Equity in Access:** By offering a tuition-free cosmetology and entrepreneurship pathway, CBA breaks barriers for students who may not otherwise afford private trade education.
- **Career Readiness Focus:** Students will leave with over 1,500 hours of cosmetology instruction, aligned with licensure requirements, preparing them to enter the workforce immediately after graduation.
- **Entrepreneurial Empowerment:** With dedicated coursework in branding, business development, personal finance, and marketing, students will gain the skills to start their own businesses or pursue



higher education in business, arts, or trades.

•

**Mentorship & Support:** Our model includes mentorship from licensed professionals, small group coaching, and college/career advising tailored to each student's path.

•

**Culturally Responsive Instruction:** Our curriculum will reflect the diverse identities and backgrounds of our students, ensuring representation in literature, beauty practices, and historical studies. Classroom culture will celebrate creativity, identity, and excellence.

•

**Student Voice & Leadership:** Students will have access to leadership opportunities through extracurriculars such as the Mental Health Committee, Marketing & Fundraising Committee, and Student Advisory Council, fostering empowerment and ownership over their education.

Applicant Evidence :



Uploaded on **4/23/2025**

by **Kayla Celeste**

**Grant-Dixon**

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

Yes

No

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



Through a rigorous academic curriculum aligned with North Carolina's Future-Ready Core graduation requirements and a unique, **required 9-credit cosmetology program**, CBA transforms traditional high school education into a pathway for both higher education and professional licensure.

- 

**Class Size:** CBA serves **55 students per grade level**, totaling a maximum of 220 students school-wide. This ensures an engaging yet manageable classroom environment where students receive personalized attention while benefiting from peer collaboration and group learning experiences.

- 

**Instructional Approach:**

Learning at CBA is classroom-based, with structured daily schedules that blend academic coursework and Career & Technical Education (CTE) blocks. Cosmetology training is conducted in **salon-simulated labs** equipped with industry-standard tools and materials, giving students authentic, hands-on experience throughout their high school career.

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



## Curriculum Alignment with Mission, Target Population, and NC Accountability Model

The Celeste Beauty Academy Inc. (CBA) curriculum is uniquely designed to fulfill the mission of *empowering budding entrepreneurs in the beauty industry by providing them with the resources, training, and support they need to thrive*. Our instructional model prepares students not only to meet state academic standards but also to pursue professional licensure and entrepreneurial opportunities—offering a transformative educational experience for students historically underserved by traditional public schools.

### Alignment with CBA’s Mission

CBA’s mission prioritizes education, empowerment, and economic opportunity through an integrated high school and career pathway model. Our curriculum reflects this by:

- Embedding **cosmetology, business, and entrepreneurship electives** throughout grades 9–12
- Preparing students to **graduate with over 1,500 training hours**, ready to take the North Carolina State Board of Cosmetic Art Examiners Licensure Exam
- Offering **branding, marketing, and finance courses** that empower students to build business plans and personal brands
- Integrating **life skills, SEL, and leadership development** to support personal and professional success

This approach equips students with both academic knowledge and career credentials, directly aligning with our vision of graduating “beautypreneurs” who are ready for college, career, or self-employment.

### Alignment with Target Student Population

CBA’s targeted demographic includes students in Charlotte-Mecklenburg’s most underserved areas, including zip codes such as 28206 and 28208. These areas have:

- **Limited access to high-quality CTE programming**
- **Lower graduation rates** and higher dropout risks
- **Economic disparities** that hinder access to postsecondary education or trade school



The CBA curriculum meets these students where they are by:

- Offering a **tuition-free, hands-on trade education**
- Building **culturally responsive classrooms** that reflect students' identities
- Providing **wraparound services, mentorship, and work-based learning**
- Integrating **project-based and experiential learning** to engage students beyond traditional instruction

This alignment ensures that students not only remain engaged but see tangible, personal value in their education, promoting both retention and long-term success.

#### **Alignment with North Carolina Accountability Model**

CBA's curriculum is fully aligned with the North Carolina Standard Course of Study and supports the requirements of the **North Carolina Accountability Model**, which includes:

- **End-of-Grade (EOG) and End-of-Course (EOC) Assessments** in core content areas
- **ACT and WorkKeys** assessments for college and career readiness
- **Graduation rates and growth data** to measure school effectiveness

CBA will:

- Implement **data-driven instruction** aligned with state standards to prepare students for EOC/EOG benchmarks
- Administer **quarterly benchmarks and mock exams** to identify and close learning gaps early
- Use **ACT prep and career counseling** to support postsecondary success
-



Track **WorkKeys scores and licensure exam readiness** to meet career readiness indicators

Our blend of academic rigor and career preparation ensures that we not only meet but exceed state accountability standards, as students will demonstrate success across multiple measures.

### **Evidence of Curriculum Success with the Target Population**

While CBA is a newly proposed school, the curriculum draws from nationally recognized models with proven impact on underserved students:

- **Cosmetology CTE Pathways** in districts such as Charlotte-Mecklenburg and Wake County have demonstrated **strong engagement and graduation outcomes** for students who previously struggled in traditional environments.

- Studies show that **students enrolled in CTE programs are more likely to graduate on time**, particularly when those programs are aligned with industry credentials and student interests (NC DPI, 2022).

- Entrepreneurial and SEL programs—like those mirrored in our branding, personal finance, and leadership courses—have been linked to **increased academic performance, self-confidence, and school belonging**, particularly among minority and economically disadvantaged youth.

In preparation for launch, CBA surveyed local parents and students (Appendix: Survey Results) and found high demand for an education model that emphasizes trade skills, mentorship, and culturally relevant instruction—further validating our curriculum choices.

### **Driving Academic Improvement and Closing Achievement Gaps**

CBA's instructional and assessment strategies are designed to **accelerate academic progress** and eliminate achievement disparities by:

- **Personalized Learning Plans:** Tailoring instruction to student needs based on data from formative and benchmark assessments

- **Co-Teaching and Support Services:** Offering academic intervention, special education support, and ESL resources to ensure all students access rigorous coursework

- **Culturally Responsive Teaching:** Engaging students through representation in curriculum content,



beauty education rooted in cultural practices, and inclusive classroom strategies

- 

**Work-Based Learning:** Providing real-world relevance that increases motivation and academic persistence

- 

**Licensure and Business Portfolios:** Creating a clear pathway from high school to professional employment, which increases student buy-in and long-term vision

Through these strategies, CBA aims to:

- 

Increase academic proficiency across all tested subjects

- 

Raise graduation and postsecondary enrollment rates

- 

Prepare 100% of students for licensure or career pathways by graduation

- 

Reduce dropout risk and chronic absenteeism through high engagement and relevance

**In conclusion**, the CBA curriculum is not only aligned with our mission and the needs of our target population—it is **strategically designed to meet the North Carolina Accountability Model**, provide real-world opportunity, and deliver lasting academic and career success for students who need it most.

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



## Primary Instructional Strategies at Celeste Beauty Academy (Grades 9–12)

Celeste Beauty Academy Inc. (CBA) will adopt a consistent set of high-impact instructional strategies across all grade levels that are proven to increase academic engagement, skill mastery, and student achievement—particularly for historically underserved student populations. Teachers will receive ongoing training and evaluation to ensure mastery and implementation of the following strategies:

### 1. Differentiated Instruction (Grades 9–12)

**Strategy:** Teachers will be expected to tailor instruction to meet individual student needs, using data from diagnostic assessments, learning styles inventories, and formative checks.

**Why it Works:** Differentiation ensures that all learners—regardless of their academic level, background, or prior experience—can access rigorous content in a way that aligns with their current skill level. This is particularly effective for CBA's target population, which may include students entering high school below grade level or with inconsistent prior academic support.

#### Application by Grade:

- 

**9th Grade:** Foundational support in reading, writing, and math through small group instruction and scaffolded assignments

- 

**10th Grade:** Use of leveled texts and tiered projects in English and Social Studies to close literacy gaps

- 

**11th & 12th Grade:** Personalized senior projects, business plans, or cosmetology skill portfolios adapted to individual interests and strengths

### 2. Project-Based Learning (PBL) & Real-World Application (Grades 9–12)

**Strategy:** Students will engage in real-world, interdisciplinary projects that connect academic standards to entrepreneurial and cosmetology-based scenarios. Teachers will facilitate long-term projects that require critical thinking, collaboration, research, and presentation.

**Why it Works:** PBL engages students by making learning relevant and purposeful. For students who may feel disconnected from traditional instruction, projects grounded in beauty, business, and community impact provide tangible motivation and ownership over learning.

#### Application by Grade:

-



**9th Grade:** Personal finance simulations, vision board goal-setting, and mock branding assignments

•

**10th Grade:** Mini-business plans, community service proposals, and cross-curricular projects on beauty in culture

•

**11th Grade:** Development of a student-led pop-up salon or service-based project

•

**12th Grade:** Final capstone project (business launch plan or full cosmetology portfolio) tied to licensure or postsecondary goals

### **3. Direct Instruction with Formative Feedback Loops (Grades 9–12)**

**Strategy:** Teachers will deliver mini-lessons with clear objectives, model skills, and check for understanding throughout each lesson. Formative assessments (exit tickets, quizzes, cold calls, observations) will be used to guide instruction and reteaching.

**Why it Works:** Structured, intentional teaching helps students build core academic knowledge while regular feedback allows for immediate correction and growth. This structure is especially beneficial for students who may not have developed study skills or academic confidence.

#### **Application by Grade:**

•

**9th–10th Grade:** Frequent use of graphic organizers, sentence stems, and teacher modeling for writing and analytical skills

•

**11th–12th Grade:** Lecture-style instruction paired with group discussion and written analysis to build critical thinking in higher-level academic and technical content

### **4. Culturally Responsive Teaching (Grades 9–12)**

**Strategy:** All teachers will be expected to incorporate students' cultural backgrounds, identities, and lived experiences into the curriculum, using materials that reflect their communities and affirm their value.

**Why it Works:** Students are more engaged and perform better academically when they see themselves in the curriculum. For CBA's primarily Black and Brown student population, representation in the content—especially in beauty, history, and entrepreneurship—is key to fostering pride, purpose, and academic investment.

#### **Application by Grade:**



- **9th–10th Grade:** Literature by authors of color, beauty-related case studies on identity and self-image, discussion of hair discrimination and cultural trends

- **11th–12th Grade:** Branding and marketing projects focused on social justice, equity in beauty standards, and community-based business models

### **5. Work-Based and Hands-On Learning (Grades 10–12)**

**Strategy:** In cosmetology and entrepreneurship courses, teachers will lead with a learn-by-doing model. Students will spend significant time practicing skills in lab settings, receiving live feedback from instructors and industry professionals.

**Why it Works:** Career and technical education is most effective when students apply their learning through performance tasks. Hands-on learning increases retention, builds professional muscle memory, and develops confidence.

#### **Application by Grade:**

- **10th Grade:** Skill demonstrations (shampooing, draping, basic hair cutting), guided by instructor modeling

- **11th Grade:** Peer-to-peer skill practice, simulated salon experiences, and client communication training

- **12th Grade:** Mock licensure exams, booth setup, and service pricing/marketing projects

### **6. Advisory and Social-Emotional Learning (Grades 9–12)**

**Strategy:** Each student will be assigned an advisory teacher responsible for guiding SEL, goal-setting, academic check-ins, and community building. Teachers will integrate SEL techniques like journaling, conflict resolution, and emotional vocabulary development.

**Why it Works:** SEL supports academic performance by helping students regulate emotions, build confidence, and manage interpersonal challenges. For students impacted by trauma or generational poverty, SEL is essential to academic success.

#### **Application by Grade:**

- **9th Grade:** Transition support, study skills development, and identity exploration



- **10th Grade:** Peer mentorship, time management, and confidence building
- **11th Grade:** Career exploration, stress management, and leadership development
- **12th Grade:** Post-graduation planning, imposter syndrome workshops, and personal mission statements

### **Conclusion**

By mastering these instructional strategies, teachers at CBA will be well-equipped to drive measurable academic gains across all content areas and support a holistic learning experience that addresses both cognitive and emotional development. Each grade span builds upon the last, preparing students not only to meet state standards and graduate on time but to thrive in the professional world—with a license, a business plan, and a deep belief in their value and potential.

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



Celeste Beauty Academy Inc. (CBA) has designed a comprehensive instructional plan and graduation pathway that ensures all students are academically, socially, and professionally prepared to transition seamlessly from grade to grade and graduate with a clear postsecondary plan.

### **Grade-to-Grade Transition Support**

CBA's curriculum is intentionally sequenced to provide cumulative skill-building, allowing students to deepen their academic knowledge, technical expertise, and personal development at each grade level. Our instructional model includes:

- **Standards-Based Instruction:** Aligned with the North Carolina Standard Course of Study and the CTE Cosmetology Pathway, students receive consistent, measurable instruction in core academic subjects and trade-based courses.
- **Annual Benchmark Assessments:** Students will be assessed quarterly to monitor mastery and identify learning gaps. This data will guide interventions, tutoring, and enrichment to ensure every student is on track.
- **Advisory & SEL Programs:** Each student is assigned an academic advisor who supports them in goal-setting, course planning, and personal development, ensuring a smooth transition into increasingly rigorous academic and career expectations.

### **Graduation Requirements Aligned to Future Readiness**

To earn a diploma from CBA, students must:

- Successfully complete all **core academic coursework** required by the NC Department of Public Instruction (22 credits minimum)
- Complete a minimum of **1,500 cosmetology training hours** aligned with licensure preparation
- Complete at least **two entrepreneurship-focused courses** in business planning, marketing, or finance
- Develop a **professional portfolio**, including a resume, completed business plan, and cosmetology service log
-



Participate in **Work-Based Learning** (e.g., job shadowing, internships, or community salon hours)

This structure ensures that students graduate with the skills, credentials, and confidence to enter:

- **The workforce** as licensed cosmetologists or beauty professionals
- **College or trade school** with a strong academic foundation
- **Entrepreneurship** with a viable business plan and real-world preparation

### **Transition Beyond High School**

CBA's programming is built to equip students with multiple postsecondary options. Through intentional career exploration, college counseling, and hands-on practicum experiences, students leave CBA with:

- **A clear sense of purpose and identity**
- **Technical credentials** eligible for licensure by the NC State Board of Cosmetic Art Examiners
- **Financial literacy and business skills** necessary to navigate adulthood and career ownership
- **A network of mentors and community professionals** who support long-term success

In summary, CBA's instructional plan is not only aligned to academic standards but deeply integrated with career readiness and personal growth. Our curriculum scaffolds skills across all grade spans, ensuring students do not just advance—they thrive, lead, and launch confidently into their future.

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



The academic calendar at Celeste Beauty Academy Inc. is strategically designed to reflect and reinforce the school’s mission of empowering future beautypreneurs through education, professional development, and community engagement.

CBA follows a **traditional 10-month school calendar** with strategic modifications that support our unique focus on cosmetology licensure preparation, entrepreneurship training, and student-led project execution. The calendar includes:

- **Extended instructional blocks** for cosmetology and CTE courses to allow students adequate time for hands-on learning, skill mastery, and required state board hour accumulation.
- **Quarterly project-based learning showcases**, where students present business plans, branding portfolios, or client service demonstrations—reinforcing our entrepreneurial focus and commitment to student ownership of learning.
- **Work-Based Learning windows** during winter and spring for internships, job shadowing, and guest workshops from industry professionals, directly supporting career readiness.
- **Dedicated enrichment and intervention weeks** built into each semester for remediation, college/ career prep, and business development sessions—ensuring no student is left behind.

In alignment with our mission, the calendar also integrates key **community engagement opportunities** such as beauty bootcamps, pop-up salons, and wellness-focused events that serve the public while offering real-world experience to students.

Ultimately, the structure of CBA’s academic year supports holistic student development—academically, professionally, and personally—ensuring each student is prepared to graduate with purpose, licensure readiness, and entrepreneurial confidence.

**Applicant Evidence :**



Uploaded on **4/22/2025**  
by **Kayla Celeste Grant-Dixon**



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



Celeste Beauty Academy Inc. (CBA) is committed to maximizing instructional time while ensuring a balanced, engaging, and supportive learning environment. The structure of the school day and week has been intentionally designed to promote academic mastery, technical training, and holistic student development.

**Daily and Weekly Schedule Overview**

- **School Days:** Monday through Friday
- **Start Time:** 8:30 AM
- **Dismissal Time:** 4:00 PM
- **Total Instructional Time:** ~7 hours per day (35 hours/week)

Each school day is divided into academic blocks, CTE lab sessions, and advisory/enrichment periods. The week includes consistent time for academic instruction, hands-on cosmetology practice, entrepreneurship training, and social-emotional learning.

**Core Academic Instructional Time (Daily Averages)**

Subject Area	Minutes per Day	Hours per Week
English Language Arts	75 minutes	6.25 hours
Mathematics	75 minutes	6.25 hours
Science	60 minutes	5 hours
Social Studies	60 minutes	5 hours
CTE: Cosmetology	120 minutes	10 hours
Entrepreneurship/Finance	45 minutes	3.75 hours
Advisory/SEL	30 minutes	2.5 hours

**Additional Components**

-



**Lunch & Breaks:** 45 minutes daily

- 

**Transition Time:** 5-minute intervals between periods

- 

**Optional After-School Programming:** Academic tutoring, student-led salon hours, clubs, and wellness programs offered from 4:15 PM–5:30 PM

### **Rationale for Schedule Design**

CBA's schedule is specifically structured to align with its **mission and instructional model**, offering:

- 

**Extended daily CTE lab hours** to meet North Carolina licensure requirements (1,500 hours over 4 years)

- 

**Block scheduling** for ELA and math to allow for in-depth instruction, differentiated learning, and project-based work

- 

**Balanced academic and vocational learning** to foster engagement and cross-disciplinary connections

- 

**Daily advisory periods** to reinforce mentorship, SEL, and career readiness planning

- 

**After-school opportunities** that provide academic support, leadership development, and hands-on service hours

This schedule ensures students receive a rigorous, relevant, and supportive education while being adequately prepared for both licensure and postsecondary pathways. The consistent routine, combined with flexibility for real-world learning, makes this structure optimal for student learning and long-term success.

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



## **Student Experience – 10th Grade Beautypreneur Track**

### **8:15 AM – Arrival & Morning Welcome**

Students are greeted by staff and begin their day with a brief wellness check-in and morning announcement led by their advisory group.

### **8:30 AM – 9:00 AM – Advisory & SEL Block**

In small groups, students engage in social-emotional learning activities, set academic goals for the week, and receive guidance on life skills or personal development topics.

### **9:00 AM – 10:15 AM – English II**

Students analyze a culturally relevant novel, participate in a Socratic seminar, and begin drafting a personal narrative that ties into their future vision board and business story.

### **10:20 AM – 11:35 AM – Math II (Geometry)**

The class works through a hands-on project calculating square footage and budgeting materials for a salon layout, integrating both geometry concepts and real-world application.

### **11:40 AM – 12:25 PM – Science (Biology)**

Students explore skin cells and anatomy, connecting their lab work to future skincare and facial services in their cosmetology practice.

### **12:30 PM – 1:15 PM – Lunch & Wellness Break**

Students eat, socialize, and are encouraged to walk, journal, or listen to music. Optional mindfulness and mental health check-ins are available.

### **1:20 PM – 2:35 PM – Cosmetology I Lab**

Instructors lead hands-on demonstrations in shampooing and scalp massage. Students practice in pairs, logging hours toward their licensure requirement.

### **2:40 PM – 3:25 PM – Entrepreneurship & Branding**

Students begin developing a brand identity for their future beauty business. They collaborate on logos, elevator pitches, and mood boards.

### **3:30 PM – 4:00 PM – Reflection & Dismissal**

Students return to advisory for end-of-day reflection, updates on upcoming events, and a quick journal prompt. Dismissal is staggered to support safe and orderly transitions.

## **Teacher Experience – Career and Technical Education (CTE) Instructor**

### **7:45 AM – 8:15 AM – Staff Collaboration & Preparation**

Teachers meet briefly with colleagues or prep materials for the day. CTE instructors set up lab stations for hands-on demonstrations and skill practice.



**8:30 AM – 9:00 AM** – *Advisory Facilitation*

Leads SEL check-ins and assists students in goal-setting or time management strategies.

**9:00 AM – 12:25 PM** – *Academic Support & Cross-Planning*

CTE instructor rotates between planning time, assisting in interdisciplinary STEM projects, and observing student performance in earlier academic blocks for cross-content alignment.

**12:30 PM – 1:15 PM** – *Lunch & Student Check-Ins*

Connects with students informally, provides mentorship, or prepares cosmetology tools and sanitation stations for afternoon labs.

**1:20 PM – 2:35 PM** – *Cosmetology Lab Block A*

Leads practical skill demonstration and coaches students through hair preparation techniques, offering direct feedback and documenting logged hours.

**2:40 PM – 3:25 PM** – *Cosmetology Lab Block B*

Continues hands-on instruction with a second group of students; rotates between stations to check for safety, technique, and engagement.

**3:30 PM – 4:00 PM** – *Reflection, Feedback, & Cleanup*

Closes the day with student debriefs, lab sanitation, hour verification, and quick reflection logs.

**4:00 PM – 4:30 PM** – *Team Debrief or Office Hours*

Participates in staff meeting, reviews student progress data, or hosts after-school tutoring for students needing extra help on cosmetology theory or business concepts.

This daily structure reflects Celeste Beauty Academy's commitment to **academic excellence, hands-on vocational training, social-emotional support, and future-focused empowerment** for both students and staff.

Q136. **Will this proposed school include a high school?**

Yes

No

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



Celeste Beauty Academy Inc. is fully aligned with the **North Carolina Future-Ready Core graduation requirements**, ensuring that all students graduate with the academic foundation, technical credentials, and career readiness needed for success in postsecondary education, the workforce, or entrepreneurship.

**Future-Ready Core Compliance**

CBA students will complete the standard **22-credit graduation track** required by the North Carolina Department of Public Instruction (NCDPI), which includes:

Subject	Credits Required
English	4
Mathematics	4
Science	3
Social Studies	4
Health/Physical Education	1
Electives (including CTE)	6

CBA will offer these courses with full alignment to **North Carolina’s Standard Course of Study**, ensuring rigor, relevance, and appropriate scaffolding for students across all grade levels. Our electives will be heavily focused in **Career and Technical Education (CTE)** through our Cosmetology Pathway and **Entrepreneurship** curriculum, which reflect our mission to develop beautypreneurs and postsecondary-ready graduates.

**Additional Graduation Enhancements at CBA**

In addition to meeting Future-Ready Core standards, CBA will offer students:

- **1,500 hours of cosmetology training**, preparing them for the North Carolina State Board of Cosmetic Art Examiners Licensure Exam
- **Two or more entrepreneurship electives**, including coursework in personal finance, business planning, branding, and marketing
-



**A senior portfolio and capstone presentation**, showcasing mastery in cosmetology, business strategy, and leadership skills

- 

**Access to Work-Based Learning**, including internships, job shadowing, and pop-up salon events with real clients

### **Ensuring Postsecondary Readiness**

CBA ensures that students are prepared to succeed beyond high school by:

- 

Embedding **ACT preparation** into the curriculum to support college readiness

- 

Integrating **career exploration and goal-setting** into advisory sessions

- 

Offering **financial literacy and college planning workshops** for students and families

- 

Tracking student progress through **benchmark assessments** and individualized learning plans to ensure they stay on pace toward graduation

### **Conclusion**

By combining the **Future-Ready Core curriculum** with CBA's **career-focused, entrepreneurial, and cosmetology-centered instruction**, students graduate not only with a diploma but with real credentials, a business plan, and a purpose-driven pathway forward.

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



Celeste Beauty Academy Inc. (CBA) will follow the North Carolina State Board of Education guidelines for awarding credit, calculating grade-point averages (GPA), issuing transcripts, and offering elective coursework. These processes are structured to ensure academic integrity, clarity for postsecondary institutions, and alignment with CBA’s mission to graduate future-ready beautypreneurs.

**Earning Credit Hours**

CBA students will earn **Carnegie Units** (1.0 credit per full-year course; 0.5 for semester-long courses) based on:

- **Successful course completion** with a passing final grade (minimum 60%)
- **Meeting attendance and seat-time requirements**, as defined by NC DPI
- **Mastery of course objectives**, measured through cumulative assessments, projects, and demonstrations

For **CTE Cosmetology courses**, students will earn both academic credit and logged hours toward the 1,500-hour state licensure requirement. These hours will be tracked using industry-standard logs and verified by licensed instructors.

**Grade-Point Average (GPA) Calculation**

GPA will be calculated using the **standard 4.0 NC grading scale**, with quality points awarded as follows:

Grade	Standard Course	Honors Course	Advanced/AP Course
A (90–100)	4.0	4.5	5.0
B (80–89)	3.0	3.5	4.0
C (70–79)	2.0	2.5	3.0
D (60–69)	1.0	1.5	2.0
F (	0.0	0.0	0.0

Students’ GPA will be updated each semester and included on official report cards and transcripts. GPA will be used for determining academic honors, eligibility for dual enrollment (if offered), and



graduation rankings.

### **Transcript Information**

CBA student transcripts will include:

- 

**Student identification information**

- 

**Courses taken by academic year**

- 

**Final grades and credits earned**

- 

**Cumulative weighted and unweighted GPA**

- 

**ACT/WorkKeys scores (if applicable)**

- 

**Total hours earned in Cosmetology (with verification of hours logged)**

- 

**Notations for special programs**, such as internships, dual enrollment, or completion of a business capstone

- 

**Graduation date and diploma type**

Transcripts will be maintained in accordance with FERPA and NC public school recordkeeping policies. Students and families will have access to academic counseling to understand transcripts and postsecondary options.

### **Elective Course Offerings**

CBA offers a wide range of elective courses that reflect our mission and expand student opportunities in entrepreneurship, wellness, creative expression, and career development. Electives include:

#### **Career & Technical Education (CTE) Electives**

- 

Cosmetology I–III (CTE Pathway)

- 

Salon Management & State Board Prep



- Beauty Business Operations

### **Entrepreneurship & Business Electives**

- Introduction to Entrepreneurship
- Personal Finance
- Branding & Marketing
- E-Commerce & Social Media for Small Business
- Public Speaking & Pitch Development

### **Creative Arts & Wellness**

- Creative Writing for Entrepreneurs
- Digital Content Creation
- Mental Health & Mindfulness
- Fitness & Wellness in the Beauty Industry

### **Leadership & Service**

- Student Leadership and Advisory
- Community Service & Social Impact
- Black Beauty History & Cultural Studies

### **Conclusion**

Celeste Beauty Academy ensures that all students graduate with a robust academic record, practical



career experience, and a professional transcript that supports a variety of postsecondary pathways. Our course offerings and transcript documentation are structured to reflect student achievement, skill acquisition, and career readiness, in alignment with state standards and the Future-Ready Core.

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



Celeste Beauty Academy Inc. (CBA) has intentionally designed its graduation requirements to not only meet North Carolina's Future-Ready Core standards, but to **go beyond traditional academics** by integrating **technical training, entrepreneurship, and career planning** into the student experience. These layered graduation expectations ensure that every graduate is prepared for college, trade school, military service, or immediate entry into the workforce.

### **Core Graduation Requirements: Academic & Career Readiness**

CBA students must complete the following to graduate:

- **22 credits** aligned with the **North Carolina Future-Ready Core**, including rigorous coursework in English, math, science, and social studies
- **1,500 cosmetology training hours** over four years to meet the eligibility requirements for the North Carolina State Board of Cosmetic Art Examiners licensure exam
- **Two or more entrepreneurship-based electives**, including personal finance, marketing, branding, or business development
- A **professional portfolio** with a resume, business plan, cosmetology service log, and post-graduation action plan
- **Participation in a capstone project or senior showcase**, where students present their business ideas, demonstrate technical expertise, or reflect on career goals

### **Alignment with Postsecondary Opportunities**

#### **College Readiness**

- Core academic courses prepare students for success on the **ACT, WorkKeys**, and college placement exams.
- **Academic advising and transcript management** will support students applying to 2- or 4-year institutions.
- Students will be equipped with **college essays, letters of recommendation, and digital portfolios**.



- Electives like **Creative Writing**, **African American Studies**, and **Public Speaking** sharpen skills often required in liberal arts and communication programs.

### **Trade School Readiness**

- Students who wish to pursue a different vocational pathway after high school will already have a foundation in trade-based learning, lab hours, and industry professionalism.
- Hands-on experience and exposure to **business and beauty sectors** prepare students for licensing in other service-based industries (e.g., esthetics, barbering, nail tech, massage therapy).

### **Military Service Readiness**

- Emphasis on **discipline, leadership, and professional presentation** prepares students for the expectations of military training and service.
- Students receive **career counseling and character education** that emphasize perseverance, time management, and civic responsibility.

### **Workforce and Entrepreneurship Readiness**

- Cosmetology licensure enables students to **enter the beauty industry immediately upon graduation**—either as employees or independent business owners.
- CBA's business and branding electives, combined with salon management training, ensure students understand taxes, pricing, client retention, and marketing strategies.
- Through their capstone projects, students learn how to **pitch, market, and launch their own business ventures** confidently and legally.

### **Conclusion**

CBA's graduation model is more than a checklist—it's a **launchpad for student success**. Whether a student's next step is a university, a salon, a military base, or an entrepreneurial venture, our graduation requirements ensure they leave prepared, licensed or credentialed, and equipped with the confidence, knowledge, and support to thrive in the real world.



Applicant Evidence :


CBA_Graduation_Re...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

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



Celeste Beauty Academy Inc. (CBA) recognizes that some students may encounter academic, personal, or socio-emotional challenges that place them at risk of dropping out or failing to meet graduation requirements. In response, CBA will implement a proactive, data-informed, and relationship-driven system to ensure that every student receives the support needed to succeed.

### **1. Early Identification and Monitoring System**

CBA will implement a school-wide **Early Warning System (EWS)** to identify students at risk using key indicators:

- **Attendance** (chronic absenteeism or tardiness)
- **Behavior** (office referrals, classroom disruptions, or SEL concerns)
- **Course Performance** (failing grades or missed assignments)
- **Credit Accumulation and Hour Tracking** (especially in cosmetology and CTE hours)

Data will be collected weekly and reviewed during bi-weekly **Student Support Team (SST)** meetings, consisting of administrators, teachers, the school counselor, and advisory staff. This team will develop individualized response plans for any flagged student.

### **2. Tiered Intervention Framework (RTI & MTSS)**

CBA will utilize a **Tiered Support System** to differentiate interventions:

#### **Tier I – Schoolwide Prevention**

- Strong advisory & SEL program
- Clear behavioral expectations and positive reinforcement
- Culturally responsive, engaging instruction
- Career-focused and hands-on learning for real-world relevance

#### **Tier II – Targeted Interventions**

-



Small group academic tutoring and test prep

- 

Mandatory credit recovery or Saturday school sessions

- 

Assigned staff mentor or advisor for weekly check-ins

- 

Short-term SEL interventions (e.g., social skills groups, trauma support)

### **Tier III – Intensive Individualized Supports**

- 

Individual academic contracts and behavior plans

- 

Mental health counseling or referral to external providers

- 

Family engagement meetings and home visits

- 

Modified schedules, IEP/504 Plan reviews, or alternative learning plans

### **3. Personalized Academic & Career Planning**

Every student at CBA will have a **Personalized Graduation Plan** beginning in 9th grade, updated annually. This includes:

- 

Transcript audits and credit tracking

- 

State Board hour tracking (for cosmetology pathway)

- 

College, workforce, or military interest assessments

- 

Annual goal-setting with an advisor or counselor

This structure ensures students understand their path to graduation and postsecondary success, with built-in accountability and flexibility.

### **4. Relationship-Driven Support Model**



CBA will ensure all students are **known, seen, and supported** through:

- A daily **advisory period** for check-ins, mentorship, and SEL curriculum
- A **student advocacy system** where each staff member is assigned a caseload of students for regular mentoring
- **Parent/family engagement protocols**, including family resource referrals, parent workshops, and support letters for absences or academic alerts

### **5. Recovery & Re-Engagement Opportunities**

To prevent dropouts and support re-engagement:

- **Credit Recovery:** After-school and weekend programming will be available for students who fall behind
- **Cosmetology Hour Recovery:** Students may attend extended lab hours or summer sessions to meet state hour requirements
- **Flexible Pathways:** In rare cases, CBA will offer modified schedules or extended-year plans for students with complex circumstances

### **Conclusion**

CBA's layered support system addresses the academic, emotional, and social barriers that can derail a student's path to graduation. Through strong monitoring, individualized intervention, and a community of support, CBA ensures that every student is equipped with the tools, relationships, and resources needed to graduate and thrive.

**Q141. Attach Appendix C: 9-12 Core Content Electives** Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.



Celeste Beauty Academy Inc. (CBA) will provide a comprehensive 9–12 curriculum that meets North Carolina graduation requirements while integrating career and technical education (CTE), cosmetology, entrepreneurship, and social-emotional development. Our course offerings are specifically designed to fulfill the Future-Ready Core and CTE standards, and align with our staffing model and budget.

**Core Academic Course Offerings (Grades 9–12)**

Grade	English	Math	Science	Social Studies
9	English I	Math I	Earth/Environmental	World History
10	English II	Math II (Geometry)	Biology	Civics & Economics
11	English III	Math III (Algebra II)	Chemistry	American History
12	English IV / AP Eng	Pre-Calc / Fin. Lit	Anatomy & Physiology	African American Studies

**CTE Cosmetology Courses (Grades 9–12)**

Grade	Cosmetology Courses	Licensure Hours (Est.)
9	Intro to Cosmetology & Professional Hygiene	60 hrs
10	Cosmetology I: Hair Theory, Draping, Manicuring	300 hrs
11	Cosmetology II: Color, Thermal Styling, Skin Science	600 hrs
12	Cosmetology III: Salon Management + State Board Prep	540 hrs

Total Hours: **1,500** – Aligned with NC State Board of Cosmetic Art Examiners licensure prep

**Business & Entrepreneurship Electives**

Course Title	Grade Levels	Description



Introduction to Entrepreneurship	9–10	Goal setting, personal finance, branding
Business Operations & Customer Service	10–11	Marketing, POS systems, client relations
Capstone: Launch Your Business	12	Final business plan, senior pitch showcase
Social Media & Content Strategy	11–12	Branding and audience engagement
Personal Finance & Budgeting	10–12	NC CTE-aligned financial literacy

**Electives in Arts, SEL, and Wellness**

Course Title	Grade Levels	Purpose
Creative Writing for Entrepreneurs	9–10	Build storytelling, advertising, and voice
Digital Content Creation	11–12	Teach video editing, branding, and product photography
Beauty & Identity Studies	9–12	Cultural history and self-image
Leadership & Advisory	9–12	SEL, mentorship, and college/career prep
Fitness & Wellness in the Beauty Industry	9–12	Movement, confidence, and wellness routines

**Staffing & Budget Alignment**

- **Academic Instruction** will be covered by 4–6 core teachers (ELA, Math, Science, History).

- **CTE Instruction** includes 3 licensed cosmetology instructors (Hair, Skin, Nails).

- **Entrepreneurship/Business Courses** will be taught by a dedicated business teacher (staffed and budgeted).



- 

**Support Roles** like Student Services and Community Partnership Liaisons are grant-funded and included in the startup plan.

- 

The Year 1 startup budget and staffing projections ensure **all courses above can be offered without exceeding financial capacity**.

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

Total Files Count: 6

Applicant Evidence :


Appendix_C_9-12_Co...

Uploaded on **4/24/2025**

by **Kayla Celeste**

**Grant-Dixon**

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

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

Total Files Count: 5

Applicant Evidence :


Scope and Sequence...

Uploaded on **5/28/2025**

by **Pauline Grant-Jones**

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

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



Applicant Evidence :


Appendix_D_Yearly_...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

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

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

Total Files Count: 15

Applicant Evidence :


Appendix_E_Daily_W...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

## 10.2. Special Populations and "At-Risk" Students

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



Celeste Beauty Academy Inc. (CBA) is committed to providing an inclusive and equitable educational experience that ensures all students—regardless of their starting point—can succeed. For students performing below grade level, CBA will implement a structured, multi-tiered system of support that identifies learning gaps early, provides targeted interventions, and tracks academic progress with fidelity.

### 1. Identification and Screening

CBA will implement a robust, data-informed system to identify students in need of academic support:

- **Universal Diagnostic Assessments** administered at the beginning, middle, and end of each academic year (e.g., i-Ready, STAR Reading/Math, or NWEA MAP)
- **Teacher Observations and Formative Assessments** such as classroom work samples, quizzes, and skill-based checklists
- **Early Warning Indicators:** Low grades, course failures, attendance issues, and behavioral flags will be monitored using the student information system

Students identified through any of these data points will be flagged for targeted support via the Multi-Tiered System of Support (MTSS) process.

### 2. Tiered Support System

CBA will utilize a **Tier I, II, III intervention framework** aligned with North Carolina MTSS guidance:

#### **Tier I: Core Classroom Support (All Students)**

- Differentiated instruction within all content areas
- Scaffolding techniques, anchor charts, graphic organizers, and small group rotations
- Embedded social-emotional learning (SEL) through daily advisory

#### **Tier II: Targeted Small Group Intervention**

- Pull-out or push-in support during elective periods or advisory



- Evidence-based intervention programs such as:
  - **Corrective Reading / Wilson Reading System** for literacy gaps
  - **IXL / Khan Academy / ALEKS** for math fluency and remediation
- Bi-weekly progress monitoring and goal-setting with intervention teachers

### **Tier III: Intensive Individualized Support**

- One-on-one tutoring or specialized instruction plans
- Collaboration with Exceptional Children (EC) staff, ESL support, or contracted interventionists
- Referral to academic intervention team (AIT) for full case management

### **3. Monitoring Student Progress**

CBA will use a variety of tools and checkpoints to measure growth and adapt instruction:

- **Progress Monitoring Tools** (e.g., EasyCBM, Edmentum, or Freckle)
- **Data Team Meetings** every 4–6 weeks to adjust intervention groups
- **Student Intervention Plans (SIPs)** with clear benchmarks and parent involvement
- **Individual Learning Plans (ILPs)** developed for students below grade level in two or more subjects

### **4. Whole-Child Support Systems**

Recognizing that academic performance is often impacted by social and emotional factors, CBA will provide:

- Daily SEL curriculum through advisory blocks



- On-site mental health counselor and access to referrals for therapy
- Family engagement workshops and academic coaching sessions
- Peer mentorship and student ambassador support

### **5. Alignment with CBA's Mission and Model**

By integrating academic supports with career readiness and culturally responsive instruction, CBA ensures that students performing below grade level are not left behind. Instead, they are provided the tools to **catch up, build confidence, and engage in meaningful learning experiences** through hands-on cosmetology, entrepreneurship, and mentorship programs.

#### **Conclusion:**

CBA's instructional model is grounded in the belief that every student can achieve success with the right support. Through early identification, tiered interventions, and individualized progress monitoring, we are fully prepared to meet the learning needs of students performing below grade level and guide them toward graduation and postsecondary opportunity.

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



Celeste Beauty Academy Inc. (CBA) is committed to ensuring that students from all backgrounds and ability levels—including students with disabilities, students with 504 Plans, multilingual learners (MLs), gifted students, and those at risk of dropping out—are supported equitably and with excellence.

### **Board Experience with Special Populations**

While the current founding board of CBA is composed of professionals with deep expertise in finance, community engagement, nonprofit leadership, and beauty education, **only limited direct experience exists among board members specifically related to serving exceptional learners.** However, the organization has taken intentional steps to ensure that adequate expertise will be integrated before the school opens:

- **Pauline Grant-Jones (Board Chair)** has overseen nonprofit compliance and audits for organizations that include services for high-needs youth and Medicaid-funded community programs. Her experience includes reviewing financials tied to specialized education funding and grant compliance.
- **Treyvon Edmonds (Governance Chair)** brings relevant knowledge from working with at-risk youth through statewide voter engagement and mentoring programs in Mecklenburg County. His on-the-ground engagement with underserved communities strengthens CBA's outreach and advocacy lens.
- **Wendy Blake (Board Member at Large)** is project management certified and brings administrative experience working with cross-functional teams, including implementation of operational frameworks for diverse learners in community-based programs.

Although no board member currently holds a formal background in special education services, the board is actively pursuing strategic solutions and professional development in this area.

### **Pre-Opening Plan to Prepare for Special Populations**

To ensure CBA is fully prepared to serve students with specialized needs by the August 2027 opening, the following steps will be implemented during the **pre-operational phase (2025–2027)**:

#### **1. Recruitment of Specialized Advisors and Staff**

- CBA will recruit a **certified Exceptional Children (EC) Director or Consultant** during the planning year to advise on compliance, staff training, and policy development.
- An **ESL/ML support consultant** will also be identified to review DPI compliance and guide



recruitment of multilingual staff.

- 

The advisory team will include stakeholders with lived or professional experience supporting diverse learners.

## 2. Policy Development and Compliance Training

- 

With support from the CPA and HR Director, CBA will create:

- 

Policies for serving IEP, 504, and ML students

- 

MTSS/RTI frameworks

- 

EC documentation and confidentiality protocols

- 

Board members will undergo **nonprofit compliance and student services training** from a DPI-approved source or external charter school consultant (e.g., EC compliance workshop, BoardSource, or Epicenter training modules).

## 3. Pre-Opening Professional Development

- 

All instructional staff hired prior to opening will participate in:

- 

DPI-sponsored training on supporting EC students

- 

Cultural competency and differentiated instruction workshops

- 

Trauma-informed and restorative practice professional development

## 4. Strategic Partnerships

- 

CBA will partner with:

- 

**Local LEAs and community organizations** that serve EC, ML, and gifted students



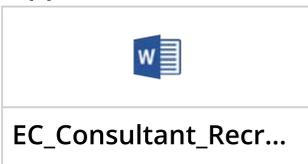
o

Licensed EC contractors to support screening, documentation, and service delivery for IEP/504 needs during the planning and launch year

### Conclusion

While the current board lacks direct special education credentials, CBA has built a strategic pre-opening plan to ensure legal compliance, equity of access, and instructional excellence for all student populations. The board remains committed to deepening its understanding and expanding its capacity to govern a school that meets the diverse needs of its learners.

### Applicant Evidence :



Uploaded on **4/23/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

Uploaded on **4/23/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

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



Celeste Beauty Academy Inc. (CBA) is committed to providing equitable access to its academic and vocational programs for all students, including Multilingual Learners (MLs). CBA will implement an inclusive, culturally responsive instructional model supported by effective identification, differentiated instruction, progress monitoring, and appropriately trained staff.

### 1. Identification and Misidentification Prevention

CBA will follow all federal and state procedures for identifying ML students while safeguarding against over- or under-identification:

- **Home Language Survey:** Administered at enrollment to all new students to determine language exposure and potential need for ML services.
- **Initial English Language Proficiency Testing:** Students indicating a home language other than English will be assessed using the **WIDA Screener** within the first 30 days of school.
- **Cultural Considerations:** Identification will include consultation with families and ensure that cultural or dialect differences are not misinterpreted as language deficiencies.
- **Avoiding Misidentification:** CBA will not refer ML students for EC evaluation until sufficient English language development support has been provided and documented.

### 2. Instructional Strategies and Program Design

CBA will provide ML students access to the full core curriculum through a blend of sheltered instruction, content-based ESL support, and culturally responsive teaching:

- **Sheltered Instruction Strategies (SIOP):** All teachers will be trained to incorporate language objectives alongside content objectives, using visual aids, gestures, realia, and student dialogue.
- **Integrated Language Development:** MLs will receive English language instruction embedded within academic and CTE coursework, supported by ESL staff.
- **Push-in/Pull-out Services:** Based on student need, ML students may receive small-group instruction or 1:1 support in English development areas.
-



**Scaffolded Support in Cosmetology Labs:** Visual demonstrations, bilingual signage, and peer modeling will help ML students access trade-specific terminology and instructions.

### 3. Monitoring, Progress Evaluation, and Exit Criteria

- 

**Ongoing Monitoring:** MLs' language acquisition will be assessed annually using the **WIDA ACCESS for ELLs**.

- 

**Academic Progress Reviews:** Teachers and ESL staff will monitor classroom grades, benchmark assessments, and CTE performance quarterly.

- 

**Individual Language Development Plans (ILDPs)** will be maintained for each ML student, outlining progress goals and accommodations.

- 

**Exit from ML Services:** Students will be exited when they meet DPI-defined English proficiency thresholds (WIDA ACCESS composite score of 4.8 or above), followed by continued monitoring for two academic years.

### 4. Qualified Staffing for ML Students

CBA will ensure that all ML students are served by licensed or appropriately trained staff:

- 

**ESL-Licensed Instructor or Consultant:** Hired during Year 0 (planning year) to design services, support training, and manage compliance.

- 

**Ongoing Professional Development:** All staff will receive annual training in:

- 

Culturally responsive teaching

- 

Language acquisition strategies

- 

Differentiating instruction for ML students

- 

**Staff Recruitment:** Where possible, CBA will recruit bilingual staff and instructional aides to support ML engagement across content and cosmetology pathways.



### 5. Alignment with CBA's Mission

CBA's mission of empowering future beautypreneurs includes ensuring that language is not a barrier to education or career success. ML students will benefit from an integrated approach that affirms their cultural identities while equipping them with both English proficiency and technical mastery in entrepreneurship and cosmetology.

#### Applicant Evidence :



ML\_Services\_Plan\_an...

Uploaded on **4/23/2025**

by **Kayla Celeste**

**Grant-Dixon**

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

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



Celeste Beauty Academy Inc. (CBA) is committed to providing a learning environment where all students—including those identified as academically or creatively gifted—are challenged, nurtured, and supported in maximizing their full potential. CBA recognizes that gifted students thrive when given access to **differentiated instruction, enrichment opportunities, and accelerated learning pathways** that promote independence, creativity, and critical thinking.

### 1. Identification of Gifted Students

CBA will implement a formal process for identifying gifted students using multiple criteria, aligned with **North Carolina’s Academically or Intellectually Gifted (AIG) Program Standards**:

- **Universal Screening in 9th Grade**, using cognitive assessments (e.g., CogAT or NNAT) and academic performance data
- **Teacher Referrals**, supported by behavioral checklists, performance samples, and classroom observations
- **Parent Input** collected through surveys and informal feedback
- **Portfolio Review**, particularly for students who demonstrate giftedness in creative arts, leadership, entrepreneurship, or technical skills such as content creation or cosmetology mastery

This multi-criteria process will ensure equity and allow for **identification of both traditional and non-traditional gifted learners**, including those from underrepresented backgrounds.

### 2. Research-Based Programs and Instructional Strategies

To support and enhance the abilities of gifted students, CBA will implement the following **evidence-based practices** and provide flexible learning pathways:

#### Differentiated Instruction in All Classrooms

- Curriculum compacting to eliminate repetition and allow acceleration
- Tiered assignments that offer complexity, choice, and higher-level thinking
- Project-based learning with independent research components

#### Independent Study Projects & Capstone Extensions



- Students can propose individual or small-group projects aligned with their passions, such as launching a product line, conducting market research, or exploring advanced chemistry in cosmetology
- Opportunities to compete in business pitch competitions or state/national cosmetology showcases

### **Entrepreneurial Leadership Pathway**

- Gifted students can join the CBA **Student Leadership Committee** to guide school-wide initiatives
- Specialized roles in brand development, event planning, and community engagement

### **Accelerated Coursework or Early Career Certification**

- Where feasible, CBA will partner with local community colleges or certification programs to offer:
  - Dual enrollment
  - Early access to entrepreneurship or digital media courses
  - Specialized cosmetology certifications beyond the minimum licensing requirement

### **3. Monitoring Progress and Measuring Success**

CBA will use both **quantitative and qualitative tools** to evaluate the success of gifted students:

- **Quarterly portfolio reviews** assessing depth, innovation, and mastery
- **Performance rubrics** aligned with Bloom's Taxonomy and NC AIG standards
- **Student self-assessments** and reflection journals
- **Benchmark assessments and advanced coursework progress reports**
-



**Capstone evaluation** using a gifted-level extension rubric for senior projects

Student progress will be reviewed by instructional staff, the advisor/mentor, and, where appropriate, an AIG-certified consultant or external evaluator.

#### 4. Qualified Staffing and Professional Development

CBA will ensure that all teachers are trained to meet the needs of gifted learners by:

- Hiring at least one **AIG-certified or experienced educator** as part of the leadership or instructional team
- Providing ongoing **professional development** on:
  - Differentiated instruction for high-achievers
  - Designing tiered lessons and choice boards
  - Strategies for creative and critical thinking
- Collaborating with external partners such as **local AIG coordinators, DPI resources, or consultants** to support compliance and innovation

#### Conclusion

CBA's approach to serving gifted students goes beyond acceleration; it embraces **creativity, innovation, and leadership development**. By embedding enrichment into both the academic and vocational experience, CBA ensures that gifted students are not only challenged academically but also given the tools and opportunities to **thrive as future industry leaders, entrepreneurs, and visionaries**.

Applicant Evidence :



Uploaded on **4/23/2025**

by **Kayla Celeste**

**Grant-Dixon**



### 10.3. Exceptional Children

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

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



Celeste Beauty Academy Inc. (CBA) will implement a formal process aligned with state and federal law to ensure that all students with prior designations for special education services or protections under Section 504 of the Rehabilitation Act are properly identified, supported, and served.

### **1. Enrollment and Records Review**

Upon enrollment, CBA will use a **multi-step records identification protocol** to determine whether incoming students have previously received services under IDEA or Section 504:

- 

#### **Enrollment Packet Disclosure**

Parents/guardians will be asked to indicate on the enrollment forms whether the student has an active:

- 

Individualized Education Program (IEP)

- 

504 Accommodation Plan

- 

Multilingual Learner designation

- 

Gifted identification (AIG)

- 

#### **Request for Records**

Upon disclosure—or if academic/behavioral concerns arise without disclosure—CBA will request official records from the student’s previous school, including:

- 

IEP or 504 Plan documents

- 

Evaluation reports

- 

Progress monitoring data

- 

Related service provider notes (e.g., speech/language, OT/PT)

- 

#### **Student Information System (SIS) Flagging**

Any student previously identified as receiving services will be flagged in the school’s SIS for prompt



review and follow-up.

## 2. EC/504 Coordinator Review & Transition Plan

Once documentation is received, the EC Director or 504 Coordinator will:

- **Verify plan status and eligibility**
- **Ensure transfer of services** within required state timelines
- **Schedule an IEP or 504 review meeting** with teachers, service providers, and families
- **Update staff** on accommodations, modifications, or related services

For students transferring with an **expired or incomplete plan**, CBA will provide comparable services while conducting a reevaluation or plan renewal.

## 3. Ongoing Monitoring and Student Advocacy

- Teachers will be trained to **observe and report red flags** that may indicate a student in need of additional support, even if no formal identification was made previously.
- Families will be empowered to **request reevaluations or accommodation meetings** at any time.
- A designated **Student Services Team (SST)** will meet regularly to discuss and review cases requiring follow-up or referral for intervention.

## 4. Confidentiality and Compliance

All records will be managed in accordance with **FERPA, IDEA, and Section 504** requirements:

- Digital and physical records will be securely stored and accessible only to authorized personnel
- CBA will follow DPI guidelines and timelines for document retention and plan implementation
- Families will be informed of their procedural safeguards and rights during the intake process



## Conclusion

CBA's identification and records process ensures that **no student enters our school without a clear plan for support** if previously served under IDEA or Section 504. This approach guarantees continuity of services, timely intervention, and legal compliance—while creating a safe and inclusive school environment for all learners.

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



Celeste Beauty Academy Inc. (CBA) is fully committed to meeting the requirements of the **Individuals with Disabilities Education Act (IDEA)**, including the **Child Find** mandate, which requires public schools to identify, locate, and evaluate all students who may need special education and related services—regardless of the severity of their disability.

### 1. Overview of the Child Find Process at CBA

CBA will establish a proactive, school-wide process to ensure that all students with potential disabilities are identified and supported as early as possible. This includes:

- **All enrolled students**, including those advancing grade-to-grade without prior documentation
- Students who are **migratory, homeless, wards of the state**, or in **private settings** under public supervision
- **ML students, gifted learners, and students with emotional/behavioral needs** who may have co-occurring disabilities

### 2. Early Intervention and Pre-Referral Process

Before initiating a formal referral, CBA will use a structured, data-driven intervention system:

#### a. Universal Screening & Ongoing Monitoring

- All students are screened through **benchmark assessments**, classroom observations, and social-emotional wellness check-ins.
- Teachers receive training to **observe and document red flags**, including academic delays, language barriers, motor skill deficits, or behavioral concerns.

#### b. Tiered Support via MTSS Framework

- Students performing below expectations will be provided **Tier II or Tier III interventions**.
- A **Student Support Team (SST)** will document interventions, accommodations, and responses over a 4–8 week period.
- Data from this phase supports whether a referral to special education is appropriate, reducing the risk



of misidentification.

### 3. Referral and Evaluation Process

When interventions indicate the need for further assessment:

- 

The **EC Director or Student Services Coordinator** will initiate the formal referral.

- 

Parents/guardians will be notified and provided their **procedural safeguards**.

- 

Upon consent, a **full, individualized evaluation** will be conducted within **90 calendar days**, using:

- 

Cognitive and academic assessments (e.g., WISC, Woodcock-Johnson)

- 

Behavioral and functional evaluations

- 

Speech/language, motor, and psychological assessments as needed

- 

Cultural, linguistic, and environmental factors considered throughout

All evaluations will be conducted by **qualified personnel**, either in-house or through contracted specialists.

### 4. IEP Team Decision & Service Planning

- 

Evaluation results will be reviewed by the **IEP Team**, including the parent/guardian, EC staff, general education teacher, and specialists.

- 

Eligibility will be determined using **IDEA definitions of disability categories** and educational impact criteria.

- 

If eligible, an **Individualized Education Program (IEP)** will be developed with clear goals, services, accommodations, and progress monitoring plans.

### 5. Avoiding Misidentification



CBA is committed to **equity in identification** and will take the following measures:

- **Cultural & Linguistic Considerations:** ML and minority students will be evaluated using tools that are culturally responsive and linguistically appropriate.
- **Exclusionary Rule Enforcement:** Students will not be identified as having a disability solely due to lack of appropriate instruction or limited English proficiency.
- **Multidisciplinary Team Input:** All referrals require input from multiple staff members and family partners to reduce bias and ensure well-rounded decisions.
- **Ongoing Staff Training:** Annual professional development in child development, trauma-informed education, and inclusive practices will reduce implicit bias.

### **Conclusion**

CBA's Child Find process is designed to be proactive, equitable, and compliant. By combining data-driven early intervention with a legally sound referral and evaluation process, CBA ensures that all students—especially those who may not have been previously identified—receive the services they need to thrive academically, socially, and emotionally.

**Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**



Celeste Beauty Academy Inc. (CBA) will implement a comprehensive plan for the secure, timely, and compliant management of student records related to **Individualized Education Programs (IEPs)** and **504 Accommodation Plans**, in accordance with **FERPA, IDEA, Section 504**, and **North Carolina DPI regulations**.

### 1. Requesting Records from Previous Schools

Upon enrollment of a new student, CBA will take the following steps:

- 

#### **Parent Disclosure on Enrollment Form**

Families will indicate if their child has previously received special education services or had a 504 Plan.

- 

#### **Immediate Records Request**

CBA's Student Records Coordinator or EC Director will request:

- 

Cumulative school file

- 

IEP or 504 Plan documents

- 

Psychological evaluations and eligibility reports

- 

Speech/OT/PT service documentation

- 

Any prior academic or behavioral interventions

- 

#### **Follow-Up Communication**

If records are not received within 10 business days, follow-up calls and emails will be made to expedite delivery. In the interim, comparable services will be provided as required by law.

### 2. On-Site Confidentiality and Secure Storage of Records

CBA will ensure **strict confidentiality** and **controlled access** to all special education and 504 records:

- 

#### **Physical Records**



- Stored in a locked, fireproof cabinet in a secure Student Services Office
- Accessible only to authorized personnel (e.g., EC Director, 504 Coordinator, and designated administrators)
- Separate from general student files to ensure FERPA compliance

- **Digital Records**

- Stored in a password-protected, encrypted student information system (SIS)
- Staff access will be role-based and monitored
- All digital entries timestamped with staff identifiers

- **Staff Confidentiality Agreements**

All personnel with access to protected student information will sign annual confidentiality agreements and undergo FERPA/IDEA compliance training.

### **3. Records Compliance and Maintenance Protocols**

To ensure legal and procedural compliance:

- **Record Review and IEP/504 Plan Monitoring**

- IEPs and 504 Plans will be reviewed and updated annually
- Progress reports on IEP goals will be provided quarterly to families
- Each student will have an assigned case manager to monitor service delivery

- **Retention and Destruction**



- Records will be retained in accordance with NC DPI retention policies
- Destruction of special education records (after eligibility ends or graduation + required hold period) will be communicated to families in writing

- **Audit and Oversight**

- The EC Director will conduct **quarterly compliance audits** of records
- An annual DPI-style mock audit will be conducted to ensure file completeness (e.g., service logs, meeting notes, parental consents)

### **Conclusion**

CBA's records management plan ensures that all documentation related to students with disabilities and Section 504 is handled with the highest standard of confidentiality, timeliness, and legal compliance. These systems protect student privacy while enabling the school to deliver services effectively and document progress with accuracy.

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



Celeste Beauty Academy Inc. (CBA) is committed to educating all students—including those with mild, moderate, and severe disabilities—in a learning environment that is inclusive, supportive, and legally compliant. In alignment with the **Individuals with Disabilities Education Act (IDEA)**, CBA will ensure that each student receives a **Free and Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)** possible.

### 1. Service Philosophy and Commitment to Inclusion

CBA believes in the power of **inclusive education** and the benefit of diverse learning communities. Our approach to Exceptional Children's (EC) programming is built upon:

- Full participation in general education classes with support whenever appropriate
- Individualized instruction based on IEP goals
- Removal from the general setting only when necessary to provide specialized instruction

All instruction and accommodations will be **tailored to individual student needs** as determined by the IEP team.

### 2. Serving Students with Mild to Moderate Disabilities

Most students with learning disabilities, ADHD, mild autism, or speech/language impairments will receive services within the general education classroom, supported by:

- **Push-in Services:** EC teachers or instructional aides will support students during core instruction.
- **Co-teaching Models:** Collaboration between general education and EC teachers in inclusive settings.
- **Differentiated Instruction:** Teachers will modify content delivery using Universal Design for Learning (UDL), chunking, visuals, and assistive tools.
- **Small-Group Pull-Outs:** Targeted instruction in reading, math, or executive functioning will be delivered in short, scheduled blocks based on IEP goals.

### 3. Serving Students with Moderate to Severe Disabilities

For students who need more structured support—such as those with intellectual disabilities, moderate



autism, or multiple disabilities—CBA will:

- **Provide specialized instruction** in a small-group setting with high staff-to-student ratios
- Use **life skills and functional academic curricula** when appropriate
- Ensure access to **occupational therapy, physical therapy, speech/language services**, and behavioral support through in-house or contracted providers
- Collaborate with families and external agencies to support transitions and postsecondary planning
- Integrate students into **cosmetology labs, art, and entrepreneurship electives** where modifications can be applied, giving all students exposure to career-based learning

#### **4. LRE Decision-Making and Placement Protocols**

All placement decisions will be made by the **IEP Team**, which includes the family, EC staff, general education teacher, and administrators. The team will:

- Determine if services can be delivered in the general setting with support
- Use data to evaluate the impact of disability on participation and achievement
- Review LRE options, including push-in, pull-out, small-group, or outside placements only when absolutely necessary
- Ensure placement decisions are reviewed **at least annually** or as needed

#### **5. Facilities and Accessibility**

CBA's school design and classroom structures will support accessibility and inclusion by offering:

- ADA-compliant entrances and restrooms
- Space for **private services and sensory breaks**



- Access to technology-based assistive tools (e.g., speech-to-text, screen readers, timers)
- Quiet testing and intervention rooms available for Tier III or IEP-related instruction

## 6. Staff Training and Specialized Roles

CBA will employ and/or contract the following professionals:

- Licensed **EC Teacher(s)** with experience across multiple disabilities
- **Speech/language pathologist, OT, PT, and behavioral interventionist** as needed
- General education teachers trained annually in:
  - IDEA and 504 regulations
  - Trauma-informed teaching
  - Modifying instruction and implementing accommodations

## Conclusion

CBA's EC programming reflects a genuine commitment to equity, inclusion, and individualized support. Through strong collaboration, structured intervention systems, and a flexible instructional model, CBA will ensure that students with disabilities of all levels can participate fully in their education—and in the life of the school community.

## Applicant Evidence :



Uploaded on **4/23/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



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



Celeste Beauty Academy Inc. (CBA) is committed to providing a **full continuum of services** for students with disabilities in accordance with the **Individuals with Disabilities Education Act (IDEA)** and **North Carolina EC standards**. Our model ensures that every student—regardless of disability category or service level—has access to the general education curriculum, opportunities for growth, and meaningful participation in the academic and vocational life of the school.

### **1. Full Continuum of Services for Students with Disabilities**

CBA will offer the following continuum of placement and service options to meet the diverse needs of students with IEPs:

#### **General Education with Accommodations (LRE)**

- Most students will remain in the general education classroom and receive:
  - Differentiated instruction
  - Testing accommodations
  - Modifications to assignments
  - Co-teaching and push-in EC support

#### **Resource Room / Pull-Out Services**

- Students needing targeted instruction in reading, math, written expression, or executive functioning will receive:
  - Scheduled small-group or individual instruction
  - Instruction aligned to IEP goals using evidence-based programs (e.g., Wilson, SRA, TouchMath)

#### **Specialized Instruction or Functional Skills Groups**

- For students with moderate-to-severe disabilities, CBA will offer:
  -



Modified curriculum aligned with functional academic goals

○

Explicit instruction in daily living, communication, or vocational skills

○

Support with behavioral regulation and life transition planning

### **Related Services and Behavioral Support**

•

CBA will provide or contract the following as outlined in student IEPs:

○

**Speech-language therapy**

○

**Occupational or physical therapy**

○

**Behavioral intervention plans (BIPs)** developed by a licensed behavioral specialist

○

**Transportation assistance**, if mandated in the IEP

### **Extended School Year (ESY) Services**

•

Available based on regression and recoupment analysis from IEP team meetings

## **2. Instructional Strategies to Support Curriculum Access**

To ensure access to the **North Carolina Standard Course of Study**, CBA will implement the following:

### **Universal Design for Learning (UDL)**

•

Multiple means of representation (e.g., visuals, modeling)

•

Multiple means of action and expression (e.g., projects, assistive tech)

•

Flexible grouping and assessments

### **Evidence-Based Interventions**



- Literacy: Wilson Reading, Orton-Gillingham strategies
- Math: TouchMath, Do the Math, Khan Academy
- Executive Functioning: Checklists, timers, visual schedules

#### **Assistive Technology Tools**

- Text-to-speech software, audiobooks, speech-to-text applications
- Calculators, graphic organizers, word prediction tools

#### **Collaboration Between EC and General Education Staff**

- Regular planning time and co-teaching models
- Shared data tracking and joint accommodations implementation

### **3. Staffing and Oversight of EC Programs**

CBA will ensure all EC services are delivered by or under the supervision of:

- **Licensed Exceptional Children Teachers**
- **Related service providers** (contracted or part-time)
- **EC Director or Coordinator**, overseeing IEP compliance, scheduling, and evaluations

All staff will receive **ongoing professional development** in inclusive instruction, IDEA compliance, and accommodations implementation.

### **4. IEP Monitoring and Family Engagement**

- Quarterly progress reports aligned with IEP goals
-



Annual IEP reviews and re-evaluations as required

- Active parent involvement in service planning, progress discussions, and placement reviews
- Translation and interpreter services for families as needed

### **Conclusion**

CBA's continuum of services reflects a commitment to high-quality, legally compliant education for students with disabilities. Through intentional planning, inclusive instructional practices, and appropriate supports, students with disabilities will receive the services necessary to thrive while remaining meaningfully engaged in the general education curriculum.

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



Celeste Beauty Academy Inc. (CBA) is fully committed to providing **Free and Appropriate Public Education (FAPE)** to all eligible students with disabilities, in accordance with the **Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and North Carolina Exceptional Children policies**. The following systems and safeguards will be implemented to ensure students with disabilities receive individualized, high-quality educational services at no cost to families.

### **1. Individualized Education Program (IEP) Implementation and Oversight**

- CBA will develop, review, and implement IEPs in full compliance with IDEA.
- Each student with a disability will have a case manager (licensed EC teacher or coordinator) responsible for:
  - Monitoring the delivery of services
  - Supporting general education teachers with accommodations
  - Communicating with families and service providers
- IEPs will include clearly defined goals, service minutes, accommodations, modifications, and transition planning (when age-appropriate).

### **2. Service Delivery and Staffing**

CBA will ensure all students with disabilities have access to appropriately licensed or credentialed personnel, including:

- **Licensed Exceptional Children Teachers** trained in instructional differentiation and legal compliance
- **Contracted related service providers** for speech, occupational, and physical therapy, as outlined in each IEP
- **Behavioral support specialists** (as needed) for students requiring behavioral intervention plans (BIPs)



- **Paraprofessional support or instructional aides** when required in the IEP

All services outlined in IEPs or 504 Plans will be provided **without delay**, and transportation will be arranged when deemed necessary.

### 3. Inclusive Access to the General Curriculum

Students with disabilities will be educated in the **least restrictive environment** (LRE) possible and supported through:

- **General education participation** with co-teaching, push-in support, and accommodations
- **Use of assistive technology tools**, visual aids, modified texts, and extended time as appropriate
- **Supplemental instruction or small-group services** provided in resource settings for targeted skills
- **Career and technical education (CTE) integration**, with accessible cosmetology lab activities and entrepreneurship content

### 4. Procedural Safeguards and Parent Involvement

- CBA will inform families of their **procedural safeguards** in their native language during enrollment and at every IEP meeting
- Parents/guardians will be invited to participate in all eligibility, IEP, and placement meetings
- Interpretation or translation services will be provided for non-English-speaking families
- The school will maintain open communication through quarterly progress updates and regular check-ins

### 5. Monitoring, Documentation, and Compliance

- **Service delivery logs** will be maintained for all related services and specialized instruction
-



**Quarterly IEP progress reports** will be issued alongside report cards

- The EC Director will conduct **monthly compliance audits** of IEPs, service minutes, and data tracking
- CBA will use secure systems (e.g., ECATS or a DPI-approved SIS) to manage EC records and ensure confidentiality

## **6. Ongoing Training and Support**

All staff will receive annual professional development in:

- IDEA and Section 504 requirements
- Differentiation and inclusion strategies
- Behavior intervention and de-escalation protocols
- Cultural competence and trauma-informed practices

## **Conclusion**

Through strong oversight, individualized planning, trained personnel, and inclusive instructional design, CBA will uphold its legal and ethical responsibility to provide FAPE to all eligible students with disabilities. This ensures equal opportunity to succeed academically, socially, and vocationally within the CBA learning community.

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



Celeste Beauty Academy Inc. (CBA) will ensure that each student's **Individualized Education Plan (IEP)** is implemented with fidelity, monitored consistently, and communicated clearly to families, the student, and all staff responsible for service delivery. These procedures will align with federal IDEA requirements and North Carolina EC policies to support academic progress, legal compliance, and transparency.

### 1. IEP Implementation Oversight

CBA will designate a **case manager** (a licensed EC teacher) for every student with an active IEP. This case manager will:

- Coordinate all services outlined in the IEP
- Communicate expectations and accommodations to all relevant staff
- Track instructional minutes and service logs
- Monitor student progress toward IEP goals
- Serve as the family's primary point of contact for questions and updates

Each case manager will use a secure digital tracking system (e.g., ECATS or a compliant SIS) to document service delivery, collect data, and store IEP documents.

### 2. Staff Notification and Accountability

All general education teachers, CTE instructors, related service providers, and support staff who work with a student will receive access to:

- The student's IEP accommodations/modifications
- Behavior intervention plans (BIPs), if applicable
- Service schedules and expectations for instructional support
- Tools for documenting academic and behavioral progress



Staff will be required to sign an **IEP Acknowledgment Form**, confirming that they've reviewed the relevant portions of the IEP and understand their responsibilities.

### 3. Progress Monitoring

CBA will use multiple methods to track student progress toward IEP goals:

- **Baseline and benchmark data** collected by EC staff at the start of each goal cycle
- **Curriculum-based measurements (CBMs)** and rubrics tailored to IEP goals
- **Observational and skill-based logs** maintained weekly or bi-weekly by service providers
- **Digital records** of instructional time, therapy sessions, and classroom modifications

### 4. Reporting to Parents and Students

Progress on IEP goals will be reported to families and students using the following schedule and format:

- **Quarterly IEP Progress Reports:** Issued alongside regular report cards and include goal-specific updates, measurable progress summaries, and instructional notes.
- **Mid-Year and Annual IEP Review Meetings:** Parents will be invited to discuss services, data, and any necessary plan revisions.
- **Parent-Requested Check-Ins:** CBA will maintain an open-door communication policy for families who seek additional updates or clarification.

When appropriate (particularly in grades 11–12), students will be included in **IEP review meetings and progress updates** to build self-advocacy and transition readiness.

### 5. IEP Review and Revision

- IEPs will be reviewed at least **annually** to assess services, accommodations, and student needs.
- Revisions may occur **at any time** if a parent, teacher, or case manager identifies the need for



adjustments due to:

- Lack of adequate progress
- Behavioral or emotional changes
- Course schedule changes
- New diagnoses or service needs

### **Conclusion**

CBA's IEP monitoring and reporting system ensures legal compliance, consistent communication, and shared accountability. Through secure systems, designated case managers, and family-centered engagement, students with disabilities will receive the individualized support they need to thrive.

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



Celeste Beauty Academy Inc. (CBA) will ensure that all students with disabilities receive the **related services** required to access a Free and Appropriate Public Education (FAPE), as mandated under the **Individuals with Disabilities Education Act (IDEA)**. These services will be delivered by appropriately **qualified professionals** and aligned with each student's Individualized Education Plan (IEP).

### 1. Related Services Offered

Based on projected enrollment and anticipated student needs, CBA will provide or contract for the following related services:

- **Speech-Language Therapy (SLP):** For students with articulation, language processing, or communication needs
- **Occupational Therapy (OT):** For students requiring support in fine motor skills, sensory integration, or daily living tasks
- **Physical Therapy (PT):** For students with mobility, posture, or gross motor delays
- **School Psychology Services:** To assist with comprehensive evaluations, behavior plans, and counseling support
- **Behavioral Support Services (e.g., BCBA or behavior specialist):** For students with emotional regulation or behavioral needs requiring a BIP
- **Counseling or Social Work Services:** As needed for mental health, social-emotional development, or trauma-informed supports
- **Transportation Services:** For students whose IEPs mandate specialized transportation arrangements

These services will be provided **directly on-site or through contract** with licensed vendors, ensuring accessibility, consistency, and compliance.

### 2. Staffing Plan and Provider Qualifications

CBA will ensure that all related services are delivered by personnel who meet **North Carolina licensure or credentialing standards**, including:



Service	Provider Type	Qualification Requirements
Speech-Language Therapy	Licensed SLP or SLP Assistant	NC Board of Examiners, ASHA certification preferred
Occupational Therapy	Licensed OT or COTA	NC Board of OT certification
Physical Therapy	Licensed PT or PTA	NC Board of PT certification
Psychology/ Evaluation	NC Licensed School Psychologist	DPI or NC Psychology Board credentials
Behavioral Support	Behavior Specialist or Board-Certified BCBA	Certification by Behavior Analyst Certification Board (BACB)
Counseling/Social Work	School Counselor or LCSW	DPI licensure or NC Social Work Licensure Board

### 3. Service Delivery and Scheduling

- 

**IEP Service Minutes:** Each related service provider will receive access to IEPs and adhere to specified service minutes.

- 

**Flexible Scheduling:** Sessions will be scheduled around core instruction and electives to avoid disruption to learning.

- 

**Documentation & Logs:** All services will be tracked using verified service logs and maintained securely in ECATS or an approved SIS platform.

- 

**Progress Monitoring:** Providers will contribute to quarterly IEP progress reports and participate in annual review meetings.

### 4. Anticipated Staffing Based on Enrollment

CBA anticipates hiring or contracting the following in Year 1 based on projected enrollment of ~80–100 students:

-



1 full-time **EC teacher/case manager**

- 

1 part-time or contract **SLP (2–3 days/week)**

- 

1 part-time **OT/PT** provider (shared vendor model)

- 

Access to a contract **school psychologist** for evaluations (1–2 days/month)

- 

Behavioral consultant on retainer, as needed

As enrollment grows, staffing will scale proportionally based on student needs and IEP service minutes.

## 5. Budget and Compliance

- 

**Line items for related services** are reflected in CBA’s Year 1 charter budget staffing information

- 

Contracted providers will undergo background checks and provide proof of insurance and licensure.

- 

Oversight will be managed by the EC Director or Student Services Coordinator, who will conduct compliance checks and coordinate service documentation.

## Conclusion

CBA’s related services plan ensures that students with disabilities receive comprehensive, individualized supports from qualified professionals. This integrated approach meets all state and federal requirements while maintaining flexibility to adapt as student needs evolve.

## 10.4. Student Performance Standards

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



Celeste Beauty Academy Inc. (CBA) has established clear and rigorous **student performance standards** to ensure that all students are progressing toward college, career, and licensure readiness. These standards are aligned with **North Carolina Department of Public Instruction (NCDPI) academic expectations**, **Career and Technical Education (CTE) licensure benchmarks**, and **CBA's mission** to prepare students as beautypreneurs equipped for postsecondary success.

### 1. Academic Performance Standards (Grades 9–12)

CBA students are expected to meet or exceed the following academic benchmarks:

#### Course Mastery

- Earn a **final grade of 70% or higher** in all core academic courses (English, Math, Science, Social Studies)
- Complete and pass all required **Future-Ready Core courses** for graduation

#### Standardized Testing

- Demonstrate annual growth on **EOCs** (Math I, English II, Biology)
- Meet or exceed proficiency targets on **ACT, WorkKeys, and NC Final Exams**
- Show gains on internal benchmark assessments in literacy and numeracy, administered quarterly

### 2. Career and Technical Education (CTE) Standards

As part of the CBA cosmetology and entrepreneurship pathway, students will:

- Accumulate a minimum of **1,500 cosmetology hours** by 12th grade for eligibility to sit for the **NC State Board Licensure Exam**
- Pass **CTE end-of-course assessments** in Cosmetology I–III
- Successfully complete a **CTE portfolio**, including service logs, client consultation notes, and demonstration of practical skills
-



Score a **70% or higher on mock state board practical and written exams** in 11th and 12th grade

### 3. Entrepreneurial and Life Readiness Standards

To align with CBA’s focus on self-sufficiency and leadership, students must:

- Complete **at least two entrepreneurship courses** with a passing grade
- Submit a **senior capstone project**, which includes:
  - A comprehensive business plan
  - A personal budget or financial literacy reflection
  - A public-facing presentation or pitch event
- Demonstrate readiness for postsecondary options (college, career, military, or entrepreneurship) through an **Individual Graduation Plan (IGP)** reviewed annually

### 4. Social-Emotional and Behavioral Standards

CBA prioritizes emotional wellness and responsible citizenship through the following expectations:

- Maintain **90%+ attendance rate**, unless medically excused
- Engage in **daily advisory check-ins** focused on SEL, career planning, and personal reflection
- Meet behavior expectations as outlined in the **Student Handbook and Code of Conduct**
- Participate in **at least one service project or community event per year**

### 5. Schoolwide Performance Indicators

CBA as a school community will be held to the following outcomes:

Metric	Target
--------	--------



Four-Year Graduation Rate	≥ 90%
Cosmetology Licensure Pass Rate (12th)	≥ 80%
ACT Composite Score	≥ 19 (School Average)
WorkKeys Silver Certificate or Higher	≥ 75% of eligible students
Chronic Absenteeism Rate	
Student Completion of Capstone Projects	100%
Parent/Guardian Engagement in IEP/IGP	≥ 95%

**Conclusion**

CBA’s performance standards are designed to reflect academic rigor, vocational excellence, personal development, and community contribution. By combining measurable benchmarks with holistic supports, we will prepare every student to graduate with purpose, passion, and the skills to lead in the beauty industry and beyond.

Q158. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



In addition to state and federally mandated assessments such as the **End-of-Course (EOC) Exams**, **ACT**, **WorkKeys**, and **WIDA ACCESS**, Celeste Beauty Academy Inc. (CBA) will implement a robust internal assessment system to monitor student progress, inform instruction, and drive continuous curriculum improvement.

### 1. Internal Evaluation Tools & Assessments

CBA will utilize the following school-selected tools to support teaching and learning:

#### a. Diagnostic & Benchmark Assessments (3x/year)

- 

**Tool:** NWEA MAP, i-Ready, or comparable platform

- 

**Subjects:** Reading and Mathematics

- 

**Purpose:** To determine each student's instructional level and growth trajectory

- 

**Frequency:** Administered in fall (baseline), winter (midyear), and spring (end-of-year)

#### b. Curriculum-Based Assessments

- 

**Tool:** Teacher-created assessments, aligned with DPI standards

- 

**Subjects:** All core courses and electives

- 

**Purpose:** To measure standards mastery and inform re-teaching needs

- 

**Frequency:** Ongoing (bi-weekly or unit-based)

#### c. Cosmetology Competency Assessments

- 

**Tool:** Rubric-aligned practical and written exams

- 

**Subjects:** Cosmetology I–III

- 

**Purpose:** To track technical skill acquisition and preparation for the NC State Board



- **Frequency:** Monthly skill checks and semester mock exams

#### **d. Capstone & Project-Based Learning Rubrics**

- **Tool:** Standards-aligned grading rubrics (entrepreneurship, branding, community service)

- **Purpose:** To assess student growth in applied knowledge, soft skills, and innovation

- **Frequency:** Each semester or as tied to project cycle

### **2. Using Assessment Data to Drive Instruction**

Assessment data will be a cornerstone of instructional planning at CBA. The school will implement the following practices:

#### **a. Data Teams & PLCs**

- Teachers will meet **bi-weekly in Professional Learning Communities (PLCs)** to review formative and benchmark data

- PLCs will identify student learning gaps, share strategies, and adjust instructional pacing as needed

#### **b. Differentiation & Intervention**

- Students will be grouped based on diagnostic performance for small-group instruction, tutoring, or Tier II/III supports

- Students performing significantly below grade level will receive **targeted intervention** (e.g., IXL, Wilson, TouchMath)

#### **c. Progress Monitoring & Goal Setting**

- Students will set academic goals tied to benchmark data and track their growth throughout the year

- Teachers will maintain individual data folders to share during parent conferences and IEP/504 reviews



### 3. Curriculum and School Improvement Cycle

The school's **Academic Leadership Team** will conduct quarterly data reviews to:

- Evaluate trends across grade levels, subgroups, and subject areas
- Adjust curriculum pacing guides and resource materials
- Inform summer professional development planning and training priorities
- Identify needs for supplemental curriculum or instructional tools

Curriculum revisions will be **documented annually** and aligned with CBA's commitment to continuous improvement, equity, and postsecondary readiness.

#### Conclusion

By pairing state-mandated testing with internal diagnostics, CBA will create a **data-informed culture** where teachers, students, and families work collaboratively to ensure academic success. This model allows for **responsive instruction, early intervention, and meaningful curriculum improvement** that evolves to meet the needs of all learners.

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



Celeste Beauty Academy Inc. (CBA) sets high expectations for academic performance, personal growth, and career readiness. Promotion from one grade level to the next will be based on a combination of **course completion, credit accumulation, GPA benchmarks, and demonstrated mastery**—ensuring all students are equipped for success in postsecondary pathways.

### 1. Promotion Criteria for All Students

To be promoted to the next grade level, students must meet the following:

#### Academic & Credit Requirements

- 

Pass **at least 5 out of 6 yearlong courses**, including:

- 

**English**

- 

**Mathematics**

- 

**Science or Social Studies**

- 

Meet minimum **credit benchmarks**:

Grade Level	Credits Required
End of 9th Grade	6 credits
End of 10th	13 credits
End of 11th	20 credits
Graduation	22+ (Future-Ready Core + CTE)

#### GPA Requirement

- 

Maintain a **minimum cumulative GPA of 2.5**

- 

Students with a GPA between **2.0–2.49** may be considered for **promotion with academic probation** and must complete a structured academic improvement plan.



○  
Students with a GPA **below 2.0** will require an **academic review committee meeting** and may not be promoted unless exceptional circumstances apply (e.g., active IEP goals met).

## 2. Honors Pathways and Distinguished Promotion

CBA will recognize students exceeding academic expectations through an **honors-based promotion track**, outlined as follows:

Recognition	GPA Requirement	Notes
Principal’s List	3.75 – 4.0	Eligible for leadership, mentoring, internships
Honor Roll	3.25 – 3.74	Recognized quarterly in schoolwide assemblies
Distinguished Promotion	3.5+ GPA + project excellence	Honors Certificate awarded annually

## 3. Students with IEPs or 504 Plans

Promotion decisions for students with disabilities will be based on:

- Mastery of **IEP-aligned goals** and access to general curriculum
- Collaborative review by the **IEP or 504 team**, including parent/guardian input
- Evidence of academic or functional growth, not solely GPA

Students may progress with **modified expectations** and receive targeted supports to ensure success without lowering instructional standards.

## 4. ML Students (English Language Learners)

Multilingual Learners (MLs) will be held to the same credit and course requirements, with the following considerations:

- Progress toward **English language proficiency goals (WIDA ACCESS)**
-



Classroom accommodations and content scaffolds implemented

- 

Growth measured holistically, including work samples and teacher observations

### **5. Communication of Promotion Standards**

CBA will ensure that promotion expectations are clear and consistent:

- 

Detailed in the **Student & Family Handbook**

- 

Discussed during **new student orientation**

- 

Reviewed in **advisory class sessions**

- 

Communicated during **report cards, parent-teacher conferences**, and IEP/504 meetings

- 

**Midyear progress notices** will be sent to students at risk of not promoting

### **6. Appeals, Academic Recovery, and Support**

- 

Students not meeting promotion criteria may be eligible for:

- 

**Summer school**

- 

**Credit recovery**

- 

**Tutoring or Saturday academy**

- 

**Promotion with Conditions**, requiring a contract signed by the student and family

An **Academic Review Committee** will evaluate borderline cases and determine eligibility for advancement or retention with structured supports.

### **Conclusion**

CBA's promotion standards combine **rigor, equity, and opportunity**. By setting clear benchmarks



while offering support and multiple pathways to success, students are not just pushed forward—they are **equipped to move forward with purpose.**

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



Celeste Beauty Academy Inc. (CBA) is committed to ensuring that all graduating students are equipped with the **knowledge, skills, licensure eligibility, and postsecondary readiness** necessary to succeed in college, career, or entrepreneurship. Our exit standards reflect a combination of academic mastery, technical competency, and leadership development.

### 1. Academic Exit Standards

To graduate, all CBA students must meet or exceed **North Carolina's Future-Ready Core Graduation Requirements**, including:

- Completion of **22 credits**, broken down as:
  - 4 credits in English
  - 4 credits in Mathematics
  - 3 credits in Science
  - 4 credits in Social Studies
  - 1 credit in Health/PE
  - 6 elective credits (including CTE electives)
- **Passing all required EOC courses** (Math I, Biology, English II)
- **Demonstrated proficiency on the ACT or WorkKeys** (minimum composite score aligned with state benchmarks)

### 2. CTE and Career Readiness Exit Standards

In alignment with CBA's mission to prepare students as **licensed beautypreneurs**, graduates must also:

- Complete **1,500 hours of cosmetology training**, verified through service logs and instructor sign-off,



to qualify for the **North Carolina State Board of Cosmetic Art Examiners licensure exam**

- Pass CTE coursework including Cosmetology I, II, III, and Salon Management
- Submit a completed **professional portfolio** including:
  - Resume
  - Service and skill documentation
  - Photos of completed services (hair, skin, nails)
  - Client consultation examples

### **3. Entrepreneurship and Capstone Exit Standards**

To demonstrate entrepreneurial readiness, all students must:

- Complete **at least two business or entrepreneurship courses**
- Develop and present a **senior capstone project**, which includes:
  - A comprehensive business plan
  - A brand identity or product prototype
  - A public pitch or presentation to peers, mentors, or industry guests

### **4. Social-Emotional and Civic Exit Standards**

CBA's holistic model also ensures students demonstrate:

- **Positive attendance (90%+)**, behavioral growth, and peer engagement
-



Completion of at least **1 community service project or initiative**

- 

Participation in **advisory or SEL programming**, leadership roles, or wellness sessions

**5. Graduation with Honors (Optional Distinction)**

CBA will offer **graduation honors** for students who exceed baseline exit standards:

Honor	Criteria
Honor Graduate	Final GPA of 3.5+ and successful capstone
Licensure Excellence Award	State Board exam passed prior to graduation
Entrepreneurial Distinction	Capstone project evaluated as “Exemplary”

**6. Supporting Students At Risk of Dropping Out**

CBA recognizes that not all students take a traditional path to graduation. We will implement the following supports to help students who are off-track:

**Early Warning Systems**

- 

Use of academic, attendance, and behavioral data to flag students at risk

- 

Bi-weekly Student Support Team (SST) meetings to review student progress

**Flexible Pathways to Graduation**

- 

Credit recovery programs (after-school or online)

- 

Modified schedules or extended year plans for overage students

- 

Work-based learning tied to credit recovery or skill demonstration

**Social-Emotional and Wraparound Support**

- 

Daily advisory and SEL programming

-



Counseling, mental health referrals, and mentorship pairing

- 

Family engagement and home visit protocols for disconnected students

### **Reengagement Plans**

- 

Individual Graduation Plans (IGPs)

- 

“Promotion with Support” contracts for seniors with credit gaps

- 

Internship or job-shadow integration for practical career exposure

### **Conclusion**

CBA’s exit standards reflect more than academic minimums—they represent a graduate who is **licensed, employable, self-aware, and entrepreneurial**. Our systems ensure that **every student—regardless of background or challenge—has a path to graduation** and the support needed to walk it.

## **10.5. School Culture and Discipline**

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



## School Culture and Ethos of Celeste Beauty Academy Inc.

The culture of **Celeste Beauty Academy Inc. (CBA)** is rooted in **excellence, empowerment, and identity**. Designed to serve as both a high school and a professional launchpad, CBA promotes a learning environment where students feel seen, supported, and inspired to achieve beyond traditional expectations. Our ethos blends academic rigor with real-world relevance, cultivating a school climate that nurtures creativity, leadership, and purpose.

At CBA, we believe that **culture is curriculum**. From day one, students are immersed in a values-driven atmosphere that emphasizes professionalism, personal growth, and self-worth. The school is committed to fostering a strong sense of belonging while equipping students with the discipline, knowledge, and skills to pursue college, licensure, or entrepreneurship upon graduation.

### Promoting a Positive Academic Environment

CBA creates a positive academic culture by integrating clear expectations, supportive relationships, and culturally relevant instruction. The academic environment is grounded in:

- 

**High Standards and Personalized Support:** Students are challenged with rigorous academics aligned to North Carolina standards while receiving targeted support through small class sizes, academic coaching, and teacher mentoring.

- 

**Purpose-Driven Instruction:** Every course is connected to real-world application—whether through cosmetology labs, branding projects, or business simulations—helping students stay engaged and understand the value of their education.

- 

**Data-Informed Teaching:** Teachers use regular assessments to guide instruction, monitor growth, and provide meaningful feedback that helps students take ownership of their academic progress.

- 

**Culturally Relevant Content:** Instruction reflects students' identities and lived experiences, especially in beauty, business, and leadership. This approach affirms students' voices and makes learning more personal and engaging.

### Reinforcing Social, Emotional, and Professional Growth

CBA supports the whole student by embedding social-emotional learning, character development, and leadership throughout the school experience:

- 

**Advisory and Mentorship:** Every student is assigned a mentor through daily advisory periods,



which include emotional check-ins, goal-setting, and leadership development.

•

**Restorative Practices and Wellness:** Discipline is grounded in restorative justice and self-accountability. Students learn how to manage conflict, express emotion, and maintain balance through wellness practices tied to beauty and self-care.

•

**Student Leadership and Voice:** Students are encouraged to lead through committees, ambassador programs, and capstone projects that foster ownership, service, and advocacy within the school and community.

•

**Entrepreneurship as Empowerment:** Through our entrepreneurship pathway, students learn to turn ideas into action, develop personal brands, and build the mindset of a CEO—preparing them for life beyond graduation with clarity and confidence.

### **Conclusion**

The culture at CBA is intentionally designed to elevate academic achievement, personal growth, and professional readiness. By creating an environment where students feel valued and empowered, we are not just preparing students to succeed—we are preparing them to lead. Through every classroom, salon space, and community initiative, CBA cultivates a culture of excellence, confidence, and purpose that transforms lives and strengthens communities.

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



At **Celeste Beauty Academy Inc.**, building a positive, empowering school culture is not a one-time event—it is an intentional and ongoing process embedded into every system, interaction, and learning experience. Our culture of **excellence, identity, wellness, and entrepreneurship** will be modeled, taught, and reinforced consistently from the first day of school and across all touchpoints with students, teachers, administrators, and families.

### **Day One Culture Implementation Plan**

#### **For Students:**

- **Student Orientation & Welcome Week:** Before the academic year begins, all new students will participate in a multi-day orientation designed to introduce the school’s mission, expectations, and core values. Sessions will include:

- School culture overview and the meaning of “beautypreneurship”
- Team-building activities and identity exploration
- Tours of academic and salon spaces
- Vision board creation aligned with academic and personal goals

- **Daily Advisory Launch:** Every student will be placed in an advisory group that meets daily. Advisors serve as mentors, tracking student progress and modeling SEL, professional etiquette, and restorative practices.

- **Code of Excellence Contracts:** Each student will sign a culture commitment agreement—developed with student input—reinforcing accountability, respect, and growth as a shared responsibility.

#### **For Teachers & Staff:**

- **Pre-Service Culture Training:** All staff will complete intensive onboarding prior to the school year focused on:

- Understanding and embodying the CBA mission and ethos



- Culturally responsive pedagogy and trauma-informed practices
- Restorative justice and positive behavior supports
- Collaborative planning protocols and interdisciplinary integration

- **Professional Learning Communities (PLCs):** Weekly meetings will be used to reflect on student engagement, academic culture, and values-based instruction. Staff will continuously align classroom practices with CBA's core beliefs.

**For Administrators:**

- **Modeling & Coaching:** Leadership will model school values through visibility, open communication, and consistent follow-through. Admin will conduct classroom culture walkthroughs and provide coaching to ensure instructional tone aligns with school mission.

- **Culture Calendar:** A year-round calendar of culture-building events—like “Wellness Wednesdays,” “Student CEO Spotlights,” and “Self-Care Fridays”—will be used to reinforce values and bring joy and relevance into the school day.

**For Families & Parents:**

- **Family Orientation & Partnership Agreements:** Before the first day, families will attend a welcome session where they'll be introduced to CBA's culture, expectations, and how to stay engaged. Each family will sign a “Parent Partnership Agreement” affirming shared responsibility in student success.

- **Communication Channels:** Through regular newsletters, text alerts, family nights, and a designated Parent Liaison, families will stay informed and connected to the culture and progress of their student.

- **Volunteer & Committee Opportunities:** Families will be invited to participate in planning events, serving on school-based committees, and contributing to student-led showcases, salons, and showcases.

**Acculturating Mid-Year Enrollees**



We understand that students who join mid-year need additional support to feel connected and aligned with our community. CBA will implement a structured **Mid-Year Acculturation Plan** including:

- **New Student Welcome Session:** Held biweekly, these 90-minute sessions reintroduce new students to the school's mission, rules, routines, and expectations in a small group format.
- **Student Culture Buddy Program:** Each mid-year enrollee is paired with a peer mentor who has demonstrated leadership and embodiment of school values. Buddies will support class navigation, salon procedures, and social integration.
- **Advisory Integration Checkpoints:** Advisors will conduct weekly one-on-one check-ins with new students during their first 30 days to ensure emotional support and reinforce school norms and rituals.
- **Parent Onboarding:** Parents of mid-year students will receive a condensed version of family orientation and a scheduled call from the Parent Liaison to review culture agreements, school policies, and support services.

### **Conclusion**

By launching a multi-layered culture plan that begins on Day One and continues year-round, CBA ensures that students, staff, and families are deeply rooted in a shared vision of success. Whether a student starts on the first day of 9th grade or transfers mid-year, our mission remains the same: to affirm their worth, expand their skills, and prepare them for life with confidence, character, and opportunity.

**Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:**

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



## Student Conduct and Discipline Policy Narrative

### Celeste Beauty Academy Inc.

At **Celeste Beauty Academy Inc. (CBA)**, student conduct will be governed through a framework that promotes professionalism, restorative accountability, and community respect. Aligned with CBA's mission to empower students through entrepreneurship, education, and personal development, the conduct policy prioritizes **character growth over punishment**, ensuring all disciplinary practices reinforce our school culture and educational goals.

CBA views discipline as an extension of teaching—not merely correction but a chance to reflect, rebuild, and return stronger. The school's **Code of Excellence** will define shared expectations for behavior, engagement, and integrity. This code will be introduced during orientation and revisited frequently through advisory sessions, family partnerships, and community agreements.

### Practices to Promote Effective Discipline

To proactively support positive student behavior, CBA will implement the following strategies:

- **Restorative Practices:** Circles, peer mediation, and facilitated restorative conferences will be used to address conflicts, repair harm, and restore relationships.
- **Daily Advisory & Mentorship:** Advisors will regularly check in with students on behavior, goals, and emotional wellness, helping address minor concerns before they escalate.
- **Clear Expectations & Modeling:** Expectations for professional conduct (punctuality, communication, attire, respect) will be modeled and reinforced consistently across classrooms and salon spaces.
- **Behavior Intervention Plans (BIPs):** For students requiring additional support, staff will develop personalized plans that include strategies, accommodations, and behavioral goals.

Disciplinary responses will be tiered and progressive, ensuring that minor offenses are addressed through redirection, conferencing, or family engagement before leading to removal from the classroom environment.

### Preliminary List of Suspendable or Expellable Offenses

CBA will maintain a student code of conduct aligned with North Carolina law. While most infractions will be addressed through restorative or in-school interventions, the following offenses may result in **short-term suspension (1–10 days), long-term suspension (11+ days), or expulsion:**



**Suspendable Offenses** (may lead to short- or long-term suspension):

- Repeated disruptive behavior after intervention
- Willful disobedience or defiance toward school personnel
- Fighting or physical aggression
- Possession or use of tobacco, vapes, or controlled substances
- Bullying, harassment, or threats (verbal, written, or online)
- Theft or property damage

**Expellable Offenses** (upon investigation and due process):

- Possession of weapons or dangerous objects
- Serious physical injury to another student or staff member
- Sexual assault or repeated acts of harassment
- Drug distribution or sales on school property
- Threats of violence toward the school community
- Extreme and repeated violations of the school's Code of Excellence

All disciplinary actions will be documented and reviewed for equity, consistency, and compliance with state law.

**Students with Disabilities**

CBA is committed to upholding the rights of students with disabilities under **IDEA, Section 504**, and



**Title II of the ADA.** Disciplinary action for students with disabilities will be applied in a manner that ensures:

- **Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)** are in place for students with known behavior-related disabilities.
- **Manifestation Determination Reviews (MDR)** will be conducted when a student with a disability is facing a suspension of more than 10 consecutive school days or a pattern of removals.
- Students will not be denied services necessary to access their IEP or 504 plans during suspension.
- A student with a disability will only be considered for expulsion after the manifestation review process confirms that the behavior was not a result of the student's disability.

### **Due Process & Grievance Procedures**

CBA will follow due process procedures for all disciplinary actions. The following steps ensure fairness and transparency:

1. **Notification:** Students and parents/guardians will be provided written notice of the disciplinary infraction and the proposed consequence.
2. **Opportunity to Be Heard:** Before a suspension or expulsion, the student will be given an opportunity to present their side in a disciplinary hearing with school leadership.
3. **Parent Communication:** Parents/guardians will receive written notice of the disciplinary action, their rights, and any applicable appeal processes.
4. **Appeals Process:** For suspensions exceeding 10 days or expulsions, families may request a formal review by the school's Board Discipline Committee. Appeals must be submitted in writing within a designated timeframe.
5. **Grievance Procedure:** Students and parents may submit grievances regarding any perceived violation of rights, which will be investigated by school leadership and, if unresolved, escalated to the board for review.



All discipline policies and due process rights will be clearly outlined in the **Student & Family Handbook**, which is reviewed and signed at the beginning of each school year.

### Conclusion

Celeste Beauty Academy's discipline philosophy is aligned with our mission: to uplift and prepare students through education, responsibility, and empowerment. By centering restorative practices, protecting student rights, and reinforcing a culture of excellence, we ensure that every student receives the support and structure needed to grow personally and professionally—while maintaining a safe and productive learning environment for all.

## 10.6. Certify

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

- Yes
- No

Q165. Explanation (optional):



## 11. Governance and Capacity

### 11.1. School Governing Body

#### Q166. Organization Street Address (if you have one)

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

The organization is using a PO Box until a school is located. PO Box 1181, Troutman NC 28166

### 11.2. Governance

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

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

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

#### Resources


Initial Members of t...

#### Applicant Evidence :


Initial Members of t...

Uploaded on **4/18/2025**  
by **pauline grant-jones**

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



## lead administrator.

CBA is governed by its Board of Directors, which is responsible for the oversight of the Organization by:

- Planning for the future of Charter School including location
- Establishing broad policies, including financial and personnel policies and procedures
- Approving grant and Charter school applications
- Reviewing and approving the annual audit
- Reviewing financial information
- Identifying and proactively dealing with emerging issues
- Interpreting the Organization's mission to the public
- Soliciting prospective contributors
- Hiring, evaluating and working with the Executive Director and School Management of CBA
- Establishing and maintaining programs and systems designed to assure compliance with terms of contracts, grants and laws relating to operating a Charter School
- Authorizing establishment of all bank accounts and check signers
- Monitoring Recruitment process for student and families.

When needed, CBA will advertise the position of lead administrator with a hiring agency and through online websites such as "Indeed" and "Linked In." As per NCGS 115C-288, duties of the lead administrator will be as follows:

- Grade & Classify Pupils
- Make Accurate Reports to the Board
- Improve Instruction and Community Spirit
- Conduct Fire Drills and Inspect for Fire Hazards
- Discipline Students and to Assign Duties to Teachers with Regard to the Discipline, General Well-being and Medical Care of Students
- Protect School Property
- Report Certain acts to Law Enforcement and BOD
- Make available School Budgets and School Improvement Plans
- Evaluate Licensed Employees and Develop Mandatory Improvement Plans
- Transfer Student Records
- If applicable, Sign Driving Eligibility Certificates and Notify Division of Motor Vehicles
- Establish School Improvement Teams
- Address unique needs of students

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



CBA current board composition is made up of five members including the Executive Director. Our desired size is eleven members from both the professional community and parents of the school.

The Executive Director/Administrator shall be responsible for the day-to-day oversight and management of Celeste Beauty Academy.

The Board of Directors shall form committees in order to assist the board in fulfilling its responsibilities. These committees are responsible for the review of particular programs and providing recommendations to the full board. Standing board-level committees of CBA consists of the following:

1. Executive Committee - Oversight of all committees and organization as a whole.
2. Finance Committee - responsible for direction and oversight regarding the overall financial management of CBA, including:
  - Review & recommendations of budgets
  - Long-term financial planning
  - Establishment of investment policy and monitoring performance
  - Evaluation and approval of facilities decisions
  - Monitoring actual vs. budget performances
  - Oversight of reserve funds
  - Review of financial procedures
3. Charter School Committee
  - Oversee the school's operations
  - Set policies
  - Ensure compliance with legal and financial regulations
  - Monitors and develop curriculum
  - Monitors student performance and instructional quality
4. Public Relations Committee
  - Strengthen relationships with families and local stakeholders
5. Personnel Committee
  - Assist in developing job descriptions
  - Develop and review hiring policies and recruitment strategies
  - Oversee Performance Management such as Staff evaluations and professional development and improvement plans.
  - Compensation & Benefits - Review salary structure & benefits packages to ensure fair compensation
  - Develop and update Personal Policies and Handbooks
  - Ensure compliance with labor laws and safety & ethical standards

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



## performance management; and parent/community engagement.

Pauline Grant-Jones - CPA and board chair, holds a master's degree in school business administration and gained valuable experience through an internship with the West Allis Public School District. With over a decade of auditing Choice Schools under the Wisconsin Department of Public Instruction, she brings extensive financial expertise to the role. Additionally, Pauline spent more than five years as a CPA in the finance department of a Milwaukee, WI Charter School. As Chairman of the Board, she will lead the development of the Charter School, ensuring adherence to all regulatory and compliance laws and standards.

Kayla Grant-Dixon - A graduate of Florida Agricultural & Mechanical University, and a licensed cosmologist, is the visionary behind Celeste Beauty Academy. Her expertise in project management, marketing, and community engagement will play a pivotal role in shaping curriculum development and fostering strong parent and community connections.

Wendy Blake - With extensive experience as an Chief Information Officer at a Fortune 100 insurer and certification as a project manager, Wendy is poised to lead the successful startup and development of the organization.

Treyvon Edmonds - A dedicated leader with expertise in community engagement and field organizing, will play a key role in shaping both community engagement initiatives and facility management. His leadership will also be instrumental in personnel selection, ensuring the organization builds a strong and effective team.

Kellan McCullough - With a strong background in nonprofit fundraising, Kellan will lead community outreach efforts in the development of CBA Charter School. His focus will be on building awareness to ensure the school's name recognition translates into both financial and community support. Additionally, he will oversee fiscal management, ensuring spending aligns with the budget and supports the school's mission effectively.

### Q171. Explain how this governance structure and composition will help ensure that

1. The school will be an educational and operational success;
2. The board will evaluate the success of the school and school leader; and
3. There will be active and effective representation of key stakeholders, including parents.



Our governance structure as referenced above is very detailed and diverse. It includes actively engaging parents and local community stakeholders to participate in our ongoing success. We will immediately begin to recruit more teachers and community members to join our growing board of directors. CBA will adhere to all rules and laws governing the Charter school. Ongoing training and development of the board will begin immediately. The below committee were set up to specifically address the educational and operational success of the organization.

1. Charter School Committee

- Oversee the school's operations
- Set policies
- Ensure compliance with legal and financial regulations
- Monitors and develop curriculum
- Monitors student performance and instructional quality

2. Public Relations Committee

- Strengthen relationships with families and local stakeholders

The Executive and Personal committee of CBA will work with all committees to ensure both educational and operational success by developing adequate policies and procedures for the organization to follow.

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

Current board members were selected individually by the Executive Director and Board Chair because of the newness of the organization. Going forward, we have identified processes and strengths needed to move the organization forward.

Future board members will be selected based on the following criteria:

- Clearly defined roles, responsibilities and commitments.
- Diverse expertise - Seeking individuals with skills in education, fundraising, law and board governance.
- Through vetting
- Structured Recruitment Process
- Ensure community representation
- Ethical standards are adhered to - Conflict-of-interest policy and ethical standards
- Succession Planning

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



**Treyvon Edmonds** is a proud graduate of North Carolina A&T State University and a dedicated resident of Charlotte, NC. A well-connected figure in the Mecklenburg County community, Treyvon is actively involved with various civic organizations and has established a strong presence through his work in both local and national campaigns.

In 2024, he served as the Director of Canvass Operations for Charlotte, Concord, and Gastonia, where he led voter registration efforts with a focus on Black and Latino residents in the 28208 area. Through strategic community organizing and targeted engagement, he successfully mobilized hundreds of constituents, building trusted relationships across neighborhoods and political circles. Treyvon maintains meaningful connections with residents and elected leaders throughout North Carolina and across the country, making him a valuable asset in grassroots and policy-focused initiatives.

**Kayla Celeste Grant-Dixon (Executive Director)**

Kayla Celeste Grant-Dixon is deeply connected to the Mecklenburg County community through both her professional and philanthropic work. As a licensed cosmetologist, Paul Mitchell graduate, and recent graduate of a nonprofit leadership development program, Kayla brings a unique blend of industry expertise and organizational leadership to the founding team of Celeste Beauty Academy (CBA).

She currently owns and operates **Celeste Beauty Bar & Spa**, a salon located in Charlotte, North Carolina, which also serves as a community anchor for career readiness, wellness, and entrepreneurship. Kayla has launched several outreach initiatives including **The Vision Project** (a goal-setting and vision board session for teens), an annual **Holiday Giveaway**, and **Project Celeste**, an athleisure clothing line that supports fundraising efforts for CBA while promoting health, beauty, and empowerment.

Her work reflects a hands-on commitment to the very community CBA will serve. Through her salon, partnerships, and lived experience, Kayla maintains consistent engagement with local youth, aspiring beauty professionals, and community-based organizations throughout Charlotte. Her leadership is grounded in a desire to create economic mobility and opportunity through education, beauty, and business.

**Wendy Blake** is a retired senior executive of Liberty Mutual Insurance (in Technology). She is a resident of Huntersville and is an active member of the North Mecklenburg Women's Club who provides over \$100K annually in support of local charities, schools and other organizations to help those in need in our community. Wendy frequently volunteers at organizations such as Angels & Sparrows and Hope House.

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



The Board of Directors will meet a minimum of six (6) times per year with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meetings shall be the annual meeting (Section 4) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors.

If any regular meeting shall not be held as designated in Section 1, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting.

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than four (4) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 4, below.

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

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



Celeste Beauty Academy Inc. (CBA) is committed to cultivating a high-performing Board of Directors that exemplifies excellence, accountability, and alignment with our mission. To this end, we have established a comprehensive plan for board orientation and ongoing professional development, leveraging reputable resources such as BoardSource to ensure our board members are well-equipped to govern effectively.

## New Board Member Orientation

All new board members will participate in an orientation within 30 days of appointment, facilitated by the Executive Director and Governance Committee. This orientation will cover:

- CBA's mission, vision, values, and strategic objectives
- Board roles, responsibilities, bylaws, and committee structures
- Overview of the charter, budget, staffing model, and five-year goals
- Introduction to school operations and curriculum, including cosmetology integration
- Review of fiduciary duties, conflict-of-interest policies, and compliance requirements
- Submission of necessary documentation, including background checks and board member agreements

New members will also receive access to the **Certificate of Nonprofit Board Education**, an on-demand course offered by BoardSource. This course provides a foundational understanding of nonprofit board governance, including financial and legal oversight. CBA will cover the cost of BoardSource membership (\$500 annually for organizations with budgets under \$250,000), which includes access to this certificate program. BoardSource ([https://boardsource.org/board-support/membership/board-support-nonprofits/?utm\\_source=chatgpt.com](https://boardsource.org/board-support/membership/board-support-nonprofits/?utm_source=chatgpt.com))

## Ongoing Professional Development

To ensure continuous growth and alignment with best practices, CBA will implement the following professional development initiatives:

- **Annual Governance Training:** All board members are required to complete at least 12 hours of governance training annually, as mandated by the North Carolina Department of Public Instruction (NC DPI).



**Quarterly Workshops:** Optional workshops will be offered quarterly, focusing on topics such as financial oversight, strategic planning, diversity and inclusion, and community engagement.

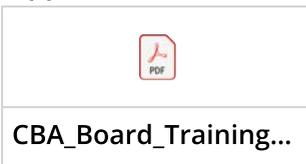
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**Annual Board Retreat:** An in-person retreat will be held annually to review progress, set strategic goals, and foster team cohesion.

- 

**Committee-Specific Training:** Committee chairs may organize specialized training sessions relevant to their committee's focus area.

**Applicant Evidence :**



Uploaded on **4/18/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

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



In the course of business situations may arise in which CBA decision-maker has a conflict of interest, or in which the process of making a decision may create an appearance of a conflict of interest. All directors and employees have an obligation to:

1. Avoid conflicts of interest, or the appearance of conflicts, between their personal interests and those of CBA in dealing with outside entities or individuals.
2. Disclose real and apparent conflicts of interest to the BOD, and
3. Refrain from participation in any decisions on matters that involve a real conflict of interest or the appearance of a conflict.

The persons covered under this policy shall hereinafter be referred to as “interested persons.” Interested persons include all members of the board of directors and all employees, as well as persons with the following relationships to directors or employees:

1. Spouses or domestic partners
2. Brothers and sisters
3. Children, grandchildren, and great grandchildren
4. Spouses of individuals listed in 2 and 3
5. Corporations, partnerships, LLCs, and other forms of businesses in which an employee or director, either individually or in combination with individuals listed in 1, 2, 3, or 4, collectively possess a [35%] or more ownership or beneficial interest

Conflicts of interest arise when the interests of an interested party may be seen as competing with those of the Organization. Conflicts of interest may be financial (where an interested party benefits financially directly or indirectly) or nonfinancial (e.g. seeking preferential treatment, using confidential information).

A director or employee who believes that he/she may be perceived as having a conflict of interest in a discussion or decision must disclose that conflict to the group making the decision. Most concerns about conflicts of interest may be resolved and appropriately addressed through prompt and complete disclosure.

### **Resolution of Conflicts of Interest:**

An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

- a. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.



c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

#### **Violations Of The Conflicts Of Interest Policy**

- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective actions.

Before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.

According to NCGS 218.15, A person is **not automatically disqualified** from serving on the board due to a conflict of interest, as long as they comply with the school's policy and applicable laws.

The Board Chair is the mother of the Executive Director.

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



CBA will use the following methods to develop school policies:

- Legal and Compliance Review - All policies will be reviewed with an attorney to ensure alignment with state regulations and the school charter agreement.
- Data-Driven - The board will consider data such as academic performance, financial reports, demographics when developing policy.
- Stakeholder Input - Parents, teachers, and community member's feedback will be used to shape and develop policy.
- Specialized Research - will be presented to the board to use in developing policy.
- Committee Recommendations - After consideration of all of the above, the Charter School committee will make a recommendation to the Executive Board of Directors to adopt the "official" charter school policies.
- Majority Vote - The executive committee will hold a formal vote, and the majority will determine the outcome.

**Q178. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.**

NCGS 115C-218 emphasize the importance of governance structures, stakeholder involvement, and compliance with state regulations.

CBA will establish an advisory committee that consists of parents, teachers, and senior students, to perform the following tasks:

1. Support governance decision making.
2. Facilitate parent and community engagement.
3. Assist in policy development and school improvement initiatives.

The school advisory committee will report directly to the Charter committee, which will bring the recommendations to the Executive Board to be voted on and adopted.

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



The Celeste Beauty Academy has a comprehensive grievance process for parents and staff members. The grievance procedure is designed to address complaints from students, parents/guardians, employees, or community members who believe their rights have been violated by CBA Governing Board or its employees. The process is evaluated annually and involves various stakeholders.

1. **Filing a Complaint:** Complaints can be filed with one of the designated Complaint Managers. The Complaint Manager may request a written statement or a meeting with the complainant. For bullying and cyber-bullying, the Complaint Manager follows the Bullying, Intimidation, and Harassment Policy.
2. **Investigation:** The Complaint Manager or a qualified person will investigate the complaint, ensuring both parties can present evidence. The identity of the complainant and student witnesses is protected as required by law. The Complaint Manager will keep the complainant informed about the investigation status and file a written report within thirty school business days.
3. **Decision and Appeal:** The Executive Director will mail a written decision within five school business days after receiving the Complaint Manager’s report. The complainant or the accused can appeal the decision to the Board within ten school business days. The Board will review the appeal and decide within thirty school business days.
4. **Other Remedies:** The grievance procedure does not impair the right to pursue other remedies, such as criminal complaints or civil actions. The academy will continue its investigation even if other remedies are being pursued.
5. **Deadlines:** All deadlines may be extended by the Complaint Manager as deemed appropriate.

The academy aims to resolve complaints promptly and equitably, ensuring a transparent and fair process for all parties involved.

**Applicant Evidence :**



CBA Charter-Schools...

Uploaded on **4/21/2025**  
by **pauline grant-jones**

**Q180. Attach as Appendix G Organizational Chart**

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

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

Total Files Count: 5



Applicant Evidence :

  
 CBA ORG CHART - 1....

Uploaded on **4/21/2025**  
by **pauline grant-jones**

**Q181. Attach as Appendix H Charter School Board Member Information Form and Resume**

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources

  
 2024 Charter School ...

Applicant Evidence :

  
 CBA KGRANT-DIXON...

Uploaded on **4/21/2025**  
by **pauline grant-jones**

  
 CBA KMcCullough.pdf

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by **pauline grant-jones**

  
 CBA PGJones.pdf

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by **pauline grant-jones**

  
 CBA TEdmonds.pdf

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by **pauline grant-jones**

  
 Wendy Blake Resum...

Uploaded on **4/21/2025**  
by **pauline grant-jones**

  
 WBlake 2024 Charte...

Uploaded on **4/22/2025**  
by **pauline grant-jones**

**Q182. Attach Appendix I For Each Board Member**

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

**PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.**



- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**

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Total Files Count: 50

Resources



2024 Charter School ...

Applicant Evidence :

			
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**Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.**



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

Total Files Count: 3

Applicant Evidence :


CBA PROPOSED BYL...

Uploaded on **4/20/2025**  
by **pauline grant-jones**

**Q184. Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

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

Total Files Count: 5

Applicant Evidence :


Articles of Org.pdf

Uploaded on **4/18/2025**  
by **pauline grant-jones**

**11.3. Staffing Plans, Hiring, and Management**

**Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.**

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Resources


Staffing Chart Templ...



Applicant Evidence :



Uploaded on **4/22/2025**  
by **pauline grant-jones**

**Q186. Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.**

CBA will use proven methods for the recruiting and retention of high performing teachers. We will seek teachers through online recruiters, job fairs and recommendations. We will also offer a competitive compensation package that includes health insurance and retirement savings. Our job description will be clear and concise to help attract the right candidate.

To retain our teachers, we will offer professional development opportunities and foster a collaborative, supportive work environment.

**Q187. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.**



Kayla Grant-Dixon brings a strong combination of instructional leadership, nonprofit management, and cosmetology industry expertise that directly aligns with the mission and instructional model of Celeste Beauty Academy. As the Founder and Executive Director of CBA, she has led the development of the school’s academic programming, strategic planning, and charter application in alignment with North Carolina Department of Public Instruction (NCDPI) guidelines. Ms. Grant-Dixon holds a North Carolina cosmetology license, a bachelor’s degree in interdisciplinary social sciences with a concentration in communication and design, and a nonprofit leadership certification through the RLBA Program. She is also enrolled in a Master of Marriage and Family Therapy (MFT) program, which strengthens her capacity to support students’ socio-emotional well-being and family engagement. Kayla has demonstrated the ability to engage diverse stakeholders, implement workforce-aligned curriculum, and provide entrepreneurial education that prepares students for postsecondary success. As a first-time school leader, she will be surrounded by a team of highly qualified educators, administrative staff, and advisors who are committed to supporting her continued growth in this role. Her experience designing and facilitating standards-based programming—alongside her certifications and commitment to closing opportunity gaps—make her a strong candidate to serve as the school’s instructional leader and founding principal.

**Q188.If the school leader has been identified, attach the school leader’s one-page resume as Appendix O.**

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

**Applicant Evidence :**


Kayla_Grant-Dixon_R...

Uploaded on **4/21/2025**  
by **pauline grant-jones**

**Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

The Charter school employees will report directly to the charter school Principal. The principal will report directly to both the Executive Director and Charter School Governance committee. All three will report to the executive board of directors.

**Q190.Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



CBA procedures for hiring and dismissing school personnel will include the following:

1. Recruitment and Selection - Our strategies will include advertising positions, reviewing applications and conducting interviews.
2. Background Checks - CBA will conduct a criminal background check on all prospective employees. Certain convictions may disqualify candidates from employment.
3. Qualifications and Licensing - Teachers and administrators' positions will be reviewed to ensure they meet state and contract license requirements.
4. Employment Contracts - CBA will outline salary ranges, benefits and employment terms in all new employment contracts.
5. Board Approval - CBA board of directors will oversee all hiring decisions to ensure alignment with the school's mission and budget.

CBA's dismissal Procedures

1. Performance Evaluations - CBA will conduct regular staff evaluations to assess the effectiveness of the position held.
2. Grievance and Termination Policies - CBA grievance policy clearly states the procedures to handle employee grievances and termination and will be followed and updated annually if needed.
3. Board Oversight - The BOD will ensure all dismissals receive due process.

### Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.

Per the CBA Budget, the projected salary is as follows:

Executive Director - \$60,000

Principal - \$50,000

Finance Officer - \$50,000

Food Service Staff - \$25,000

Custodians - \$25,000

Core Teachers - \$45,000

Teacher assistants - \$30,000

The employment benefits consist of payroll taxes and disability insurance. Based on enrollment we hope to offer health insurance and retirement contributions, but they are not included in the initial budget.



Q192. Provide the procedures for handling employee grievances and/or termination.



Celeste Beauty Academy (CBA) is committed to fostering a professional, supportive, and equitable workplace. To ensure transparency, accountability, and legal compliance, the school has adopted a clear process for handling employee grievances and terminations. These procedures align with the expectations of the North Carolina Department of Public Instruction and the school's bylaws, board policies, and personnel handbook.

**Grievance Procedures:**

If an employee believes they have been treated unfairly, discriminated against, or subjected to a violation of policy, the following steps shall be taken:

1.

**Informal Resolution** – Employees are encouraged to resolve concerns directly with the individual(s) involved through respectful communication and mediation where appropriate.

2.

**Written Grievance Submission** – If informal resolution fails or is not appropriate, the employee may submit a formal written grievance to the Executive Director within ten (10) business days of the incident. The grievance should outline the issue, relevant facts, and any attempts at resolution.

3.

**Internal Review** – The Executive Director or their designee will investigate the complaint, including interviews with involved parties and a review of documentation. A written response will be provided within fifteen (15) business days.

4.

**Appeal Process** – If the employee is not satisfied with the outcome, they may appeal in writing to the Board of Directors' designated Human Resources or Personnel Committee. The committee will review the matter and issue a final determination.

**Termination Procedures:**

CBA recognizes both at-will employment and contractual employment terms. Terminations may occur due to poor performance, misconduct, policy violations, or organizational changes. The procedures are as follows:

1.

**Progressive Discipline (when applicable):**

○

Verbal warning

○

Written warning

○



Final written notice

○

Termination

Exceptions may apply in cases of gross misconduct or legal violations, in which case immediate termination may occur.

2.

**Documentation** – All disciplinary actions and termination decisions will be documented in the employee’s personnel file, including performance reviews, corrective action plans, and incident reports.

3.

**Notice & Exit Interview** – Where possible, employees will receive a written notice of termination, including the reason for termination, effective date, and final compensation details. Exit interviews may be conducted to support institutional improvement.

4.

**Board Oversight** – Any termination involving a school administrator or contractual employee shall be reported to the Board of Directors. The Board reserves the right to review and ratify such terminations in accordance with the bylaws.

These procedures ensure that all CBA staff are treated fairly and respectfully, with the opportunity to voice concerns and receive due process. CBA's leadership is committed to upholding workplace standards that promote retention, professional development, and ethical accountability.

**Q193. Identify any positions that will have dual responsibilities and the funding source for each position.**



During the startup and early growth phase of Celeste Beauty Academy, several key personnel will serve in dual-capacity roles to ensure operational efficiency and responsible budgeting. These roles have been strategically designed to align with both instructional and administrative needs, especially during the first three years of implementation. We anticipate our funding to be supported by local, state and federal funds as well as individual gifts and grantmaking foundations. As enrollment increases and funding expands, CBA will separate these responsibilities into dedicated full-time positions.

**Executive Director / Principal**

Oversees day-to-day school operations, instructional leadership, charter compliance, and stakeholder engagement.

**Operations Manager / Registrar**

Manages student enrollment, facilities, vendor coordination, and ensures compliance with school operational systems.

**Finance Manager / Development Coordinator**

Oversees budgeting and fiscal operations while managing fundraising strategy, grant tracking, and donor engagement.

**Administrative Assistant / Family Engagement Liaison**

Supports front-office operations and communications while coordinating parent outreach, engagement activities, and school events.

These dual roles will be supported by robust onboarding and cross-training procedures. Over time, as revenue from ADM, grants, and fundraising increases, these roles will evolve into specialized departments to sustain long-term growth.

**Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**



Celeste Beauty Academy is committed to ensuring that all students—regardless of ability, language background, or academic aptitude—have equitable access to high-quality instruction and individualized support. We recognize the importance of hiring and retaining qualified staff who are equipped to meet the needs of exceptional children (EC), English Learners (EL), and academically gifted students. Our staffing plan has been developed in alignment with North Carolina DPI standards and reflects our commitment to inclusive education, differentiated instruction, and cultural responsiveness.

**Students with Disabilities:**

CBA will collaborate with the EC Coordinator and the North Carolina Department of Public Instruction to identify students with disabilities through a comprehensive evaluation and referral process. The school will employ certified special education teachers with appropriate licensure and endorsements who are trained to develop, implement, and monitor Individualized Education Plans (IEPs). These teachers will work in coordination with general education teachers, families, and support staff to ensure accommodations and modifications are consistently applied across settings. Paraprofessionals will also be hired as needed and trained under the supervision of licensed educators to provide targeted support services. All EC staff will receive ongoing professional development in inclusive practices, behavioral interventions, and compliance with IDEA and Section 504 regulations.

**English Learners (EL):**

Students will be identified as Multilingual Learners (MLs) using a home language survey and English language proficiency assessments upon enrollment. CBA will recruit and retain licensed ESL teachers and bilingual educators who are certified in English as a Second Language or bilingual education. These professionals will receive ongoing training in culturally responsive pedagogy and language acquisition strategies. English Language Development (ELD) instruction will be embedded within core academic subjects to ensure that students are developing proficiency in reading, writing, speaking, and listening while engaging in grade-level content. Language support staff will monitor academic progress and adjust interventions accordingly.

**Academically Gifted Students:**

Academically gifted students will be identified through a multi-tiered assessment process that includes aptitude tests, academic achievement data, teacher recommendations, and creative output. CBA will hire classroom teachers with experience in differentiated instruction and gifted education. All instructional staff will receive professional development on how to challenge, enrich, and accelerate learning for high-achieving students. The school will also develop Individualized Learning Plans (ILPs) to ensure that gifted learners are provided with advanced coursework, project-based learning opportunities, and extracurricular enrichment that nurtures their strengths and interests.

CBA's staffing model is intentionally designed to support collaboration across disciplines. General education teachers, EC staff, ESL educators, and enrichment coordinators will work together to co-plan and co-teach as appropriate. The school will regularly evaluate the effectiveness of its staffing and support systems using student performance data, stakeholder feedback, and instructional observations to ensure continuous improvement.

Through this integrated and proactive approach, Celeste Beauty Academy will provide a nurturing, high-quality



learning environment for all students, including those with special needs, English Learners, and academically gifted learners.

**Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).**

**Core Classroom Teachers**

Core classroom teachers at Celeste Beauty Academy will deliver instruction in English Language Arts, Math, Science, Social Studies, and other North Carolina Standard Course of Study subjects for grades 9–12. They are responsible for developing engaging, standards-aligned lessons, differentiating instruction, managing classroom environments, and supporting student academic growth. Teachers must hold a bachelor's degree and a valid North Carolina Professional Educator's License or be eligible through alternative pathways. Preferred qualifications include experience with project-based learning, inclusive practices, and trauma-informed pedagogy. All teachers will participate in ongoing professional development aligned with the school's instructional model.

**Specialized Classroom Teachers**

Specialized teachers will lead CTE-aligned courses such as Cosmetology I–III, Entrepreneurship, and Personal Finance. These educators are responsible for hands-on instruction, lab safety, licensure hour tracking, and workforce preparation aligned with North Carolina's CTE standards. Candidates must have a minimum of an associate degree in a relevant field, hold or be eligible for CTE licensure, and maintain an active North Carolina Cosmetology License if teaching cosmetology. Industry experience and the ability to mentor students through technical and business skills are highly valued. Collaboration with core teachers is expected to support interdisciplinary learning and career readiness.

**Additional School Leadership**

School Leaders at CBA will serve as academic and cultural leaders, overseeing school climate, MTSS implementation, student behavior, and teacher support. They will lead professional development, monitor instructional effectiveness, analyze data, and coordinate interventions for academic and behavioral success. Candidates should have a master's degree in educational leadership or a related field, at least three years of classroom experience, and prior leadership experience in a school setting. A North Carolina Principal License or active pursuit of licensure is required. Deans will work closely with staff and families to uphold the school's mission and maintain a safe, equitable learning environment.

## **11.4. Staff Evaluations and Professional Development**

**Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.**



The principal will be responsible for maintaining teacher license requirements and professional development with the support of the Board.

**Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.**



Celeste Beauty Academy (CBA) is committed to hiring, developing, and retaining high-quality educators who align with our mission to prepare students for licensure, entrepreneurship, and success in the beauty and business industries. Our instructional model emphasizes culturally responsive teaching, hands-on learning, and career pathway alignment, and our staffing approach reflects that by investing in teacher development from recruitment through long-term retention.

**Mentorship & Onboarding:**

All newly hired instructional staff will participate in a structured onboarding program designed to introduce them to CBA's culture, curriculum, and instructional model. During their first year, teachers will be paired with experienced instructional mentors who serve as coaches, modeling best practices and conducting regular check-ins. Mentors will support lesson planning, classroom management, and curriculum pacing. For Career and Technical Education (CTE) teachers and alternatively licensed educators, CBA will provide targeted support aligned with DPI's requirements for residency licensure pathways, including coaching hours, instructional observations, and evidence submission support.

**Retention Strategy:**

To retain quality staff, CBA will foster a professional, supportive environment rooted in continuous growth, recognition, and alignment with the school's mission. Staff will receive competitive salaries, ongoing access to leadership opportunities, wellness incentives, and targeted professional development tailored to their instructional focus (e.g., cosmetology, entrepreneurship, core subjects, or ESL). In alignment with our startup budget, the school will also fund annual training opportunities and use surveys and staff feedback to improve the school's climate and retention framework. Teachers will be invited to lead workshops, serve on curriculum and event committees, and participate in our entrepreneurial enrichment programs to deepen investment in the school's long-term vision.

**Evaluation Framework:**

CBA will implement a multi-tiered educator evaluation system rooted in continuous feedback, self-reflection, and student data analysis. All instructional staff will receive formal evaluations using a rubric aligned with the North Carolina Educator Effectiveness System (NCEES) and DPI expectations. Observations will be conducted by school leaders and instructional coaches, and teachers will participate in mid-year and end-of-year review meetings. Student academic data, classroom walkthroughs, family feedback, and professional growth goals will be used to support evaluations. Data from evaluations will inform individual professional development plans and coaching priorities.

**Licensure & Certification Compliance:**

CBA will ensure that all teachers meet North Carolina DPI and federal guidelines for educator licensure. The Executive Director, in partnership with the Lead Administrator, will be responsible for tracking license status, renewals, and eligibility of all certified and CTE personnel. Teachers must either hold a current North Carolina Professional Educator's License or be enrolled in an approved alternative pathway such as the Residency Licensure Program. CTE teachers (e.g., Cosmetology and Entrepreneurship) must hold relevant DPI-issued CTE licenses and, where applicable, an active North Carolina Cosmetology License. Teachers employed under a residency model will



be provided with documented mentorship, observation, and coaching logs to satisfy state compliance requirements.

This comprehensive mentorship and development plan is aligned with our projected staff structure and operating budget. Allocated funds within the Year 1 and Year 2 budgets include line items for instructional coaching, professional development stipends, and staff wellness incentives. Through a culture of support, recognition, and high expectations, CBA will attract, grow, and retain mission-aligned educators capable of delivering transformative instruction to our future beautypreneurs.

**Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**



Celeste Beauty Academy's professional development (PD) plan is designed to ensure consistent, high-quality instructional practices that align with the school's mission of preparing students for cosmetology licensure, entrepreneurial readiness, and academic success. Our educational program integrates North Carolina Standard Course of Study content, Career and Technical Education (CTE) coursework, and real-world skill-building experiences. To implement this model with fidelity, CBA will invest in an ongoing, tiered PD framework that empowers educators to grow in content knowledge, pedagogy, and student-centered leadership.

Core Components of the PD Plan:

#### Foundational Training & Onboarding

All instructional staff will receive initial training in the school's curriculum design, instructional expectations, trauma-informed teaching practices, culturally responsive pedagogy, and student engagement strategies. Specialized training for Cosmetology, CTE, and entrepreneurial instruction will be provided to ensure hands-on, standards-aligned teaching.

#### Content-Specific & Role-Based Development

Teachers will participate in targeted sessions aligned with their subject areas, including DPI-approved CTE training, licensure exam preparation practices (for cosmetology instructors), and interdisciplinary instructional planning. Core subject educators will receive training in literacy and numeracy strategies, data analysis, and differentiated instruction.

#### Coaching & Instructional Support

All teachers will receive classroom observations, feedback cycles, and one-on-one coaching with an assigned mentor or instructional leader. Coaching plans will be differentiated based on teacher experience, licensure pathway, and areas for growth.

#### Collaborative Learning Communities

Teachers will participate in Professional Learning Communities (PLCs) to reflect on instructional data, share best practices, and co-develop projects or interventions. PLCs will include cross-disciplinary planning for integrated cosmetology and business instruction.

#### Entrepreneurial and Industry-Driven PD

To support CBA's mission of beauty and business integration, PD will include workshops with salon owners, entrepreneurs, industry leaders, and community partners. These sessions will support both teachers' content development and modeling of real-world career pathways.

#### Internal vs. External Delivery:

CBA's PD plan will be delivered through a combination of internal and external methods. Internal PD will be led by school leaders, instructional coaches, and peer mentors, while external PD will include participation in DPI trainings, CTE summer conferences, cosmetology license preparation sessions, and partner-led entrepreneurship seminars. Teachers will also attend relevant external workshops aligned with their subject area or licensure needs,



funded through the school's PD budget.

Individualized vs. Uniform Approach:

The PD plan includes both uniform and individualized elements. Foundational and mission-aligned training will be delivered schoolwide, while coaching, PLC topics, and growth plans will be personalized based on teacher role, experience level, licensure status, and evaluation data. CBA's leadership team will annually assess PD effectiveness using teacher feedback, student outcomes, and observation data to refine future offerings.

**Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.**



To ensure instructional readiness and strong alignment with the mission and curriculum of Celeste Beauty Academy, a robust professional development (PD) and teacher induction period will take place during the summer prior to the school's opening. This multi-week onboarding experience is designed to prepare all staff to implement CBA's specialized cosmetology, entrepreneurship, and academic programming with fidelity.

## **Summer Professional Development Schedule:**

**Duration:** 3 Weeks (15 Business Days)

**Start Date:** Approximately 4–6 weeks prior to the first day of student instruction

### **Week 1: Foundations of CBA Culture, Curriculum, and Compliance**

•

#### **Mission, Vision, and Core Values Deep Dive**

Teachers will explore the founding mission of CBA, including our goals of preparing beautypreneurs, promoting social mobility, and closing opportunity gaps.

•

#### **Introduction to Curriculum Frameworks**

Teachers will review CBA's curriculum maps, pacing guides, and alignment to NC DPI standards across all subjects, including CTE and entrepreneurship tracks.

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#### **Licensure, HR, and Compliance Overview**

Staff will receive training on licensure tracking, employment expectations, mandatory reporting, and FERPA/IDEA/Section 504 compliance.

•

#### **Equity, Trauma-Informed Practices, and SEL Integration**

All teachers will be trained on culturally responsive pedagogy, trauma-informed strategies, and integrating social-emotional learning (SEL) into daily instruction.

### **Week 2: Instructional Strategy, Content Planning & Classroom Practice**

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#### **Differentiated Instruction & Multi-Tiered Systems of Support (MTSS)**

Teachers will learn how to use student data to implement MTSS interventions, scaffold content for EC and EL students, and support gifted learners.

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#### **Classroom Management & Behavior Systems**

Staff will practice implementing CBA's restorative behavior model, clear classroom expectations, and positive reinforcement strategies.



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### **Content-Specific Workshops**

Breakout sessions by department will focus on curriculum unpacking, lesson planning, and instructional strategies by subject:

- 

Core content (ELA, Math, Science, Social Studies)

- 

CTE instructors (Cosmetology II & III licensing readiness)

- 

Business and entrepreneurship teachers (Branding, Finance)

- 

### **Entrepreneurship Integration & Project-Based Learning (PBL)**

Teachers will be trained to use business simulations, salon-based projects, and student-led ventures to align instruction with real-world career readiness.

## **Week 3: Practice, Collaboration, and Schoolwide Systems**

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### **Classroom Setup & Mock Teaching Sessions**

Teachers will prepare physical classrooms and deliver mock lessons using CBA's instructional model with feedback from peers and coaches.

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### **Technology Systems & Instructional Tools**

Staff will receive training on student information systems (e.g., PowerSchool), learning management platforms (e.g., Google Classroom), and assessment tools.

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### **Family Engagement & Community Partnerships**

Teachers will learn how to engage families in student learning and connect students to beauty professionals, local entrepreneurs, and salon-based mentorship.

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### **CBA Opening Simulation & Final Planning**

The final days will simulate the first week of school, including advisory structures, bell schedules, daily rituals, and emergency protocols.

## **Preparation for Challenging Instructional Components:**

To ensure readiness for CBA's specialized curriculum, instructors will receive targeted support in the following



areas:

- 

**Cosmetology Licensing Preparation** – Training on tracking student service hours, state board theory requirements, sanitation procedures, and preparing students for state exams.

- 

**Entrepreneurial Education** – Workshops on real-world business modeling, guiding student product/service creation, and integrating financial literacy.

- 

**Interdisciplinary Instruction** – Planning sessions to integrate academic content with cosmetology or marketing projects for deeper engagement and real-world application.

By investing in a comprehensive pre-opening PD program, CBA will ensure that every teacher enters the school year equipped to deliver rigorous, relevant, and mission-aligned instruction from day one.

**Q200. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.**



Celeste Beauty Academy (CBA) has developed a comprehensive, year-long professional development (PD) plan that supports instructional excellence, student achievement, and alignment with the school's mission to prepare students for cosmetology licensure, entrepreneurship, and postsecondary success. The PD structure integrates whole-school training, individualized coaching, and department-specific development, all embedded within the academic calendar and staffing design.

## Expected Time Commitment:

- 

### Pre-Service Training (Summer Induction):

15 days (approximately 90 hours) prior to the first day of student instruction

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### Ongoing Professional Development During School Year:

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**10 full-day PD sessions** built into the academic calendar (approximately 60 hours)

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**Monthly instructional coaching and evaluation cycles:** ~1–2 hours/month x 9 months = ~15–18 hours

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**Quarterly department planning and data reflection sessions:** ~3 hours per quarter = ~12 hours

**Total Estimated Annual PD Time per Staff Member: ~175–180 hours**

## Calendar & Daily Schedule Integration:

CBA's academic calendar incorporates **10 designated professional development days** spaced strategically throughout the school year. These occur before and after student-facing breaks, during teacher workdays, and on select Fridays aligned with quarterly goals. This ensures that PD takes place without disrupting instructional time or reducing student seat hours.

The school year includes **185 instructional days for students**, maintaining full compliance with DPI attendance and instructional hour requirements while preserving protected time for teacher development.

This professional development framework reflects CBA's commitment to teacher excellence and continuous improvement. It is embedded within the staffing plan and supported by budgeted allocations for training, coaching, and school improvement.

## 11.5. Marketing, Recruitment, and Enrollment



Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

**Q201. Marketing Plan** Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



Celeste Beauty Academy (CBA) is committed to ensuring that its student body reflects the racial, ethnic, and socioeconomic diversity of the Charlotte-Mecklenburg Schools (CMS) district and surrounding areas, particularly within zip codes such as 28206, where the school intends to operate. In accordance with G.S. 115C-218.45(e), CBA will implement a community-centered marketing and recruitment plan that targets historically underserved populations, including Black, Hispanic, and economically disadvantaged students—groups that are disproportionately underrepresented in career and technical education and cosmetology licensure programs.

CBA's marketing efforts are designed to reach students and families through culturally relevant, grassroots outreach methods as well as modern digital strategies. These include participation in neighborhood events, canvassing at local businesses and churches, hosting interest meetings and “Beautypreneur Bootcamps” at community centers, and building partnerships with middle and high schools, youth-serving nonprofits, and local salons. A bilingual version of all marketing materials (English and Spanish) will be developed and distributed in high-traffic areas such as barbershops, beauty supply stores, libraries, laundromats, and grocery stores in the targeted zip codes. QR code flyers linked to enrollment interest forms and informational videos will be posted at locations that serve diverse families.

In addition, CBA will launch culturally relevant digital campaigns across Instagram, TikTok, and Facebook—platforms that are most utilized by our target student demographic and their caregivers. These campaigns will feature student testimonials, cosmetology tutorials, sneak peeks of the school culture, and virtual tours that reflect our inclusive and empowering mission. Strategic content partnerships with local influencers, salon owners, and community activists will help build authentic awareness and trust within priority neighborhoods.

To ensure outreach effectiveness, CBA has already conducted survey collection efforts across multiple zip codes including 28206, 28208, 28216, and 28262, resulting in identifying 80+ interested families in the proposed facility's area. These surveys provide quantifiable data to demonstrate demand and will be updated annually. The school's goal is to maintain transparency, accessibility, and continuous engagement with families throughout the enrollment process.

All marketing strategies will be tracked and evaluated quarterly to assess demographic representation and outreach effectiveness. Adjustments will be made as needed to ensure that recruitment efforts meet the requirements of G.S. 115C-218.45(e) and the school's mission to uplift and empower students from diverse backgrounds—particularly those with a passion for cosmetology, creativity, and entrepreneurship.

## Q202. Describe how parents and other members of the community will be informed about the school.



Celeste Beauty Academy (CBA) will keep parents and community members informed through a multi-platform communication strategy that includes digital, print, and in-person outreach. The school will maintain a mobile-friendly website with enrollment information, program overviews, event calendars, and bilingual updates. Social media platforms like Instagram, Facebook, and TikTok will be used to share school highlights, student success stories, and upcoming events. Additionally, CBA will distribute printed flyers and QR code brochures at local businesses, churches, and community centers—especially in targeted areas like zip code 28206—to increase awareness and accessibility.

To build trust and engagement, CBA will host open houses, community interest sessions, and family engagement nights. Enrolled families will receive regular updates through text messages, email newsletters, and a dedicated family communication portal. The school will also partner with local salons, nonprofits, and neighborhood organizations to keep the broader community involved in school initiatives. This layered approach ensures families stay informed, empowered, and connected to the school's mission of preparing students for cosmetology licensure, entrepreneurship, and postsecondary success.

**Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.**



Celeste Beauty Academy's student recruitment plan is designed to ensure equitable access and strong enrollment by strategically engaging students and families who reflect the racial, ethnic, and socioeconomic demographics of the Charlotte-Mecklenburg Schools (CMS) district—particularly within zip code 28206, where the school intends to operate. The recruitment strategy will be implemented during the planning year (Year 0), led by the Executive Director, Board Governance Chair, and Community Engagement Committee, with support from marketing advisors and school partners.

Recruitment efforts will combine community-based outreach, digital marketing, and strategic partnerships. These efforts will include informational sessions at community centers and middle schools, interest meetings at local churches and salons, and participation in public events like back-to-school drives and local festivals. Print materials (flyers, brochures, QR code postcards) will be distributed in high-traffic areas such as barbershops, beauty supply stores, grocery stores, and libraries. A bilingual digital campaign (Instagram, Facebook, TikTok) will launch to drive traffic to the school's website and interest form. All materials will reflect CBA's mission, vision, and pathways to cosmetology licensure and entrepreneurship. Additionally, CBA will work with neighborhood organizations and the Black Chamber of Commerce to host "Beautypreneur Info Nights" and parent Q&A sessions across priority zip codes.

## Planning Year Timeline & Benchmarks

### July–August (9–12 Months Pre-Opening):

- Finalize marketing materials and website with enrollment interest forms
- Launch social media platforms and digital engagement campaign
- Conduct outreach to churches, salons, and local nonprofits for recruitment partnerships

### September–December (6–9 Months Pre-Opening):

- Distribute materials across 5+ priority zip codes (28206, 28208, 28216, 28262, 28213)
- Host 3–5 community information sessions and back-to-school events
- Begin collecting signed enrollment interest forms

**Benchmark:** Collect at least 80 completed interest forms from families in 28206



**January–March (3–6 Months Pre-Opening):**

- 

Launch “Meet the Founder” tours and student-led pop-up demos (e.g., mini beauty classes)

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Conduct follow-up calls/emails with previously engaged families

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Open formal enrollment application process through the website

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**Benchmark:** 100+ submitted applications, with 40% from economically disadvantaged households

**April–June (0–3 Months Pre-Opening):**

- 

Send confirmation packets and complete enrollment verification

- 

Host family onboarding nights and orientation events

- 

Finalize rosters and prepare for pre-service family engagement activities

- 

**Benchmark:** 100% of Year 1 student seats filled with an active waitlist

Progress will be tracked using a centralized CRM system to monitor family engagement touchpoints, application data, and conversion rates from interest to enrollment. Monthly recruitment reports will be shared with the board, and adjustments to outreach will be made based on demographic representation and target area engagement.

**Q204. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**



Celeste Beauty Academy (CBA) is committed to ensuring all students have an equal opportunity to attend, with specific strategies in place to reach students from historically underserved backgrounds. As a tuition-free public charter school with a career-focused mission, CBA is designed to serve students from diverse socioeconomic and academic experiences—especially those in communities where access to cosmetology training, career readiness, and entrepreneurship pathways is limited.

Outreach will be concentrated in neighborhoods with high percentages of families living in poverty, including zip codes like 28206, 28208, and 28216. Recruitment materials will be distributed in both English and Spanish and posted in accessible community locations such as barbershops, beauty supply stores, public housing offices, food pantries, libraries, laundromats, and faith-based centers. The school will host interest meetings and enrollment sessions in partnership with local nonprofits, afterschool programs, and churches that serve students with disabilities, English learners (ELs), and those at risk of academic failure. Events will include accessible formats, childcare, and transportation assistance where possible to remove barriers to participation.

CBA's instructional program is intentionally structured to uplift academically low-achieving students by integrating hands-on, real-world cosmetology training with core academic support, allowing learners to engage meaningfully while improving foundational skills. Students with disabilities and ELs will be supported through inclusive MTSS frameworks, licensed support staff, and specialized instruction. All marketing and outreach efforts will communicate that CBA is a supportive, skill-based, and accessible learning environment—not just for high achievers, but for students who thrive through creativity, career-based learning, and personal empowerment.

CBA's unique focus on **cosmetology, entrepreneurship, and wellness** will be promoted through digital campaigns, career days, student showcases, and school tours featuring salon experiences and student projects. The school's message is clear: all students, regardless of background or academic history, have the right and opportunity to thrive at CBA through a transformative education rooted in beauty, business, and belonging.

## Q205. What established community organizations would you target for marketing and recruitment?

Celeste Beauty Academy will prioritize outreach and partnership with organizations that align directly with its mission to empower youth through cosmetology, entrepreneurship, and culturally responsive education. Key targets include the Charlotte Black Chamber of Commerce, the McCrorey YMCA, West Charlotte feeder middle schools, the Latin American Coalition, and No Grease Barber School along with local salons. These organizations serve populations that reflect the racial, ethnic, and socioeconomic demographics of CBA's target zip codes and offer direct access to students and families who would benefit from a hands-on, career-focused educational experience. Through strategic events, shared resources, and community engagement, CBA will build authentic relationships that support equitable enrollment and long-term student success.

## 11.6. Parent and Community Involvement



**Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**

Following charter approval, Celeste Beauty Academy (CBA) will launch a comprehensive parent and community engagement plan focused on building trust, increasing awareness, and fostering relationships with families and local stakeholders prior to opening day. Communication will be led by the Executive Director in collaboration with the Board's Community Engagement Committee and supported by staff, volunteers, and strategic partners.

CBA will maintain active communication through a bilingual website, email list, social media platforms (Instagram, Facebook, TikTok), and printed outreach materials distributed across target zip codes such as 28206, 28208, and 28216. Parents will be regularly updated on enrollment steps, upcoming events, school developments, and how to get involved. Interest forms and contact collection will begin immediately upon approval, and families will be added to a CRM for consistent updates via email, text, and phone calls.

To engage the broader community, CBA will host monthly open houses, town hall meetings, pop-up salons, and "Beautypreneur Info Nights" at community centers, churches, and local businesses. These events will include opportunities to meet school leadership, tour the future facility (when secured), and learn about CBA's mission and curriculum. Special attention will be given to ensuring accessibility by providing interpreters, transportation assistance, and flexible meeting times for working families.

CBA will also invite parents and community members to serve on advisory groups, assist with outreach, and co-create the school's culture from the ground up. This transparent and inclusive approach ensures that families are not just informed, but empowered and excited to help shape a school designed to serve and uplift the community it calls home.

**Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.**



At Celeste Beauty Academy we have a specialized focus on beauty and cosmetology education, we believe that meaningful parent engagement is essential—not only to student success in academic coursework, but also in their personal growth and career development. Our approach is designed to create strong, respectful partnerships between families and the school that celebrate student achievement and support long-term success.

### 1. Create an Inclusive, Professional School Culture

**Warm, Respectful Environment:** From enrollment onward, we treat families as partners. Our staff and faculty take the time to personally welcome families, offering school tours, meet-and-greets with instructors, and bilingual materials where needed.

**Open Lines of Communication:** We maintain consistent communication through text alerts, newsletters, social media, and a dedicated parent portal with updates on academic performance, certification progress, and career readiness.

### 2. Involve Families in Career and Technical Education (CTE)

**Beauty Industry Showcase Nights:** Invite families to student-run salon events where students perform services for the public. This gives parents the opportunity to see firsthand the skills their children are developing in cosmetology, esthetics, and barbering.

**Career Pathway Workshops for Parents:** Educate families on licensure, industry expectations, apprenticeship opportunities, and how students can turn their passion into a lifelong career.

**Portfolio Reviews and Student Presentations:** Engage families in portfolio nights where students present their work and career goals—strengthening the connection between home and career planning.

### 3. Family-School Partnership Programs

**Parent Advisory Committee (PAC):** Form a diverse group of parents that meets regularly with school leaders to provide input, support events, and help shape school culture. Parents of students in both the academic and beauty pathways are encouraged to participate.

**Volunteer Opportunities:** Offer chances for parents to assist in the student-run salon, support school events, or serve as guest speakers if they have industry experience or small business insight.

### 4. Academic and Emotional Support Collaboration

**Parent-Teacher-Advisor Conferences:** Host personalized conferences that include input from academic teachers, beauty instructors, and advisors—focusing on the whole student, including career, academic, and emotional growth.

**Social-Emotional Learning & Life Skills Workshops:** Invite families to join workshops on topics like confidence-building, professionalism, time management, and supporting teens in high-demand programs.

### 5. Celebrate Student Progress and Family Involvement

**Certification Ceremonies & Showcases:** Celebrate students as they earn hours toward state licensure, complete



portfolios, or achieve academic milestones—with families invited to attend and participate.

“Beauty & Brunch” Family Events: Host informal school events where families can enjoy services by students while building relationships with staff and one another.

#### 6. Support Family Needs & Growth

Resource Hub: Offer access to job postings, GED support, financial aid guidance, and community services for families looking to grow alongside their children.

Language Access and Cultural Inclusion: Provide materials and interpretation in families’ home languages and honor the diverse cultures and backgrounds that influence students’ beauty practices and identities.

#### Vision for Family Partnership

We envision our school as a launchpad—not only for student careers, but also for strong family involvement. When families feel connected to the school’s mission and engaged in their child’s success, students thrive academically, emotionally, and professionally. Together, we build confidence, skills, and lifelong success.

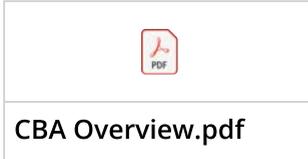
### Q208. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Celeste Beauty Academy will offer ongoing programs that engage parents and community members while reinforcing its mission to empower youth through cosmetology, entrepreneurship, and community-driven education. One of the cornerstone initiatives is the school’s **“Beauty & Brunch” Family Events**—monthly gatherings where families are invited to the CBA campus to receive light beauty services performed by students (such as hairstyling, skincare consultations, or hand treatments) while enjoying food, fellowship, and informal conversations with staff.

These events serve multiple purposes: they allow students to practice their hands-on skills in a real-world environment, foster trusting relationships between families and school personnel, and create a welcoming space where parents can connect with one another and be informed about their child’s progress and school programs. In addition to building community, these events also serve as an opportunity for school leaders to share academic updates, enrollment initiatives, and wellness resources. By engaging families in a culturally relevant, relaxed, and student-centered setting, the “Beauty & Brunch” program exemplifies CBA’s vision of creating a school rooted in beauty, service, and holistic student success.



Applicant Evidence :



Uploaded on **4/23/2025**

by **Kayla Celeste**

**Grant-Dixon**

## 11.7. Admissions Policy

**Q209. Weighted Lottery** Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

**Q213.** Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final



approval from the SBE.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.



Celeste Beauty Academy Inc. (CBA) will follow all applicable requirements under **NC G.S. 115C-218.45** and maintain a fair, equitable, and transparent admissions process. A detailed description of our admissions policies and procedures is included in **Appendix K: CBA Admissions Policy**.

Highlights of our admissions plan include:

- 

**Tentative Open Enrollment Periods:**

- 

Primary: **February 1 – April 15**

- 

Secondary (if space remains): **May 1 – June 30**

- 

Applications will be available online and at community events hosted by CBA. No applications will be accepted until final approval is granted by the State Board of Education (SBE).

- 

**Lottery Procedures:**

- 

If the number of applications exceeds the number of available seats, a **public, random lottery** will be conducted in compliance with state law.

- 

Enrollment preferences will be extended to:

- 

Siblings of currently enrolled students

- 

Children of full-time employees and board members (up to 15% of total enrollment, per statute)

- 

**Waitlist, Withdrawals, and Re-enrollment:**

- 

Students not selected through the lottery will be placed on a **waitlist in random order**.

- 

Parents must **confirm acceptance within 5 business days** or the seat will be offered to the next



applicant.

○

**Withdrawals** may be initiated by families at any time, pending return of school property.

○

**Re-enrollment** requires annual reapplication and confirmation to maintain a student’s seat.

•

**Transfers:**

○

CBA will accept mid-year transfers **only if space is available**. Student records will be promptly forwarded to the receiving school upon transfer out.

•

**Pre-Admission Activities:**

○

CBA will host **optional open houses, information sessions, nonprofit-led workshops, and campus tours** designed to inform families about CBA’s mission, expectations, and offerings. These are not required for admission or lottery participation.

CBA’s admissions process is designed to be inclusive, community-oriented, and compliant with all legal requirements, while ensuring accessibility and transparency for families.

**Applicant Evidence :**


CBA Admissions Poli...

Uploaded on **4/23/2025**

by **Kayla Celeste**

**Grant-Dixon**

**11.8. Certify**



Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q215. Explanation (optional):



## 12. Operations

### 12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



## Transportation Plan for Celeste Beauty Academy

Celeste Beauty Academy (CBA) is committed to ensuring that no student is denied access to education due to transportation barriers. Recognizing that many of our prospective students reside in underserved areas of Mecklenburg County, particularly zip codes like 28208 and 28206, our transportation strategy is designed to be inclusive, cost-effective, and adaptable.

### Primary Transportation Strategy: CATS Bus Passes

CBA will provide all eligible students with monthly passes for the Charlotte Area Transit System (CATS). These passes offer unlimited rides on local buses and the LYNX Blue Line, facilitating reliable transportation across Mecklenburg County. Parking and Transportation Services ([https://pats.charlotte.edu/cats-pass/?utm\\_source=chatgpt.com](https://pats.charlotte.edu/cats-pass/?utm_source=chatgpt.com)) Parking and Transportation Services+3secure.ridetransit.org+3secure.ridetransit.org+3 ([https://secure.ridetransit.org/psales/shopdisplayproducts.asp?id=10&utm\\_source=chatgpt.com](https://secure.ridetransit.org/psales/shopdisplayproducts.asp?id=10&utm_source=chatgpt.com))

- 

**Cost:** Each local monthly pass is priced at \$88.00. secure.ridetransit.org ([https://secure.ridetransit.org/psales/shopdisplayproducts.asp?id=10&utm\\_source=chatgpt.com](https://secure.ridetransit.org/psales/shopdisplayproducts.asp?id=10&utm_source=chatgpt.com))

- 

**Coverage:** CATS services encompass key areas including 28208, 28206, 28216, and 28217, ensuring accessibility for students from these neighborhoods.Reddit ([https://www.reddit.com/r/Charlotte/comments/x6rd82/how\\_does\\_cats\\_work/?utm\\_source=chatgpt.com](https://www.reddit.com/r/Charlotte/comments/x6rd82/how_does_cats_work/?utm_source=chatgpt.com))

- 

**Budget Impact:** For an estimated 100 students in Year 1, the annual cost would be approximately \$105,600. This expense is accounted for in our operational budget.

### Alternative Transportation Options

In addition to CATS passes, CBA is exploring supplementary transportation solutions:

- 

**Contracting with CMS:** We will initiate discussions with Charlotte-Mecklenburg Schools to explore the feasibility of contracting their transportation services for students residing beyond 1.5 miles from the school.

- 

**Private Transportation Services:** Should CMS contracting prove unviable, CBA will consider partnerships with private transportation providers to ensure student access.

### Transportation for Students with Special Needs

CBA is dedicated to accommodating students with special transportation requirements:



- **Compliance:** We will adhere to all state and federal regulations, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).
- **Services:** For students requiring specialized transportation, CBA will coordinate with CMS or certified private providers to deliver appropriate services.
- **Budget Considerations:** An allocation is included in our budget to cover potential additional costs associated with specialized transportation needs.

### Oversight and Compliance

Effective oversight is crucial to the success of our transportation plan:

- **Transportation Coordinator:** A designated staff member will oversee daily transportation operations, liaise with service providers, and address any issues promptly.
- **Compliance Monitoring:** Regular audits and reviews will ensure adherence to all relevant transportation laws and regulations.
- **Stakeholder Communication:** Updates regarding transportation services will be communicated to families and stakeholders through monthly newsletters and meetings.

## 12.2. School Lunch Plan

Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.



Celeste Beauty Academy (CBA) is committed to ensuring that no student is without access to a nutritious meal each day. Our school meal program is designed to meet the needs of our targeted population—primarily students from historically underserved neighborhoods such as zip codes 28208 and 28206 in Mecklenburg County. CBA will participate in the **National School Lunch Program (NSLP)** and maintain full compliance with all local, state, and federal requirements.

## Participation in the National School Lunch Program (NSLP)

CBA will partner with a local food service vendor experienced in preparing and delivering meals that comply with USDA nutritional standards and NSLP guidelines. Students may bring lunch from home or opt into school-provided meals, which will be:

- USDA-compliant and nutritionally balanced
- Delivered fresh daily or weekly
- Offered at free or reduced-price for eligible students

The school will collect **Free and Reduced-Price Lunch Applications** during the enrollment process and make them accessible on the school website. Staff will assist families in completing forms, follow up with previous-year participants, and submit verified applications in accordance with NSLP reporting procedures.

## Emergency and Alternative Meal Support

To ensure no child goes hungry:

- CBA will stock **prepackaged, shelf-stable meals** for students who forget their lunch or experience financial hardship
- These meals will be included in the annual food service budget
- No student will be turned away or left without a meal under any circumstance

## Community Eligibility Provision (CEP) Eligibility & Calculation

CBA will also explore participation in the **Community Eligibility Provision (CEP)**, which allows qualifying schools to provide **free meals to all enrolled students** without requiring individual applications.

To determine eligibility, we will use the following **federal formula**:



**Identified Student Percentage (ISP) = (Number of Identified Students ÷ Total Enrollment) × 100**

Identified students include those directly certified through:

- SNAP (Supplemental Nutrition Assistance Program)
- TANF (Temporary Assistance for Needy Families)
- Medicaid (when applicable)
- Students who are homeless, migrant, runaway, in foster care, or enrolled in Head Start

If the **ISP is 40% or higher**, CBA will opt into CEP. The reimbursement rate is calculated by:

**Free Reimbursement Rate = ISP × 1.6**

Example:

If 40% of students are directly certified, 64% of meals will be reimbursed at the federal free rate, and the remaining 36% at the paid rate. Any uncovered costs will be supplemented through the general operating budget and fundraising efforts.

During enrollment, parents will indicate eligibility or participation in assistance programs. This data will be verified, securely stored, and used to determine eligibility for CEP. Annual evaluations will be conducted to reassess participation.

## **Oversight, Compliance, and Budget**

CBA will assign a **Food Services Coordinator** to oversee:

- Vendor coordination and meal inventory
- Daily oversight of meal distribution and sanitation
- Collection and filing of required forms and documentation
- Menu creation and USDA compliance



In alignment with USDA, NCDPI, and local health department regulations, CBA will ensure:

- All meals meet federal nutrition standards
- Sanitary storage and handling of meals using warming ovens, refrigerators, sinks, and freezers
- All staff are trained in food safety
- Accurate records are maintained for audits and inspections

These requirements are reflected in CBA's operational budget and facilities plan.

## Conclusion

By participating in NSLP and proactively assessing CEP eligibility, CBA ensures that every student has access to a healthy meal every school day—without stigma, financial burden, or logistical barriers. This plan reinforces our commitment to equity, student wellness, and community support.

### 12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

#### Q218. **Attach Appendix L: Insurance Quotes**

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and



projected cost.

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

Total Files Count: 5

Applicant Comments :

Quote provided by Derrick Overholt, CIC. Quote is an estimate given that we are in the approval process.

Main Street Insurance

www.mainstreetins.com

1523 Elizabeth Avenue

Suite 300

Charlotte, NC 28204

Applicant Evidence :



Celeste - Premium In...

Uploaded on 4/22/2025

by Wendy Blake

**12.4. Health and Safety Requirements**

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature



### 12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Start-Up Plan for Celeste Beauty Academy (CBA)

Timeframe	Tasks	Responsible Party	Compensation
Oct-Dec 2023	Incorporate nonprofit entity in NC and submit 501(c)(3) application	Executive Director	Unpaid
Jan-Mar 2024	Market research and interest surveys in 28206/28208	Executive Director, Volunteers	Unpaid
Apr 2024-Mar 2025	Finalize curriculum map + CTE pathway compliance with DPI	ED + CPA + Curriculum Advisor	Part of Charter Budget (CPA retainer)
May-Aug 2025	Launch Celeste Beauty Parlor & Spa for revenue tracking	Kayla Celeste (solo operator)	LLC funded, paid from salon income
Sept-Dec 2025	Charter application interview process	ED + Board	Unpaid
Jan-Dec 2026	Facilities planning, lease negotiations, buildout oversight	Project Manager: Morgan Dyson	Contractor/Architect fees (budgeted)
Jan-Dec 2026	Grant writing, hiring strategy, policy development	Grant Writer + CPA	\$7,500 (contracted)
Jan-May 2027	HR onboarding, DPI training, recruitment, final compliance checks	ED + CPA + HR Director	Staff salaries begin post-July 2027



Mar-Jul 2027	Student recruitment, uniform ordering, kit assembly	Admissions Coordinator (new hire)	Paid from startup funds
Aug 2027	First day of school – 80 ninth-grade students enrolled	All operational staff	Funded through charter funding + reserves

**Applicant Evidence :**



Appendix\_Q221\_Star...

Uploaded on **4/24/2025**  
by **Kayla Celeste Grant-Dixon**

**Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**



Launching a public charter school presents both logistical and strategic challenges. Celeste Beauty Academy has proactively addressed the following anticipated issues with built-in mitigation plans:

### **1. Facility Delays or Funding Gaps**

- Challenge: Leasing or remodeling 2601 Wilkinson Blvd may face delays and still needs approval.
- Solution: Partnership with the Black Chamber of Commerce has opened access to affordable space. CBA will lease a portion while the buildout is ongoing. Rent: \$5,000/mo.
- Mitigation: Startup reserve (\$25,000–\$50,000) is budgeted for unexpected delays.

### **2. Grant Rejection or Delayed Funding**

- Challenge: Public reimbursements or foundation grants may take time.
- Solution: Diversified funding through salon profits, athleisure sales, fundraising events, and a contracted grant writer.
- Mitigation: Quarterly financial reviews and unrestricted donations help maintain liquidity.

### **3. Staffing Gaps or High Turnover**

- Challenge: Hiring qualified instructors in hair, skin, nails, and core subjects.
- Solution: Staff pipeline from the salon network, community college partnerships, and early job posting.
- Mitigation: Volunteer support, contracted roles, and apprenticeships through the nonprofit arm.

### **4. Enrollment Shortfalls**

- Challenge: Failing to meet the 80-student enrollment target for year one.
- Solution: Interest surveys (see Appendix), early outreach events (e.g., Project Vision), and grassroots marketing.
- Mitigation: Flexible enrollment model allows for rolling admissions if needed.

### **5. Public Perception & Brand Awareness**

- Challenge: Competing with Paul Mitchell and other established beauty programs.
- Solution: CBA's charter program offers both academic + beauty education with an entrepreneurial lens.
- Mitigation: A unique value proposition, public community events, and partnerships with local businesses will differentiate CBA.

## **12.6. Facility**

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has



obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

**Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**



Celeste Beauty Academy Inc. has developed a two-phase facility acquisition strategy to support the launch of its inaugural ninth-grade class in August 2027 and ensure long-term operational sustainability in the Charlotte-Mecklenburg area.

### **Phase I: Temporary Facility Lease (2027–2029)**

CBA plans to **lease a portion of 2601 Wilkinson Blvd**, a facility currently being acquired by the Charlotte-Mecklenburg Black Chamber of Commerce (CMBCC). The space is centrally located near the 28206 zip code and will serve as the temporary campus for the first two years of operations.

- 

**Monthly Lease Estimate:** \$5,000

- 

**Initial Lease Term:** August 2027 – May 2029

- 

**Projected Timeline for Occupancy:**

- 

Site visits and design review with CMBCC: Q2 2025

- 

Signed lease: Q3 2025

- 

Space buildout for educational use: Q1 2026 – Q1 2027

Supporting documentation includes a **Letter of Intent** from Celeste Beauty Academy to CMBCC, a **Property Summary Report** for 2601 Wilkinson Blvd, and a **Letter of Support from Cathay Dawkins**, President of the CMBCC.

### **Phase II: Permanent Facility Development (2029–2032)**

The long-term vision includes purchasing land or a vacant school building within ZIP code **28206** to construct a custom facility. This effort will be overseen by **Morgan Dyson**, the architect and official project manager for CBA's expansion.

The design will include:

- 

Classrooms and labs aligned with NC DPI standards

- 

A permanent cosmetology salon for training



- Administrative and community gathering space

Wendy Blake, a **certified project management professional** and current CBA board member, will support oversight of the project from pre-development through final walkthrough.

## **Educational Certificate of Occupancy (ECO) Plan**

CBA will follow the formal North Carolina DPI process to obtain the ECO before opening its temporary facility in 2027. Key steps include:

1.

### **Facility Buildout & Zoning:**

○

Retrofitting will be completed under the guidance of Morgan Dyson and licensed contractors

○

All upgrades will comply with NC DPI's Facility Guidelines and ADA requirements

2.

### **Inspections:**

○

**Fire Safety:** Charlotte Fire Department Station 10 (located at 2810 Wilkinson Blvd) will conduct all fire code inspections

○

**Health & Sanitation:** Inspection by Mecklenburg County Health Department

3.

### **Compliance Filing:**

○

Submission of floor plans, safety reports, and signed lease agreements to the Office of Charter Schools by **Q2 2027**

○

Receipt of ECO prior to student occupancy

## **Contingency Plan**

Should the CMBCC's acquisition be delayed, CBA will:

•

Work with its realtor to identify an alternate short-term lease site within 28206-28208



- Utilize startup reserves for a temporary modular or flexible-use space
- Maintain the same timeline by accelerating internal renovation deadlines

### **Attached References**

- 2601 Wilkinson Blvd Property Summary
- CBA Letter of Intent to CMBCC
- Letter of Support – Cathay Dawkins, CMBCC
- MOU & Letter of Support – Morgan Dyson (Architect & PM)
- Wendy Blake Letter of Commitment & Resume (Project Management Certification)
- Business Insurance Coverage (Main Street Insurance Group) Quote
- CBA Facility Development Timeline 2025–2028



Applicant Evidence :



Property Report for ...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



MOU\_Morgan\_Dyson...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



Letter of Intent from...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



CMBCC Letter of Sup...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



Board Member Wen...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



Letter\_of\_Support\_M...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



Wendy Blake Resum...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



Celeste - Premium In...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**



CBA\_Facility\_Develo...

Uploaded on **4/22/2025**  
by **Kayla Celeste**  
**Grant-Dixon**

**Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**



Celeste Beauty Academy Inc. has designed its facility plan to meet the instructional, vocational, and social-emotional needs of high school students enrolled in a specialized cosmetology and entrepreneurship-focused charter program. The facility plan reflects both **short-term (2027–2029)** and **long-term (2029–2032+)** projections, aligned with student enrollment growth and instructional expansion.

**Short-Term Facility Plan (2027–2029)**

**Site:** 2601 Wilkinson Blvd, Charlotte, NC (leased space via partnership with Charlotte-Mecklenburg Black Chamber of Commerce)

**Projected Enrollment (Year 1):**

- 80 ninth-grade students in Year 1
- One additional grade level added per year
- Total capacity in temporary facility: up to 240 students by Year 3

**Facility Use Plan:**

Space Type	Quantity	Average Size (sq. ft.)	Total Square Footage
Core Academic Classrooms	4	800 sq. ft.	3,200 sq. ft.
Cosmetology Training Lab	1	1,200 sq. ft.	1,200 sq. ft.
Business & Entrepreneurship Lab	1	800 sq. ft.	800 sq. ft.
Student Lounge/Common Area	1	600 sq. ft.	600 sq. ft.
Administrative Office	1	400 sq. ft.	400 sq. ft.
Reception & Entry Area	1	300 sq. ft.	300 sq. ft.
Restrooms & Storage	—	—	700 sq. ft. (est.)

**Total Estimated Square Footage:**

**7,200–7,500 sq. ft.** (reasonable and within range for a cohort-based model)



This layout supports:

- Daily academic instruction
- Lab-based practical cosmetology and business electives
- Supportive services (advising, mentorship, SEL programming)
- Compliance with DPI facility guidelines for charter schools

**Budget Alignment:**

The current lease estimate of **\$5,000/month** for this square footage is aligned with Charlotte-area market rates, particularly for shared or subdivided commercial/educational use. Budgeted startup costs include an additional \$10,000–\$15,000 for minor renovation and compliance upgrades (ADA, ventilation, lab sinks, etc.).

**Long-Term Facility Plan (2029–2032)**

**Site:** New construction or remodel of a purchased property in ZIP code **28206**, designed to permanently house 320 students.

**Projected Space Requirements:**

Space Type	Quantity	Average Size	Total Sq. Ft.
Academic Classrooms (Grades 9–12)	8	800 sq. ft.	6,400 sq. ft.
Cosmetology Lab	2	1,500 sq. ft. each	3,000 sq. ft.
Business/Computer Labs	2	800 sq. ft. each	1,600 sq. ft.
Cafeteria & Multipurpose Room	1	2,000 sq. ft.	2,000 sq. ft.
Administrative Offices	4	250 sq. ft. each	1,000 sq. ft.
Reception & Lobby	1	600 sq. ft.	600 sq. ft.
Media/Library Resource Center	1	1,000 sq. ft.	1,000 sq. ft.



Conference Room & Testing Center	1	600 sq. ft.	600 sq. ft.
Student Lounge/Wellness Room	1	700 sq. ft.	700 sq. ft.
Restrooms, Janitorial, Storage	—	—	2,000 sq. ft.

**Total Estimated Square Footage (Permanent Campus):**  
**~18,900–20,000 sq. ft.**

**Future Funding Strategy:**

CBA plans to fund this facility through a combination of:

- Federal/state facility grants
- Community development funding
- Fundraising campaigns (nonprofit arm)
- Charitable foundation support
- Strategic partnerships

**Conclusion & Reasonableness of Budget Estimate**

The initial lease and long-term facility goals are aligned with industry standards and budgeted responsibly based on:

- Market lease rates in Charlotte (approx. \$13–\$18 per sq. ft./year)
- Comparable facility plans by approved NC charter schools
- Projected student enrollment
- Type of instructional programming (CTE and lab-based learning)

The board’s dual-phase facility approach allows the school to remain financially nimble, meet



immediate needs, and grow into a permanent home that aligns with its educational vision.

Reference Attached to Q223:

Property Report – 2601 Wilkinson Blvd

Lease Letter of Intent to CMBCC

MOU/Letter of Commitment – Architect: Morgan Dyson & Project Manager: Wendy Blake

Facility Buildout Timeline

**Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**



Celeste Beauty Academy Inc. is a career-focused public charter high school specializing in cosmetology, entrepreneurship, and creative business disciplines. Its facility must be intentionally designed to support both traditional academic instruction and vocational, digital, and arts-based programs.

The following facility needs reflect both **short-term (2027–2029)** and **long-term (2029–2032)** operational goals and projected enrollment growth:

**Instructional & Student Learning Spaces**

Space Type	Purpose	Required by Year
<b>Academic Classrooms</b>	Core instruction (Math, ELA, Science, Social Studies, CTE electives)	Short & Long-Term
<b>Cosmetology Training Labs</b>	Hands-on hair, skin, nail, and theory education with state board prep	Short & Long-Term
<b>Business &amp; Computer Labs</b>	Digital literacy, entrepreneurship, branding, and social media marketing instruction	Short & Long-Term
<b>Science Labs (Flexible Design)</b>	Integrated biology and chemistry instruction aligned with NC DPI graduation standards	Long-Term
<b>Art &amp; Creative Studio Space</b>	Beauty design projects, product development, vision board sessions	Long-Term
<b>Library / Media Center</b>	Research, independent study, tutoring, and multimedia resources	Long-Term
<b>Student Lounge / Wellness Room</b>	Quiet space for mental health breaks, mentorship, and group coaching	Short & Long-Term

**Specialty & Elective Spaces (Phase 2 and Beyond)**

Space Type	Purpose	Required by Year
<b>Dance / Movement Studio</b>	Physical education, group wellness classes, and performance electives	Long-Term (optional)



<b>Multipurpose Cafeteria Space</b>	Lunch, community town halls, assemblies, and small group gatherings	Long-Term
<b>Gymnasium or Shared Rec Space</b>	Small indoor/outdoor fitness programming, student activities	Long-Term (shared or leased)
<b>Auditorium or Presentation Space</b>	Student showcases, business pitch events, guest speaker series	Long-Term

**Administrative & Support Spaces**

Space Type	Purpose	Required by Year
<b>Main Office</b>	Reception, visitor check-in, security entry point	Short & Long-Term
<b>Executive Office Suite</b>	Executive Director and Principal's workspace	Short & Long-Term
<b>HR/Operations Office</b>	Staff onboarding, compliance, hiring coordination	Long-Term
<b>Satellite/Guidance Offices</b>	Counseling, social work, academic advising	Long-Term
<b>Conference Room / IEP Room</b>	Meetings, interventions, IEP planning and implementation	Short & Long-Term
<b>Teacher Workroom</b>	Workspace, grading, collaboration	Short & Long-Term
<b>Workroom / Copy Room</b>	Printing, laminating, storage of materials	Short & Long-Term
<b>General Supply Storage</b>	Daily instructional and custodial supply inventory	Short & Long-Term
<b>Beauty Kit / Uniform Storage</b>	Secure space for student kits, uniforms, and equipment distribution	Short & Long-Term



**Flexible Design Priorities**

To maximize efficiency and minimize facility costs during the first 1–2 years, CBA will prioritize **flexible and multipurpose space designs**:

- Cosmetology labs will double as health/science classrooms with proper sanitation protocols.
- Art and media content creation will be integrated into digital marketing instruction.
- Shared meeting rooms will be used for counseling, family engagement, and IEP planning.
- Cafeteria spaces will support both meal service and student-led events like beauty showcases and business pitches.

**Square Footage Estimates (Long-Term Permanent Facility)**

Facility Type	Estimated Square Footage
Academic Classrooms (8)	6,400 sq. ft.
Cosmetology Labs (2)	3,000 sq. ft.
Business/Computer Labs (2)	1,600 sq. ft.
Art/Creative Studio	800 sq. ft.
Library/Media Center	1,000 sq. ft.
Wellness & Lounge Space	700 sq. ft.
Multipurpose Cafeteria / Auditorium	2,000 sq. ft.
Gymnasium or Shared Fitness Space	2,500 sq. ft. (TBD: Shared Lease)
Admin Offices + Conference Rooms	2,000 sq. ft.
Storage / Supply / Copy Room	1,200 sq. ft.

**Total Estimated Permanent Facility:**



~20,000–22,000 sq. ft.

This layout allows CBA to deliver its 4-year high school model with fidelity, offer a fully aligned DPI curriculum, and meet community expectations for enrichment, health, and entrepreneurship.

**Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.**



The proposed short-term facility for Celeste Beauty Academy is located at **2601 Wilkinson Blvd, Charlotte, NC 28208**. The property offers approximately **24,089 sq. ft.** of commercial space available for lease. CBA plans to lease a **subdivided section of approximately 7,200–8,000 sq. ft.** to support Year 1–2 operations.

### Facility Lease Cost Breakdown

- 

**Proposed Monthly Lease (Negotiated):** \$5,000

- 

**Proposed Use Area (approx.):** 7,500 sq. ft.

- 

**Cost per Square Foot (Annualized):**

$\$5,000 \times 12 / 7,500 = \$8.00$  per sq. ft. annually

This cost is **well below** the Charlotte commercial leasing average, which typically ranges from **\$13–\$22/sq. ft.** for educational or office/warehouse space, particularly in central neighborhoods.

### Comparable Market Rates

According to **Canopy MLS records and the 2025 Property Report**, the full building was previously listed at **\$15,000/month for 24,089 sq. ft.**, which equates to:

$\$15,000 \times 12 / 24,089 = \$7.47$  per sq. ft. annually

CBA's targeted lease aligns with this commercial rate and is **comparable or lower** than other educational facilities in Mecklenburg County, particularly due to:

- 

Nonprofit partnership with the Charlotte-Mecklenburg Black Chamber of Commerce

- 

Shared use of a subdivided commercial facility

- 

Existing infrastructure (restrooms, parking, city utilities) already in place

### Budget Alignment & Reasonableness

CBA's Year 0 budget includes:

- 

\$60,000 annual lease allocation



- An additional \$10,000–\$15,000 for ADA updates, cosmetic renovation, and basic classroom conversion
- These estimates are consistent with DPI’s recommended budget range for new charter facilities based on enrollment size (80–240 students)

**Q227. Facility Contingency Plan:** Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.



## Facility Contingency Plan

Celeste Beauty Academy Inc. has developed a strategic contingency plan in the event that the primary facility located at **2601 Wilkinson Blvd** is not available, not fully built out, or otherwise not ready in time for the school's scheduled opening in **August 2027**. This plan is designed to ensure continuity of operations, compliance with DPI requirements, and uninterrupted student instruction.

## Contingency Strategy Overview

### 1. Secondary Lease Site Options

CBA is actively working with its realtor and the Charlotte-Mecklenburg Black Chamber of Commerce to identify **alternative educational-use commercial spaces** within the target enrollment ZIP code (**28206**) and surrounding areas.

Backup options include:

- Shared commercial office suites with flexible configurations
- Underutilized church education buildings
- Modular classroom units on leased land (pending city permits)

### Selection Criteria:

- Minimum of 6,000–7,500 sq. ft. available immediately
- ADA-compliant restrooms and entry points
- Ability to subdivide space for 4 classrooms and 1 lab space
- Accessible by public transportation

### 2. Temporary Classroom Needs

If a temporary facility is required, CBA will prioritize the **core functions needed for Year 1** operations:



Required Space (2027)	Purpose
4 Academic Classrooms	Core subjects (Math, ELA, Science, SS)
1 Cosmetology Theory Lab	Intro to Beauty and Sanitation Curriculum
1 Admin/Reception Space	Student intake, parent meetings, admin oversight
Restrooms	Male/Female/Staff (ADA Compliant)
Minimal Storage Space	Curriculum kits, uniforms, records

These spaces can be configured with **mobile classroom furniture** and **modular lab stations** to adapt to short-term leases.

### 3. Temporary Program Modifications (If Needed)

In the unlikely event that space limitations delay the full buildout of the **hands-on cosmetology lab**, CBA will:

- Deliver **theory-only instruction** in Cosmetology I (permitted under NC DPI CTE policy)
- Adjust the lab schedule using **rotating or hybrid instruction** (e.g., half-day sessions in a shared space)
- Expand partnerships with **local salons** to host student demos or field-based learning when appropriate

No core academic instruction will be sacrificed. However, the following **non-essential programs** may be delayed or modified:

- Large group events (assemblies, performances)
- Use of cafeteria/multipurpose spaces
- Full implementation of branding/business lab until space permits

### 4. Financial Readiness



CBA's board has budgeted a **\$25,000–\$50,000 reserve fund** as part of its Year 0 plan to address:

- Unexpected lease deposits or rent increases
- Modular classroom rentals or move-in upgrades
- Permit and compliance costs tied to temporary locations

This reserve ensures the school can adapt quickly without compromising educational quality.

### **5. Governance & Decision-Making**

The CBA Executive Board (which includes a certified project manager, CPA, and architect) will convene emergency meetings and authorize alternate lease agreements within 30 days of any delay confirmation. Morgan Dyson, the architect/project manager, will remain on standby for assessment of alternate properties.

**Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**



The Celeste Beauty Academy Inc. (CBA) board has the strategic, financial, and technical expertise necessary to manage the acquisition, build-out, and operation of an educational facility. The board has taken a proactive and phased approach to facility development, including leasing, renovation planning, and eventual new construction.

### **Key Board Members Involved in Facility Oversight**

#### **Wendy Blake – Board Member at Large**

- 

**Certification:** Project Management Professional (PMP® Certified)

- 

**Experience:** Over 20 years of experience in technology project management and infrastructure planning for Fortune 500 companies.

- 

**Role at CBA:** Wendy supports all facility acquisition processes, project schedules, risk mitigation planning, and contractor coordination.

- 

**Responsibilities:** Oversees procurement timelines, manages internal project dashboards, and ensures board-level accountability during the lease and build-out process.

#### **Morgan Dyson – Project Manager & Architect (External)**

- 

**Position:** Contracted architect and official project manager for CBA's facility planning.

- 

**Experience:** 5+ years in school facility design, adaptive reuse of educational buildings, and code-compliant classroom conversion.

- 

**Commitment:** Has submitted a signed MOU and letter of support confirming her oversight of the renovation and permanent buildout phases for CBA.

#### **Pauline Grant-Jones – Board Chair & Certified CPA**

- 

**Experience:** 30+ years in nonprofit finance, with deep experience budgeting for multi-phase capital projects.

- 

**Role at CBA:** Reviews lease terms, negotiates vendor contracts, and ensures all expenses related to



facilities align with grant reporting and nonprofit IRS requirements.

### **Kayla Celeste Grant-Dixon – Executive Director**

- 

**Experience:** Founder of the Celeste brand, responsible for acquiring and building out a commercial salon suite and launching a for-profit spa under LLC structure.

- 

**Role at CBA:** Oversees communication between the board, realtor, and community partners; coordinates facility readiness with instructional program needs.

### **Facility Planning Actions Already Taken**

- 

Incorporated legal separation between the nonprofit and for-profit entities to comply with IRS and DPI guidelines.

- 

Submitted a **Letter of Intent** to lease a portion of **2601 Wilkinson Blvd** from the Charlotte Mecklenburg Black Chamber of Commerce.

- 

Obtained property documentation and quotes for educational renovations and liability insurance (see Appendix 7.6 and 11.8).

- 

Developed a **Contingency Plan** for alternate sites, including modular classrooms or temporary leases.

- 

Allocated startup reserve funds in the Year 0 budget for unexpected build-out costs.

### **Board Governance and Oversight Mechanisms**

- 

**Monthly Board Meetings:** Held the third Sunday of each month; facility planning is a standing agenda item.

- 

**Emergency Facility Subcommittee:** Activated if delays or negotiations require expedited board review.

- 

**Quarterly Budget Reviews:** Led by the Board Chair and CPA to track facilities spending against



startup projections.

- 

**Compliance & Reporting:** All facility agreements, vendor contracts, and inspections are documented and reviewed for charter reporting and audit readiness.

## 12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q230. Explanation (optional):



## 13. Financial Plan

### 13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

**Q230. If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.**

At this time, Celeste Beauty Academy Inc. does not have formal letters of commitment for additional outside revenue. However, the board and leadership team have implemented a multi-pronged financial sustainability strategy that includes self-generated income, donor engagement, and ongoing funding outreach.

**Q231. Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) "Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:**

**Excel 2021 or later (PC and Mac)**

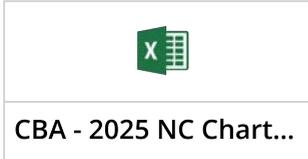
**Excel for Microsoft 365 Subscriptions (PC and Mac Versions)**

**Excel Online"**

Upload Required   File Type: excel   Max File Size: 30   Total Files Count: 5



Applicant Evidence :



CBA - 2025 NC Chart...

Uploaded on **5/28/2025**  
by **pauline grant-jones**

## 13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

### Q233. How was the student enrollment number projected?

Student enrollment was projected based on average enrollment for charter school in the Mecklenburg area.

### Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Our model at CBA is aimed at kids who do not want the traditional four-year college degree but want to provide a decent living for their families through entrepreneurship. According to the "National Center for Education Statistics" only 45% of high school students immediately enroll in a four-year institution. That leaves a market of 65% of students that need to develop marketable skills to earn a living. CBA offers a path to that objective.

### Q235. Provide the break-even point of student enrollment.



According to the attached budget, the break-even point is as follows.

Year 1 - 100

Year 2 - 160

Year 3 - 190

Year 4 - 210

Year 5 - 230

**Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

In addition to the charter school, CBA will operate a beauty salon. Although we plan to charge below market rates because it is where students will receive hands on training, we do expect to cover operational cost, and any proceeds will be used to further the school's objective. CBA is a non-profit 501(c)3 organization so we plan to continue fundraising activities along the way.

The budget is also based on an average student ration of 16:1, less students will require less teacher. CBA will monitor the budget on a monthly basis to ensure our objectives can be achieved.

**Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

The budget does rely on a loan to secure financing for the purchase of a school building with a cost not to exceed \$5 million, at 7% for 25 years.

**Q238. Provide the student to teacher ratio that the budget is built on.**

The average student/teacher ratio for CBA is 16:1. According to USNEWS, the average ratio for Charlotte NC is 17:1.

Charlotte-Mecklenburg Schools - U.S. News Education (<https://www.usnews.com/education/k12/north-carolina/districts/charlotte-mecklenburg-schools-102653>)



**Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**

Pauline Grant-Jones is a Certified Public Accountant with a master's degree in School Business Administration.

Kayla C Grant-Dixon is a graduate from Florida A&M University and currently holds a Cosmology license.

**Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

CBA will have IEP documentation on high needs students with disabilities. The IEP plan will determine if additional services, adjustments, or funding is needed to address any additional needs that may arise. CBA's professionals will be ready to make any adjustments necessary.

**Q241. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

Payroll will initially be handled through our accounting program QuickBooks. If the need arises, we will switch to ADP, a known and respectful payroll processing company.

Annual audits will be outsourced. We will work with the NCCPA organization to identify available audit organizations and request proposals for 3 auditing firms and make the selection from the proposals. We will consider price, experience and availability.

All other functions we plan to do in-house.

**Q242. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.**

CBA will contract for custodial support services. Request for proposals will be issued and obtained from three contractors. CBA will consider price, experience and availability when making a selection.

**Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.**



CBA's budget is based on its mission to empowers high school students in Charlotte to graduate with a diploma, preparation for state cosmetology license, and entrepreneurial skills. Our curricular was developed to ensure we succeed in our mission.

We cater to high school students, because of that we included in our budget daily bus tickets for our student to attend school daily. When selecting a location for our building, this will be an important criteria.

We architectural designs will include not only classrooms, but also a salon where our students can receive hands on experience in carrying out our mission.

**Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

Less than .05% of our budget is planned for general fund balance. CBA plans build a general fund balance through its salon and other fundraising efforts.

**Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

CBA will lease facilities year one of operations. Once our application is approved, we plan to leverage it to obtain financing to build a school so that year two, we can begin operating in a building owned by CBA.

**Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.**

CBA plans to purchase all assets for the school and its operations.

### 13.3. Financial Compliance

**Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**



CBA organizational structure supports effective internal control over accurate financial reporting and safeguarding of assets by the following:

- Establish internal reporting responsibilities for each functional area and program unit in the organization.
- Maintaining an organizational structure that facilitates effective reporting and other communications about internal control over financial reporting.
- Retaining and regularly evaluating individuals competent in financial reporting and related oversight roles.
- Board of directors actively evaluating and monitoring risk of management override of internal controls and consider risks affecting the reliability of financial reporting.
- Adopting sound integrity and ethical values.
- Assigning appropriate levels of authority and responsibility to facilitate effective controls.
- Assuring financial reporting objectives align with the requirements of funding sources and internal requirements.
- Ensuring information presented is classified and summarized in a reasonable manner, neither too detailed nor too condensed.
- Ensuring that the information technology infrastructure and processes support financial statement reporting objectives.
- Ensuring the organization financial policy and procedures reduce the risk of someone committing fraud.
- Varying the scope and frequency of separate evaluations depending on the significance of risk being controlled and the importance of those risks.

**Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

A member of the Board of Directors is also the mother of the Executive Director.

**Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**

A firm has not yet been identified but the following firms are presently being investigated:

Ernst & Young LLP

Sharpe Patel PLLC

## 13.4. Certify



Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q250. Explanation (optional):



## 14. Other Forms

Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 2

### Resources


2025 Charter School ...

### Applicant Evidence :


CBA 2025 Charter Sc...

Uploaded on **4/22/2025**  
by **pauline grant-jones**



## 15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No



## 16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

**Q256.\*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.**

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools  
6307 Mail Service Center Raleigh, NC 27699-6307

I understand

### Resources


2025 Payment Form....



## 17. Signature page

Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources



### Applicant Evidence :



Uploaded on **4/22/2025**  
by **pauline grant-jones**

Q258. Board chair, please digitally sign your application here.

Signature

Final Status



Reject     Approve

**Approver Comments**

# Celeste Beauty Academy Inc.

## Empowering the Next Generation of Beauty Entrepreneurs

### Mission Statement

Celeste Beauty Academy Inc. (CBA) is a nonprofit organization committed to **empowering aspiring beauty professionals through education, mentorship, and hands-on business experience**. We bridge the gap between **cosmetology, entrepreneurship, and financial literacy** to create **sustainable career paths for students and professionals** in the beauty industry.

### Vision Statement

Our vision is to **establish the first 9-12 cosmetology-focused charter academy of its kind in North Carolina by 2027**, integrating **beauty education, business development, and industry innovation** to create **financially independent beauty entrepreneurs and professionals**.

### 2024 Impact & Achievements

In our **first year of operation**, we have:

- ✓ **Awarded \$500 cosmetology scholarships** and provided professional development to beauty students.
- ✓ **Hosted a networking event in Milwaukee, WI, with 50+ professionals**, resulting in paid graphic design and social media internships.
- ✓ **Distributed over 100 hygiene care bags** to underserved teens in Charlotte, NC.
- ✓ **Secured financial support through donations, grants, and in-kind contributions totaling \$31,150.04** (per 2024 financial report).
- ✓ **Preparing to launch Project Celeste: Fitness, Fashion & Empowerment on March 31, 2025**, an athleisure line where **100% of proceeds fund our nonprofit initiatives**.

### Core Initiatives & Sustainability Model

CBA operates through **six key initiatives**, ensuring a **self-sustaining model that combines nonprofit impact with for-profit ventures**:

1. **The Vision Project** – Goal-setting workshops for at-risk youth.
2. **The Connection Project** – Industry networking and mentorship events.
3. **CBA's CEO Project** – A 16-week entrepreneurial bootcamp (for-profit & nonprofit business training).
4. **The Holiday Care Project** – Annual self-care and hygiene giveaways for underserved teens.

5. **Project Celeste: Fitness, Fashion & Empowerment** – Athleisure line launching in 2025, funding CBA's community impact programs.
6. **Project Legacy: The Business & Beauty Leadership Charter Academy** – The first-of-its-kind 9-12 charter academy, projected to open in 2026 in North Carolina.
7. **Celeste Beauty Parlor & Spa** – A for-profit salon providing hands-on experience for students, employment opportunities, and serving as a financial leg for the charter academy and community initiatives.

## **Sustainable Business Model**

CBA is designed for long-term financial sustainability by integrating nonprofit initiatives with revenue-generating ventures:

- **Nonprofit Funding:** Secured through grants, corporate sponsorships, fundraising events, and donor contributions.
- **For-Profit Ventures:** **Celeste Beauty Parlor & Spa** (a full-service salon) and **Project Celeste Athleisure Line** provide ongoing funding to support the charter academy and nonprofit initiatives.
- **Student Workforce Development:** Graduates transition directly into jobs at our salon or start their own businesses, ensuring career longevity and economic empowerment.

## **Financial Overview & Funding Needs**

- **Total 2024 Revenue:** \$31,150.04
- **Total 2024 Expenses:** \$30,727.32
- **2025 Funding Goal:** \$490,951 to expand operations, launch the athleisure line, and develop the charter school.
- **Projected Charter Academy Investment (2027 Launch):** \$1.5M

**Current Updated Budget** available upon request: [chairman@celestebeautyacademy.com](mailto:chairman@celestebeautyacademy.com)

## **Leadership & Governance**

CBA is led by a nationwide working and advisory board spanning Florida, Illinois, Georgia, North Carolina, Wisconsin, and Texas.

### **Executive Board of Directors (Financial Contributors)**

- **Kayla Celeste Grant-Dixon** – Founder, Executive Director \$25/mo
- **Pauline Grant-Jones** – Board Chair, CPA, \$25/mo
- **Treyvon Edmons** – Governance Chair, Community Engagement \$25/mo
- **Kellen McCullough** – Treasurer, Fundraising Advisor \$10/mo
- **Wendy Blake** – Board Member At Large, Project Manager \$25/mo

## Growth & Expansion Plan

- 📍 **2025** – Expand CBA’s impact through additional scholarships, business training (Project CEO), and the **Project Celeste athleisure launch & open our for profit leg: Celeste’s Beauty Parlor & Spa.**
- 📍 **2026** – Establish the foundation for **CBA’s charter academy in North Carolina**, the first of its kind in the U.S.
- 📍 **2027+** – Open **CBA’s charter academy in North Carolina**, integrating industry partnerships and job placements.

## Join Us in Transforming the Beauty Industry

We are seeking **funding partners, board members, and investors** to help scale our mission and impact. **Your support will directly contribute to creating financially independent beauty professionals and business leaders. If interested in any of our opportunities or have any questions about the information provided, please don’t hesitate to reach out!**

✉ **Contact:** [president@celestebeautyacademy.com](mailto:president@celestebeautyacademy.com)

📍 **Website:** [www.celestebeautyacademy.com](http://www.celestebeautyacademy.com)

## PROPOSED BYLAWS OF CELESTE BEAUTY ACADEMY

### ARTICLE I – CELESTE BEAUTY ACADEMY INC

#### Section 1: Name

The name of the non-profit corporation is CELESTE BEAUTY ACADEMY OF IREDELL COUNTY, duly authorized under the statutes of the State of North Carolina.

#### Section 2: Principle Office

The Executive Director and principal office of the Corporation is located in the Town of Troutman, in Iredell County, in the State of North Carolina. The street address of the initial registered office of the Corporation is, 172 Fairfield Dr., Troutman North Carolina, 28166 and the name of the initial registered agent at such address is Kayla C Grant-Dixon.

### ARTICLE II – Purposes

#### Section 1: Purposes

The mission of the Celeste Beauty Academy is as follows:

Celeste Beauty Academy mission is equipping youth ages 13–19 with the skills, knowledge, and confidence to succeed in the beauty industry and beyond. Our flagship initiative is a tuition-free charter school that integrates high school coursework, cosmetology preparation, and entrepreneurial training within a culturally responsive and community-rooted environment.

BY-LAWS OF CELESTE BEAUTY ACADEMY  
Amended by Board of Directors, April 20, 2025

**ARTICLE I - Name of Non-Profit Corporation**

**Section 1: Name**

The name of the non-profit corporation is CELESTE BEAUTY ACADEMY OF IREDELL COUNTY, duly authorized under the statutes of the State of North Carolina.

**Section 2: Principal Office**

The principal office of the Corporation is located in the Town of Troutman, in Iredell County, in the State of North Carolina. The street address is 172 Fairfield Dr, Troutman NC 28166 and the name of the current registered agent at such address is Kayla C Grant-Dixon.

**ARTICLE II-Purposes**

**Section 1: Purposes**

The mission of the Celeste Beauty Academy is as follows:

The Celeste Beauty Academy mission is to empower high school students in Charlotte to graduate with a diploma, preparation for state cosmetology license, and entrepreneurial skills—preparing them for college, careers, and leadership in the beauty and wellness industry.

**ARTICLE III - Board of Directors**

**Section 1: Powers**

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

**Section 2: Number, Qualifications, Nomination, Election, and Tenure**

- a) The number of directors constituting the Board of Directors shall be no less than five (5) and no more than eleven (11).
- b) A person needs to be at least eighteen (18) years old to be qualified as Director.
- c) Paid employees of the Corporation may serve on the Board of Directors only as Non-Voting Members.
- d) When a vacancy or vacancies occur, either by death resignation, removal from office, end of term, tenure limit, and/or for any other reason, the board may vote at its January meeting to accept new nomination for election using the following process.
  - The board chair appoints a nominating committee to solicit and review nominations and to bring a recommended slate of board members to the board for approval at the May board meeting. This committee will include at least the board chair, Executive Director (limited additional members of the board, school community may also be appointed).

- After determining the board positions to be filled and recruitment needs, a call for nominations for board members will be made to the school community in February, allowing 4 weeks for a response. This call for nominations will be promoted to all current families, faculty, staff and the general community through the PTO and the school website. Applicants must submit an application and resume to the Nominating committee.
- The nominating committee shall close the call for nomination at the February meeting and begin the process to review the nominees and select a slate for recommendation to the full board no later than the board's April meeting
- The full board shall consider and vote on the slate as recommended no later than the May board meeting.
- Board training will be provided in June
- The new member(s) term shall begin at the July meeting
- If the board membership falls below the minimum required by the bylaws then immediate nominations and elections may occur. The sitting Board Members may conduct interviews with the prospective Board candidates.

e) With the exception of the very first planning board, each Director shall hold office for a period of two years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of two years, and one (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve two-year terms.

f) Except non-voting employee Directors, each person appointed or elected may serve a maximum of three (3) consecutive (2) year terms. Directors may then serve additional one year terms at the pleasure of the board, with annual reelection. However, each director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified, or until that director is removed.

### **Section 3: Ex-Officio Directors**

The School Administrator/Chief Executive Officer of the Corporation shall during his or her respective term serve as an Ex-officio member of the Board of Directors. In addition, there shall be such other Ex-officio Directors as elected by a vote of the Directors then holding office. Each Ex-officio Director, including the School Administrator, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

### **Section 4: Duties**

a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these Bylaws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

- b) Directors shall appoint, remove, and evaluate the School Administrator/Chief Executive of the Corporation.
- c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation.
- d) Directors shall meet at such times and places as required by these Bylaws. The Board will consider a director with two consecutive un-excused absences from regular meetings as having resigned.
- e) Directors shall register their addresses with the Secretary of the Celeste Beauty Academy.

### **Section 5: Resignation of Directors**

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

### **Section 6: Vacancies**

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy may be filled as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds.

### **Section 7: Compensation**

Directors shall serve without compensation for their services to the Board. However, a person who is a Director may receive compensation for serving in another capacity in the Charter School for which there should be reasonable compensation, e.g., compensation as a substitute teacher for a short period of time.

### **Section 8: Director's Adverse Interest**

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

### **Section 9: Certain Director Liability**

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all

Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

## **ARTICLE IV-MEETINGS**

### **Section 1: Regular Meetings**

The Board of Directors will meet a minimum of six (6) times per year with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meetings shall be the annual meeting (Section 4) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors.

### **Section 2: Substitute Regular Meetings**

If any regular meeting shall not be held as designated in Section 1, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting.

### **Section 3: Special Meetings**

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than four (4) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 4, below.

### **Section 4: Annual Meeting**

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

### **Section 5: Notice of Meetings**

Notice of any regular meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members at least one-week (seven days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least four (4) days prior thereto. All notices shall be in writing delivered personally or sent by mail, telegram, fax, or electronic mail to the address of each Director as shown on the records of the Corporation with a confirmation from each Director that notice was received and to be sent to Secretary.

### **Section 6: Quorum**

The presence of one half (1/2) of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

### **Section 7: Decision Making**

Actions by the Board will be decided by majority vote, with the exception of an action on a previously adopted item, which requires two-thirds (2/3) majority vote. The Chair will call for a vote on all agenda items identified on the agenda as "Decision Required." Except as otherwise provided by statute, or by the Charter of the Corporation, or by these

Bylaws, if a quorum is present when a vote is taken, the affirmative vote of a majority of directors present is the act of the Board of Directors and shall control on all matters. Voting by proxy is not permitted.

## **ARTICLE V-Officers**

### **Section 1: Designation of Officers**

The officers of the Board of Directors of this Corporation shall include the Chairperson, Vice-Chairperson, Secretary and Treasurer. The Directors may designate and fill other corporate officers as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

### **Section 2: Election, Term of Office and Qualifications**

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

### **Section 3: Subordinate Officer and Agents**

The Board of Directors may appoint other officers or agents (i.e. School Administrator/Chief Executive Officer), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

### **Section 4: Duties**

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonable prudent men and women would exercise in similar circumstances and like positions.

### **Section 5: Removal**

The officers specifically designated in Section 1 of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance

with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a majority vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

### **Section 6: Resignations**

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary of Celeste Beauty Academy, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this article, by giving written notice to the appointing officer or agent.

### **Section 7: Vacancies**

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

### **Section 8: School Administrator/Chief Executive Officer**

The School Administrator/Chief Executive Officer shall have general charge of the business and affairs of the corporation and control over its employees. The School Administrator/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations. The School Administrator/Chief Executive Officer shall serve as ex-officio member of the Parent Advisory Committee and the Board of Directors as well as work in partnership with these groups to achieve the mission of NCS.

### **Section 9: Chairperson**

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

### **Section 10: Vice-Chairperson**

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

### **Section 11: Secretary**

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

## **Section 12: Treasurer**

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine. In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therein.

## **ARTICLE VI - Committees**

### **Section 1: General**

The Board shall have an Executive Committee and five (5) standing committees - Finance, Personnel, Audit, Resource Development, and Board Development. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee

### **Section 2: Executive Committee**

The Executive Committee shall be composed of the officers of the Board of Directors, and will include the immediate past Chairperson. The Executive Committee is commissioned by and responsible to the Board of Directors to function on behalf of the Board of Directors in matters of emergency and in interim periods between regularly scheduled board meetings, The Executive Committee shall have and exercise the authority of the Board of Directors provided that such authority shall not operate to circumvent the responsibility and authority vested in the Board of Directors by the by-laws, and any action taken is to be ratified by the Board of Directors at its first subsequent meeting.

### **Section 3: Finance Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Chief Executive Officer shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

### **Section 4: Personnel Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect a Personnel Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Chief Executive Officer shall serve as Ex-officio members of the Personnel Committee. The Personnel Committee will advise the Board of Directors on matters pertaining to personnel administration and staffing. This responsibility shall, in no way, interfere with the authority of the School Administrator/Chief Executive Officer to hire, supervise, and, in accordance with personnel policies, terminate the remaining staff of the charter school. The Board of Directors hires the charter school administrator.

## **Section 5: Public Relations Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect an Public Relations Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Chief Executive Officer shall serve as Ex-officio members of the Public Relations Committee. The Public Relations Committee work to strengthen relationships with families and local stakeholders.

## **Section 6: Charter School Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect a School Charter Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Chief Executive Officer shall serve as Ex-officio members of the School Charter Committee. The School Charter Committee will oversee school operations, set policies and ensure compliance with legal and financial regulations. They will monitor and develop curriculum and monitor student performance and instructional quality..

## **Section 7: Board Development Committee**

The Chair of the Board shall nominate and the Board of Directors shall elect a Board Development Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Administrator/Chief Executive Officer shall serve as Ex-officio members of the Board Development Committee. The Board Development Committee will be responsible for matters pertaining to the Board of Directors' recruitment, nominations, orientation, training, and evaluation in accordance with the by-laws of the charter school as well as established policies and practices approved by the Board of Directors.

## **ARTICLE VII- (not used)**

## **ARTICLE VIII – General Provisions**

### **Section 1: Corporate Seal**

The corporate seal shall be in such form as shall be approved by the Board of Directors.

### **Section 2: Fiscal Year**

The fiscal year of the corporation shall be July 1 through June 30.

### **Section 3: Amendments to Bylaws**

These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting upon a consensus vote of the Directors then in office provided however, that notice shall be given of the intention to alter, amend, or repeal or to adopt new Bylaws at such meeting at least seven (7) days prior to such meeting in writing delivered personally or sent by mail, email or fax to the address of each Director as shown on the records of the Corporation.

### **Section 4: Books and Records**

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

### **Section 5: Meeting Regulation**

All meetings of the Corporation, including annual, special, and other meetings, shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; be willing to let up when it's time; listen: sit back, breathe, hear; learn from others; be willing to encourage "thinking out of the box"; strive to find another answer.

### **Section 6: Officer and Director Indemnification**

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorney's fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55—17.3 or North Carolina General Statutes or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these Bylaws.

### **Section 7: Conflict of Interest**

No Director, officer, or employee of the corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the corporation, and the corporation shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the corporation that no Director, officer, or employee of the corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the

power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

**Section 8: Prohibited Activities**

The corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

**Section 9: Disposal of Assets**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.



# NORTH CAROLINA

## Department of the Secretary of State

To all whom these presents shall come, Greetings:

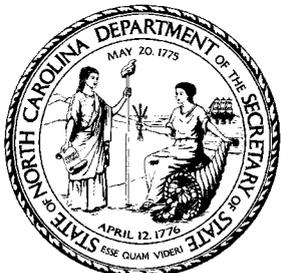
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### CELESTE BEAUTY ACADEMY INC

the original of which was filed in this office on the 26th day of October, 2023.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 26th day of October, 2023.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Celeste Beauty Academy Inc

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Kayla C Grant-Dixon

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 172 Fairfield Dr

City: Troutman State: NC Zip Code: 28166-0049 County: Iredell

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

5. The name and address of each incorporator is as follows:

Name	Address
<u>Kayla C Grant-Dixon</u>	<u>172 Fairfield Dr Troutman NC, 28166-0049 United States</u>
_____	_____
_____	_____

6. (Check either "a" or "b" below.)

a.  The corporation will have members.

b.  The corporation will not have members.

7.  Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8.  Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (414) 708-1503

Number and Street: 172 Fairfield Dr

City: Troutman State: NC Zip Code: 28166-0049 County: Iredell

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Pauline Grant-Jones	172 Fairfield Dr Troutman NC, 28166-0049 United States	Treasurer

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the 24th day of October, 2023.

\_\_\_\_\_  
Incorporator Business Entity Name

Kayla C Grant-Dixon

\_\_\_\_\_  
*Signature of Incorporator*

Kayla C Grant-Dixon Incorporator

\_\_\_\_\_  
*Type or print Incorporator's name and title, if any*

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION  
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622  
Form N 01

Purpose of Corporation

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.

#### The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.



Department of the Treasury  
Internal Revenue Service  
Tax Exempt and Government Entities  
P.O. Box 2508  
Cincinnati, OH 45201

CELESTE BEAUTY ACADEMY INC  
172 FAIRFIELD DR  
TROUTMAN, NC 28166

Date:  
07/01/2024  
Employer ID number:  
93-4126008  
Person to contact:  
Name: Rodney Joash  
ID number: 62026  
Telephone: 877-829-5500  
Accounting period ending:  
December 31  
Public charity status:  
170(b)(1)(A)(ii)  
Form 990 / 990-EZ / 990-N required:  
Yes  
Effective date of exemption:  
October 26, 2023  
Contribution deductibility:  
Yes  
Addendum applies:  
No  
DLN:  
26053741005203

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin  
Director, Exempt Organizations  
Rulings and Agreements

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Year 1	Nineth, Tenth & Eleventh Grade	100
Year 2	Nine, Ten, Eleven and Twelfth Grade	160
Year 3	Nine, Ten, Eleven and Twelfth Grade	190
Year 4	Nine, Ten, Eleven and Twelfth Grade	210
Year 5	Nine, Ten, Eleven and Twelfth Grade	230

**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

Year 1  
Year 2  
Year 3  
Year 4  
Year 5

<b>Ethnicity/Race</b>	<b># of Students</b>	<b>Percentage (%)</b>
American Indian or Alaska Native		0%
Asian		0%
Black or African American	80	35%
Hispanic		0%
Native HI or Pacific Islander		0%
Two or More Races	96	42%
White	55	24%
<b>EDS Subgroups</b>		0%
Economically Disadvantaged Students	230	100%
Students with Disabilities		0%
English Language Learners		0%
Students Experiencing Homelessness		0%

Year	Month	Type	CS	Charter School Name	9th	10th	11th	12th	
2023	Month	Fina	Enrollment	60D	Lake Norman Charter	210	211	196	189
2023	Month	Fina	Enrollment	60G	Queen's Grant Community School	152	162	116	128
2023	Month	Fina	Enrollment	60I	Community School of Davidson	142	135	137	143
2023	Month	Fina	Enrollment	60J	Socrates Academy	34	30	0	0
2023	Month	Fina	Enrollment	60K	Charlotte Secondary School	38	33	18	40
2023	Month	Fina	Enrollment	60M	Corvian Community School	134	113	117	101
2023	Month	Fina	Enrollment	60Q	Invest Collegiate	25	23	9	13
2023	Month	Fina	Enrollment	60S	Bradford Preparatory School	141	108	101	99
2023	Month	Fina	Enrollment	60U	Commonwealth High School	116	130	147	102
2023	Month	Fina	Enrollment	60Y	Pioneer Springs Community School	49	38	26	0
2023	Month	Fina	Enrollment	61L	Stewart Creek High School	114	113	98	76
2023	Month	Fina	Enrollment	61M	Charlotte Lab School	89	63	73	0
2023	Month	Fina	Enrollment	61N	Queen City STEM School	51	47	27	11
2023	Month	Fina	Enrollment	61X	Jackson Day School	54	57	49	21
2023	Month	Fina	Enrollment	63B	Sandhills Theatre Arts Renaiss	0	11	18	14
2023	Month	Fina	Enrollment	64A	Rocky Mount Preparatory	91	66	53	53
2023	Month	Fina	Enrollment	65F	American Leadership Academy-Coastal	19	0	0	0
2023	Month	Fina	Enrollment	65G	Girls Leadership Academy of Wilmington	63	34	32	53
2023	Month	Fina	Enrollment	66A	KIPP Gaston College Preparatory	138	131	76	94
2023	Month	Fina	Enrollment	68A	Eno River Academy	103	99	91	73
2023	Month	Fina	Enrollment	69A	Arapahoe Charter School	30	33	15	26
Average Students Per Grade					85.38	77.95	66.62	58.86	

## **Parent & Guardian Commitment Summary – Question 119**

Celeste Beauty Academy (CBA) has conducted extensive community outreach to demonstrate demand and commitment from parents and guardians regarding the enrollment of their children. This document summarizes our two-part data collection effort and highlights key insights that support our mission and enrollment projections.

### **Overview of Collected Survey Data**

CBA collected data through two community survey efforts: an Impact Survey conducted during our holiday giveaway event and an Interest Survey distributed in high-traffic public areas in collaboration with local community partners. These surveys were targeted to reach underserved populations within the 28208 zip code and surrounding areas.

### **Why Two Survey Files?**

We are submitting two .CSV files as part of this application to reflect distinct yet complementary data sources:

- The **Impact Survey** was administered during our annual Holiday Giveaway event in December 2024, hosted in the 28208 zip code. This survey collected information from families already engaged with our nonprofit services and measured the community's perceived need for holistic education models that include career training and wraparound services.
- The **Interest Survey** was conducted in early 2025 at local community hubs including Walmart, Food Lion, and the Boys & Girls Club parking lots. This effort captured prospective family interest in enrolling their children at CBA and their desire for academic and vocational education combined.

### **Key Findings**

- Over 100 families completed our surveys across both initiatives.
- 82% of Interest Survey respondents confirmed they would enroll their child in CBA.
- The majority of respondents were from historically underserved areas, primarily in zip code 28208.
- Families expressed strong interest in a high school experience that combines cosmetology, financial literacy, and college preparation.
- Community need was validated across both survey types, especially in terms of educational equity, job readiness, and access to mentorship.

### **Relationship to Community Support and Facilities**

Our interest and impact survey efforts were amplified by community partnerships. A key partner, Cathay Dawkins, President of the Black Chamber of Commerce, provided a letter of support for our proposed use of 2601 Wilkinson Blvd as the temporary site for CBA's first student cohort. This facility is centrally located within our target population

area and aligns with the demographic reach of our survey respondents. His support letter is included under Question 118 of this application.

### **Conclusion**

The attached CSV files and summary reflect the community's readiness and enthusiasm for the launch of Celeste Beauty Academy. Our targeted outreach in underserved areas, combined with strong community partnerships, demonstrates clear and quantifiable demand from families eager for innovative education rooted in career and college readiness.



## MECKLENBURG COUNTY Office of Economic Development

To To Whom It May Concern:

It is my honor to recommend and support Celeste Beauty Academy Inc. operated by Kayla Celeste Grant-Dixon - Executive Director. I have had the pleasure to know and work with Kayla Celeste Grant-Dixon Executive Director for several years. Being a highly skilled educator, entrepreneur and constant professional possessing experience with strategic planning-operations, curricula planning, business programming management and delivering resources to a diverse audience that include seniors, youth, and families throughout Mecklenburg County and the Tri-State area.

Her leadership skills managing multiple complex projects involving highly sensitive information has proved to be a very strong suite for Kayla. I was fortunate enough to develop a friendship with Kayla that proved to be an asset to Mecklenburg County's in delivering programming to the underserved population, and the business community. The same characteristics that convinced me to admirer her integrity, strong work ethic and knowledge of the community and resource mapping, are reasons why I am happy to provide her with an unqualified endorsement of supporting her educational institution that will provide needed programming to the citizens of Mecklenburg County.

Kayla brings to all her activity's energy, enthusiasm, and commitment. This is to be expected in any successful member of an educational program, and in this regard, Kayla fits in well. Be it in the parsing of intricate technical consulting to clients, the crafting of an object hierarchy, or the establishment of best practices with an emerging technique to problem solve, Kayla consistently delivers high-quality customer service for the community. This speaks to her overall intellect and ability to learn, attributes that will serve her well as a leader and advisor to others.

She has a deep-rooted spirit of helpfulness that, coupled with her quick grasp of subject matter, speaks well to her abilities as a coach, mentor, advisor, and proficiency with identifying needs and determining appropriate service referrals.

Kayla is a valued member to any organization and regardless of the difficulty of the task to hand or the novelty of the challenge. Her combination of intelligence, commitment, perseverance, creativity, and a compassionate character will certainly make her a valuable member of any academic program. I encourage you to look favorably upon her application.

Sincerely,

Mark A. Stewart, MBA, MS  
Senior Program Manager Mecklenburg County  
Office of Economic development  
[Mark.stewart@mecknc.gov](mailto:Mark.stewart@mecknc.gov)  
704-589-9404

## Letter of Intent from Celeste Beauty Academy Inc. to the Black Chamber of Commerce

Date: April 15, 2025

To: Mr. Cathay Dawkins  
Black Chamber of Commerce  
2601 Wilkinson Blvd  
Charlotte, NC 28208

**Subject: Letter of Intent – Proposed Lease of 2601 Wilkinson Blvd for Celeste Beauty Academy Inc.**

Dear Mr. Dawkins,

On behalf of **Celeste Beauty Academy Inc. (CBA)**, I am writing to express our formal intent to lease a designated portion of **2601 Wilkinson Blvd** as the founding site for our **2027 inaugural cohort of students**. I want to personally thank you for your support and your willingness to explore a partnership that reflects our shared commitment to education, economic mobility, and community empowerment.

Following our conversation, we are excited about the potential use of this **200,000+ sq ft facility**, which provides ample space for the academy's full operations—including classrooms, salon training labs, business workshops, and community engagement zones.

CBA will be submitting our **North Carolina public charter school application on April 25, 2025**. Upon approval, we will receive recurring **per-pupil government funding**, allowing us to operate sustainably and **budget for lease payments up to \$5,000 per month** at this stage.

In addition to our financial contributions, we are proud to offer a **holistic value proposition** to any partner or host site:

- **Community Events & Volunteer Opportunities**  
Through our nonprofit initiatives, CBA hosts youth workshops, hygiene drives, holiday giveaways, and wellness-focused events that uplift underserved families and small business owners in the Charlotte area.
- **Wellness & Brand Partnerships**  
Our athleisure line, *Celeste*, serves as a fundraising and wellness initiative. We plan to offer **co-branded activations, pop-ups, and wellness partnerships** with local organizations and health leaders.
- **Media Exposure & Creative Collaborations**  
With a growing **YouTube platform and podcast launching in 2025**, CBA will highlight local partners, community leaders, and students—offering **press opportunities, brand exposure, and digital content collaboration** for participating organizations.

We see 2601 Wilkinson Blvd not only as a launchpad for our students—but as a community hub where education, entrepreneurship, and empowerment intersect.

Thank you again for your consideration and support. We look forward to aligning next steps and making this partnership official.

Warm regards,

**Kayla Celeste Grant-Dixon**

Executive Director

Celeste Beauty Academy Inc.

[www.celestebeautyacademy.com](http://www.celestebeautyacademy.com)

Email: [president@celestebeautyacademy.com](mailto:president@celestebeautyacademy.com) | Phone: (414) 708-1503



**Pauline Grant-Jones**

Board Member & CPA

Celeste Beauty Academy Inc.

[www.celestebeautyacademy.org](http://www.celestebeautyacademy.org)

Email: [treasurer@celestebeautyacademy.com](mailto:treasurer@celestebeautyacademy.com) | Phone: (414) 235-1407



To Whom It May Concern,

I am honored to provide this letter of support for Celeste Beauty Academy Inc. and its Executive Director, Kayla Celeste. I had the pleasure of serving on the CBA Board of Directors as the Director of Design and Event Coordination from February 2024 to February 2025.

During my tenure, I collaborated with other board members to assist with planning CBA's first Beauty and Brains Soiree, while also offering architectural guidance to help lay the foundation for the school's long-term growth. As an aspiring licensed architect, I'm currently preparing to complete my licensure by December 2026, and I remain committed to serving in an advisory capacity as needed throughout CBA's development.

Kayla and I first met while attending Florida A&M University, where I had the honor of being one of her first makeup clients during her early days as a business owner. Since then, I've watched her evolve into an intentional and visionary leader whose consistency, ambition, and faith continue to inspire me. Her passion for Celeste Beauty Academy is authentic and deeply rooted in purpose.

As Kayla continues building the foundation for CBA's charter high school, I am excited to offer my continued support in an advisory role, especially as she transitions into one of my first architectural clients. I look forward to witnessing CBA's impact expand nationwide.

With full support,

A handwritten signature in black ink, appearing to read "Morgan Dyson". The signature is fluid and cursive, with a long horizontal flourish at the end.

[Morgan Dyson]

## MEMORANDUM OF UNDERSTANDING (MOU)

Between Celeste Beauty Academy Inc. and Morgan Dyson

This Memorandum of Understanding (MOU) is entered into by and between Celeste Beauty Academy Inc. ("CBA"), a nonprofit organization committed to empowering youth through cosmetology and entrepreneurial education, and Morgan Dyson ("Contractor"), an architectural designer providing consulting and design services in support of CBA's facilities development.

### Purpose:

The purpose of this MOU is to outline the advisory role and architectural support to be provided by Morgan Dyson for Celeste Beauty Academy's charter school and affiliated operations.

### Scope of Work:

Morgan Dyson agrees to provide services including:

- Drafting architectural sketches, floor plans, and construction documents.
- Interpreting all construction documents and ensuring design compliance.
- Reviewing samples, swatches, and materials prior to client presentation.
- Conducting site visits on a 1-2 month basis during construction phases to evaluate progress.
- Ensuring completed work aligns with contract guidelines.
- Delivering reports to CBA on all site visit findings.

### Term:

This MOU shall remain in effect from the date of execution until the completion of all advisory services or until either party provides written notice of termination.

### Compensation:

Payment for any research and design services shall be rendered at the rate of \$60.00 per hour, with invoices submitted monthly or per project phase as agreed.

Licensure:

Morgan Dyson is currently pursuing licensure as an architect, with an anticipated completion date around December 2026. All advisory work conducted prior to licensure will be completed in a non-stamped, consulting capacity.

Signatures:



04/09/2025

Kayla Celeste

Date

Executive Director

Celeste Beauty Academy Inc.

04/09/2025



Morgan Dyson

Date

Architectural Designer / Consultant

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Signatures:

\_\_\_\_\_  
Kayla Celeste                      Date  
Executive Director  
Celeste Beauty Academy Inc.

  
\_\_\_\_\_  
Morgan Dyson                      04/09/2025  
Architectural Designer / Consultant



## **Letter Of Support For Celeste Beauty Academy Inc.**

**Date:** April 15, 2025

**To Whom It May Concern,**

It is my pleasure to submit this letter of support on behalf of **Celeste Beauty Academy Inc.**, led by Executive Director **Kayla Celeste Grant-Dixon**. After a series of discussions and in-depth review of the organization's vision and curriculum, the **Black Chamber of Commerce** is proud to support their charter school application and welcome CBA as an official community partner and member.

We understand the urgent need for culturally relevant career pathways that equip young people with both trade and entrepreneurial skills. Celeste Beauty Academy has demonstrated a clear plan to serve that need—offering a one-stop hub for **cosmetology, business education, youth mentorship, and economic mobility**. We believe in their mission to empower youth and create future industry leaders.

In support of their launch, the Black Chamber of Commerce is offering **2601 Wilkinson Blvd**—a facility of over **200,000 sq ft**—as a potential **lease location for CBA's first student cohort**, starting in 2027. This building has more than enough capacity to house classrooms, salon spaces, training labs, and creative studios for the diverse curriculum CBA plans to offer.



As members of the Chamber, CBA will also have access to:

- Small business resources
- Networking opportunities with local leaders
- Advocacy and visibility in the Charlotte entrepreneurial ecosystem
- Promotion through Chamber-led platforms and events

We look forward to championing their growth and supporting this innovative education model in the years to come.

Sincerely,

**Cathay Dawkins**

President & Executive Director

The Charlotte-Mecklenburg Black Chamber of Commerce

Email: [Cathay@CMBCC.org](mailto:Cathay@CMBCC.org) | Phone: 704-498-2296



## **Letter Of Support For Celeste Beauty Academy Inc.**

**Date:** April 15, 2025

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It is my pleasure to submit this letter of support on behalf of **Celeste Beauty Academy Inc.**, led by Executive Director **Kayla Celeste Grant-Dixon**. After a series of discussions and in-depth review of the organization's vision and curriculum, the **Black Chamber of Commerce** is proud to support their charter school application and welcome CBA as an official community partner and member.

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We look forward to championing their growth and supporting this innovative education model in the years to come.

Sincerely,

**Cathay Dawkins**

President & Executive Director

The Charlotte-Mecklenburg Black Chamber of Commerce

Email: [Cathay@CMBCC.org](mailto:Cathay@CMBCC.org) | Phone: 704-498-2296

To Whom It May Concern,

It is with full confidence and enthusiasm that I write this letter of support for Celeste Beauty Academy Inc. and its founder and Executive Director, Kayla Celeste. I had the honor of serving on the CBA Board of Directors as the Director of Marketing and Community Engagement from November 2024 through April 2025.

During my time on the board, I contributed to the development of CBA's mentorship program, led rebranding efforts for the Beauty and Brains event, and supported the social media marketing for CBA's clothing line launch — a key fundraising effort tied directly to our community initiatives. These projects were created with intention, vision, and community impact at the center, which speaks directly to Kayla's leadership.

Kayla and I met in 2019 while working at a boutique in Tallahassee, FL during our time at Florida A&M University. From the moment I met her, it was clear that she was purpose-driven and deeply rooted in service, beauty, and empowerment. Her consistency, compassion, and charisma have only grown over the years, and I have no doubt that she is the right person to lead CBA into this next chapter.

Even while based in Texas, I will continue to serve in an advisory role for CBA whenever needed. I fully support the organization's mission and believe it will shift the narrative for what youth-centered beauty and entrepreneurship education can look like — especially for students from underserved communities.

The recent community survey results gathered by CBA prove what I've always known: people are drawn to Kayla's energy and leadership. Her heart for the community and ability to connect authentically makes her one of the most impactful leaders I've worked alongside.

With admiration and full support,

[Dakevia Neal]

*Dakevia Neal*

To Whom It May Concern,

I am honored to provide this letter of support for Celeste Beauty Academy Inc. and its Executive Director, Kayla Celeste. I have served on the CBA board since its founding and have witnessed the growth of this organization from the ground up.

In my professional role as a Financial Risk Analyst at US Bank, I understand the importance of financial structure, compliance, and long-term sustainability. While serving on CBA's board, I've supported the financial planning process and am proud to continue offering my expertise alongside CBA's Treasurer and CPA, Pauline Grant-Jones.

On a more personal note, Kayla is not only our Executive Director — she is also family. As my partner's sister, I've had the unique opportunity to see her dedication behind the scenes. For the past 2-3 years, I've watched her pour her entire heart, time, and energy into this organization. She has made sacrifices most people wouldn't even consider, just to ensure CBA becomes a reality for young people in need of opportunity, purpose, and leadership.

Kayla is the kind of leader who blends genius with goofiness — a combination that makes her both magnetic and highly capable. She is consistent, visionary, and unapologetically committed to building something monumental. Her integrity and compassion make it impossible not to believe in what she's doing.

Celeste Beauty Academy is going to be a life-changing space for youth, and an invaluable experience for everyone involved — including our entire family. I will continue to support this mission in any way I can, because I believe in the vision, and I believe in Kayla.

With all my support,

A handwritten signature in black ink, reading "Mengke Zhou". The signature is written in a cursive, flowing style.

To Whom It May Concern,

I am proud to submit this letter of commitment and support for Celeste Beauty Academy Inc. and its visionary leader, Kayla Celeste. I officially joined the CBA Board of Directors in February 2025 and currently serve as the Committee Chair and Community Engagement Officer.

In a short time, I've witnessed firsthand how CBA centers empathy, community, and mentorship at the core of everything it does. My role has allowed me to help shape and reinforce that vision, ensuring that every student who walks through CBA's doors feels seen, heard, and supported. While we are still completing the charter application, I am fully prepared for the interview phase this fall and excited to represent the heart of what CBA stands for.

To demonstrate my commitment, I've signed a board contract that includes a \$25/month membership through February 2027. That contribution reflects not only my financial support, but also my emotional, mental, and time investment. This work matters. This mission matters. And growing alongside Kayla and CBA is something I am honored to be a part of.

Kayla is a powerful example of grace, determination, and consistency. She has poured her soul into CBA over the last several years, and I know the impact of this school will stretch far beyond Charlotte. It will be a beacon of hope, creativity, and leadership development.

I am proud to serve, and I am fully committed to this mission.

In service,

*Treyvon Edmonds*

To Whom It May Concern,

I am honored to provide this letter of support for Celeste Beauty Academy Inc. and its Executive Director, Kayla Celeste. I had the pleasure of serving on the CBA Board of Directors as the Director of Design and Event Coordination from February 2024 to February 2025.

During my tenure, I collaborated with other board members to assist with planning CBA's first Beauty and Brains Soiree, while also offering architectural guidance to help lay the foundation for the school's long-term growth. As an aspiring licensed architect, I'm currently preparing to complete my licensure by December 2026, and I remain committed to serving in an advisory capacity as needed throughout CBA's development.

Kayla and I first met while attending Florida A&M University, where I had the honor of being one of her first makeup clients during her early days as a business owner. Since then, I've watched her evolve into an intentional and visionary leader whose consistency, ambition, and faith continue to inspire me. Her passion for Celeste Beauty Academy is authentic and deeply rooted in purpose.

As Kayla continues building the foundation for CBA's charter high school, I am excited to offer my continued support in an advisory role, especially as she transitions into one of my first architectural clients. I look forward to witnessing CBA's impact expand nationwide.

With full support,

A handwritten signature in black ink, appearing to read "Morgan Dyson". The signature is fluid and cursive, with a long horizontal flourish at the end.

[Morgan Dyson]

# GRANT-JONES, CPA, PLLC

Phone: 414-235-1407

Email: [pgrantj@outlook.com](mailto:pgrantj@outlook.com) Website: <https://grant-jonescpa.net>

April 21, 2025

To Whom It May Concern,

It is with profound love, pride, and unwavering support that I write this letter as both a mother and the Board Chair of Celeste Beauty Academy Inc. I am honored to serve as CBA's founding Certified Public Accountant and a guiding presence on the board, but most importantly, I am honored to be the mother of its visionary leader, Kayla Celeste.

Celeste Beauty Academy is not just a school or nonprofit — it is living proof of every lesson, sacrifice, and dream I've poured into my daughter since the day she was born. From putting her through college to supporting her through cosmetology school, I've watched Kayla grow into the woman I always knew she could be: focused, brilliant, compassionate, and fiercely driven. CBA is a manifestation of everything I've ever believed she would become.

As a CPA with a Master's degree in School Business Administration, and a background in entrepreneurship, I bring both financial expertise and a deep understanding of the educational landscape to this work. I have proudly managed the accounting needs of Celeste Beauty Academy and will continue to do so until the organization is able to hire a full-time accountant.

Even after that chapter closes, I will continue to serve on the board in an advisory capacity and remain available for contract-based services if needed. But my role will always be rooted in love, belief, and pride in what my daughter has created.

I support this charter school application wholeheartedly. Celeste Beauty Academy will change lives because its foundation was built from generations of resilience, vision, and faith. I believe in Kayla. I believe in CBA. And I will always be here to support them both.

With unconditional support,



Pauline Grant-Jones, CPA, MS  
Chairman of the Board, Celeste Beauty Academy Inc.

# Celeste Beauty Academy Interest Survey – 28206 Community

Celeste Beauty Academy (CBA) is a nonprofit charter school currently in development, designed to provide middle and high school students with hands-on training in **cosmetology, barbering, and entrepreneurship** – while earning their **high school diploma and state license preparation**. Our mission is to create a professional, inclusive, and sustainable pathway for youth interested in beauty careers.

CBA will offer an **organized and original 4-year curriculum** (grades 9–12) including:

- Hair, nails, skincare, and makeup
- Financial literacy and business education
- College prep and career development
- Mental health and wellness support

We are seeking to open in **August 2027** and are currently collecting interest to support our charter school application.

Please complete this short survey if you have a student who may be interested in cosmetology or barbering at Celeste Beauty Academy Charter High School near Zip Code 28206-28208. This helps us bring more resources and opportunities to your community.

 Learn more at: [www.celestebeautyacademy.org](http://www.celestebeautyacademy.org)

president@celestebeautyacademy.com

[Switch account](#)



\* Indicates required question

Email \*

Your email

---

**1. Parent/Guardian Full Name**

Your answer

---

**2. Phone Number**

Your answer

---

**3. Email Address**

Your answer

---

#### 4. Residential ZIP Code

Your answer

---

#### 5. Child's Current Grade Level

- kindergarden-5th
- 6th
- 7th
- 8th

#### 6. What areas is your child most interested in? (Select all that apply)

- Hair
- Skincare
- Nails
- Makeup
- Barbering
- Entrepreneurship

**7. Do you feel there are enough beauty education opportunities available for students in your community?**

- Yes
- No
- Not sure

**8. Were you aware that students can earn a high school diploma *and* a cosmetology or barbering education while in school?**

- Yes
- No
- Maybe

**9. What would you like to see included in a beauty or barbering curriculum to help prepare your child for a successful future?**

Your answer \_\_\_\_\_

**10. Are you interested in learning more about Celeste Beauty Academy as we grow?**

Yes

No

**11. Preferred method of contact**

Your answer

---

A copy of your responses will be emailed to the address you provided.

**Submit**

Clear form

Never submit passwords through Google Forms.



This form was created outside of your domain. - [Terms of Service](#) - [Privacy Policy](#)

Does this form look suspicious? [Report](#)

**Google Forms**

# CBA Board Training & Development Plan

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Celeste Beauty Academy Inc. (CBA) is committed to cultivating an effective, knowledgeable, and engaged Board of Directors. To ensure board members are fully prepared to uphold their governance responsibilities, CBA provides a structured training and development plan. This includes a comprehensive orientation for new members, annual professional development, and regular workshops aligned with the organization's mission and regulatory compliance requirements.

## Training Timetable, Topics & Participation Requirements

Timeframe	Training/Event	Required	Topics Covered	Responsible Party
Within 30 Days of Appointment (Rolling, as needed)	New Board Member Orientation	Yes	CBA Mission & Vision, Board Roles, Bylaws, Charter Overview, Financials, Committee Structure, BoardSource Certificate Overview	Executive Director & Governance Committee
Annually – By June 30	NC DPI Governance Training (12 hours)	Yes	State Charter Compliance, Governance Best Practices, Financial Oversight, Academic Accountability	All Board Members (External Providers)
Quarterly – Jan, Apr, Jul, Oct	Professional Development Workshops	Optional	Strategic Planning, Fundraising, Financial Reports, DEI Practices, Community Engagement	Executive Director or External Consultant
Annually – Aug/Sept	Board Retreat	Yes	Progress Review, Strategic Planning, Team	Board Chair & Executive Committee

			Building, Leadership Evaluation, Committee Planning	
As Scheduled – Based on Committee Calendar	Committee-Specific Training	Optional	Fundraising Tactics, Governance Policy, Event Management, Curriculum Oversight, Audit Preparation	Committee Chairs

CBA also maintains an annual organizational membership with BoardSource (currently \$500 for organizations with income under \$250,000), which provides all board members with access to the Certificate of Nonprofit Board Education and additional on-demand governance courses. These resources ensure that new and existing members stay informed about nonprofit and charter school board best practices.

## Uniform Grievance Procedure

Celeste Beauty Academy uniform grievance procedure is evaluated annually in accordance with district and state regulations and is based on the engagement of a range of stakeholders, including students and parent/guardians, through our annual handbook review process.

Students, parents/guardians, employees or community members may file a complaint in accordance with this grievance procedure if they believe that the **Celeste Beauty Academy** Charter Schools Governing Board or **Celeste Beauty Academy** Charter School employees or agents have violated their rights guaranteed by the state or federal constitution, state or federal statutes, or **Celeste Beauty Academy** Charter Schools' Policy.

**Celeste Beauty Academy** is committed to working with families in a timely and transparent way. It is our hope that complaints can be resolved with staff in the building who work most directly with family's day to day, however when that is not possible the following outlines additional steps to take.

## SCOPE OF POLICY

Claims to be reviewed under this Policy include those arising under the following:

- Title II of the Americans with Disabilities Act (“ADA”) – This law prohibits discrimination based on disability and ensures equal access to educational opportunities.
- Section 504 of the Rehabilitation Act of 1973; - This law protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance.
- Title IX of the Education Amendments of 1972; excluding Title IX sexual harassment complaints governed by 34 C.F.R. Part 106. – This law prohibits discrimination based on sex in education programs and activities.
- Title VI of the Civil Rights Act; - This law prohibits discrimination based on race, color, or national origin in programs and activities receiving federal financial assistance.
- Equal Employment Opportunities Act (Title VII of the Civil Rights Act); - This law prohibits employment discrimination based on race, color, religion, sex, or national origin.
- Sexual harassment (Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
- Bullying, G.S. 115C-407.15;
- Misuse of funds laws – Related to services aimed at improving educational opportunities for disadvantaged children;
- Curriculum, instructional materials, and/or programs laws;
- Victims’ Economic Security and Safety Act;
- NC Equal Pay Act of 2017;
- Provision of services to homeless students laws.
- NC Whistleblower Act, Article 14 Chapter 126;

- Misuse of genetic information (Illinois Genetic Information Privacy Act and Titles I and II of the Genetic Information Nondiscrimination Act); and
- Employee Credit Privacy Act.
- NC General Statutes – Chapter 115C Article 14A Covers various aspects of charter school operations, including planning year, renewal, and accountability requirements.
- NC State Board of Education Policy Manual – provides information on various NC charter school policies.
- Financial and Governance Noncompliance Policy for Charter Schools – This policy outlines the conditions under which a charter school may earn placement within a status based on governance warning conditions.

**Celeste Beauty Academy** will endeavor to respond to and resolve complaints without the need to resort to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. If a formal complaint is filed under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any information suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused or the accused’s parent/guardian; this includes mediation.

***RIGHT TO PURSUE OTHER REMEDIES NOT IMPAIRED***

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person’s pursuit of other remedies (e.g. criminal complaints, civil actions, etc.). Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, **Celeste Beauty Academy** will continue with a simultaneous investigation under this policy.

**DEADLINES**

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the **Celeste Beauty Academy** main office is open.

**FILING A COMPLAINT**

A person (Complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with one of the designated **Celeste Beauty Academy** Complaint Managers, whose contact information is listed below. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parents/guardians of a student. The Complaint Manager may assist the Complainant in filing a complaint under this grievance procedure.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to **Celeste Beauty Academy**' Bullying, Intimidation and Harassment Policy outlined in this handbook in addition to any response required by this policy.

## INVESTIGATION

The Complaint Manager will investigate the complaint, or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure that both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians as they may attend any investigatory meetings in which their child is involved. The complaint or identity of the Complainant will not be disclosed except (1) as required by law, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the complainant. The identify of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing the complaint under this procedure about the status of the investigation. The Complaint Manager shall file a written report of his or her investigation findings with the Executive Director within thirty school business days of the date the complaint was filed. The Complaint Manager may request an extension of time.

If a complaint of sexual harassment contains allegations involving the Complaint Manager, the written report shall be filed with the Executive Director, who shall render a decision in accordance with the procedure set forth below. The Executive Director will keep the Board informed of all complaints.

## DECISION AND APPEAL

Within five school business days after receiving the Complaint Manager's report, the Executive Director shall mail his or her written decision to the Complainant and the accused via first class U.S. mail, as well as to the Complaint Manager. All decisions shall be based on the preponderance of the evidence standard.

Within ten school business days after receiving the Executive Director's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager.

The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within thirty school business days, the Board shall affirm, reverse or amend the Executive Director's decision or direct the Executive Director to gather additional information. Within five school business days of the Board's decision, the Executive Director shall inform the Complainant and the accused of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Executive Director or the Board. The failure to strictly follow timelines in this grievance procedure shall not prejudice any party.

After receipt of the Complaint Manager's investigation report, the Executive Director shall render a written decision, which shall be provided to the Complainant. In the event the Complainant is not satisfied with the decision, the Complainant may appeal the decision by making a written request to the Complaint Manager for review by the Executive Director. The Complaint Manager shall be responsible for forwarding all materials relative to the complaint and appeal to the Executive Director. Thereafter, the Executive Director shall render a written decision, which may affirm, modify, or reverse the Executive Director's decision. A copy of the Executive Director's decision shall be provided to the Complainant. This grievance procedure shall not be construed to create an independent right to a hearing before the Executive Director.

Complaint Manager:  
TBD

Non-Discrimination, Aggressive Behavior, Bullying, and Harassment Policy

#### POLICY #1: EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, gender, sexual orientation, ancestry, gender identity, age, marital status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry, physical or mental disability (including any mental, psychological or developmental disability including any autism spectrum disorder), status as homeless, or actual or potential marital or parent/guardian status, immigration status, order of protection status, including pregnancy, or any other protected category. Further, the **Celeste Beauty Academy** will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that **Celeste Beauty Academy** remains viewpoint neutral when granting access to school facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

No student shall, based on sex, sexual orientation, or gender identity be denied access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using the Uniform Grievance Procedure.

No student shall be subjected to harassment, intimidation, aggressive behavior, bullying or cyberbullying, whether verbal, physical, or visual, that occurs on school property, at all **Celeste Beauty Academy** sponsored events, field studies, internships, community action projects, all programs held at **Celeste Beauty Academy** Charter Schools or when a student's actions, whether on- or off- campus, affect the mission or operation of **Celeste Beauty Academy** Charter Schools, or otherwise have a nexus to school or impact on the school environment.

The Executive Director shall appoint a Nondiscrimination Coordinator, whom unless otherwise identified will be the Director of Human Resources. The Executive Director and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

## POLICY #2: HARASSMENT POLICY

### Bullying, Intimidation and Harassment is Strictly Prohibited

No person, including a **Celeste Beauty Academy** employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parent/guardian status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic.

**Celeste Beauty Academy** will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Title IX Sexual Harassment Prohibited Sexual harassment of students is prohibited. This includes any person, including a **Celeste Beauty Academy** employee, agent, or student, who engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A **Celeste Beauty Academy** employee conditions the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to **Celeste Beauty Academy**' educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).
  - a. Examples of sexual harassment include: making sexual advances, requesting sexual favors, and/or engaging in other verbal or physical conduct, including sexual violence, or any action that of a sexual nature, such as touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

## MAKING A COMPLAINT AND ENFORCEMENT

Students are encouraged to report claims or incidences of bullying, harassment, sexual

harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, School Principal, Assistant Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student is a victim of any prohibited conduct perpetrated by another student shall be referred to the School Principal, Assistant Principal, or Dean of Students for appropriate action.

Any **Celeste Beauty Academy** employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any **Celeste Beauty Academy** student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge with regard to employees or suspension and expulsion with regard to students.

Non-Discrimination Coordinator and Complaint Manager:

Non-Discrimination Coordinator

TBD

**Celeste Beauty Academy**

Complaint Manager

TBD

**Celeste Beauty Academy**

#### AGGRESSIVE BEHAVIOR

Aggressive behavior includes behavior in which an individual student or a group of students, through the improper use of real or perceived power, or the use of threats, extortion, exclusion, or by any other method, inflicts, attempts, or intends to inflict, either physical or psychological harm on another student or group of students.

#### POLICY #3: PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION AND HARASSMENT

Bullying is contrary to State law and the policy of **Celeste Beauty Academy**. Nothing in this section is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the United States Constitution or under Section 13 of Article 1 of the North Carolina Constitution.

As a part of our uniform grievance procedure, the prevention and response to bullying, intimidation, and harassment is evaluated annually accordance with district and state regulations  
**Celeste Beauty Academy Charter School**

and is based on the engagement of a range of stakeholders, including students and parent/guardians through our annual handbook review process. This process involves a review of current policies and their effectiveness that includes, but is not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized' and bystander intervention or participation. Information developed as a result of policy evaluation is provided to school administrators, school board members, school personnel, parents, guardians, and students.

Bullying, intimidation and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important goals of **Celeste Beauty Academy**.

Bullying on the basis of actual or perceive race, color, national origin, military status, unfavorable discharge from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parent/guardian status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored education program or activity;
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school sanctioned events or activities;
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment;
4. Through the transmission of information from a computer that is access at a non-school-related location, activity, function or program or from the use of technology or an electronic device that is not owned, leased or used by **Celeste Beauty Academy** or a school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This applies only when a school administration or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function or program.

#### Bullying Defined

Bullying includes cyber-bullying. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed towards a student or students that has, or can be reasonably predicted to have, the effect of one or more of the following:

- Placing the student or students in reasonable fear of harm to the student's or students' person or property;
- Causing a substantially detrimental effect on the student's or students' physical or mental health;
- Substantially interfering with the student's or students' academic performance; or

- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is also prohibited.

Bullying may involve any of the following: physical, verbal, or psychological attacks, intimidation, sexual harassment or sexual violence directed against another individual or writings, messages or pictures delivered using multimedia communications or devices, harassment, threats, stalking, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Physical bullying includes, but is not limited to, punching, shoving, poking, or hair pulling. Verbal or psychological bullying includes, but is not limited to, name calling, teasing, gossip, humiliation, threats, manipulating social relationships, engaging in social exclusion, or other similar behaviors, whether engaged directly toward the target of such behavior, or through third parties.

#### Cyberbullying Defined

Cyberbullying includes the use of technology or any electronic communication including without limitation any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation email messages Internet communications, instant messaging, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the author assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posted of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

#### Response to Bullying

Students who engage in cyberbullying off-campus may be subject to discipline if the conduct affects the mission and/or operation of **Celeste Beauty Academy** Charter Schools, or otherwise have a nexus to school or a school activity, which includes after school events.

**Celeste Beauty Academy** Charter Schools works to prevent bullying of all kinds and provides a safe space for students. All **Celeste Beauty Academy** employees who witness bullying or school violence, or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying must: a) intervene immediately in a manner that is appropriate to the context and ensures the safety of all persons involved; and 2) report the incident of bullying or retaliation to the Principal/Designee as soon as possible after the report is received via a

Bullying Complaint form and cooperate fully in an investigation of the incident and implementation of a safety plan developed by the Principal/Designee.

Parents/guardians and students should report **Celeste Beauty Academy** Charter Schools employees or students who are contributing to, commenting on and engaging in fighting, bullying, and/or inappropriate activities via social media. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Complaint Manager or any staff member. Anonymous reports are also accepted. Anonymous reports shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Consistent with federal and state laws and rules governing student privacy rights, the School Principal, or designee, shall promptly inform the parents/guardians of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. “Restorative measures” means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, and (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of student’ behavioral health needs in order to keep students in school, (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

The School Principal, or designee, shall promptly investigate and address reports of bullying by, among other things:

- Making all reasonable efforts to complete the investigation within ten school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident;
- Involving appropriate school support personnel and other staff persons with knowledge, experience and training on bullying prevention, as deemed appropriate, in the investigation process;
- Consistent with federal and state law rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The School Principal or designee shall investigate whether a reported incident of bullying is within the permissible scope of **Celeste Beauty Academy**’ jurisdiction and shall require **Celeste Beauty Academy** to provide the victim with information regarding services that are available  
**Celeste Beauty Academy Charter School**

from **Celeste Beauty Academy** and from community resources, such as counseling, support services, and other programs. The School Principal or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, and social emotional skill building, counseling, school psychological services, and community-based services. A reprisal or retaliation who reports an act of bullying is prohibited. A student's act or reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if **Celeste Beauty Academy**' investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for the purposes of determining any consequences or other appropriate remedial actions.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and develop the student's social and emotional skills. The team may also consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

#### Discipline for Policy Violation

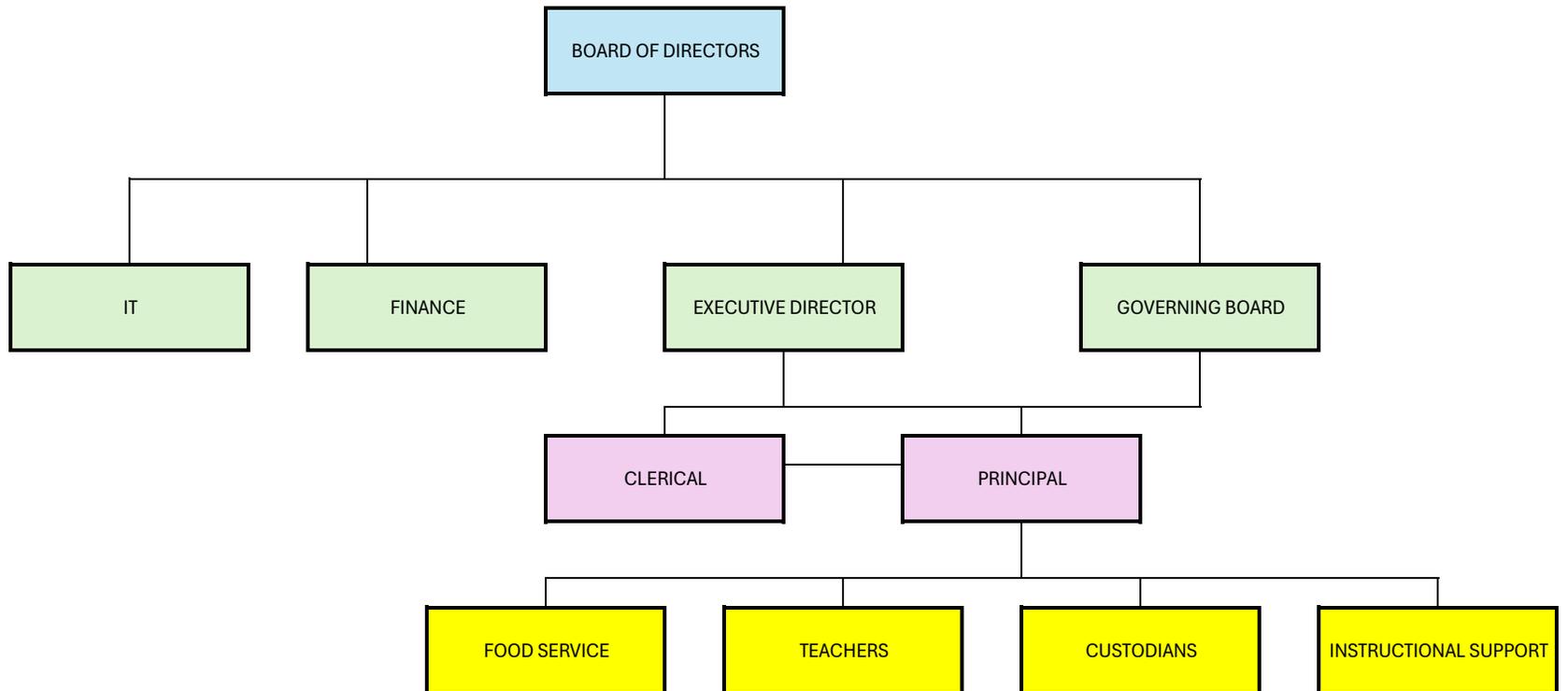
Aggressive behavior, bullying, cyberbullying, or harassment, constitutes negative behaviors that are not aligned to **Celeste Beauty Academy** Charter Schools Student Code of Conduct. Students who engage in aggressive behavior, bullying, or harassment, will be subject to discipline in accordance with the Student Code of Conduct. If bullying is found to be based on a student's status or protected characteristic, the matter may be treated as an act of discrimination or harassment.

#### Reporting Behaviors

Witnesses or victims of aggressive behavior, harassment, or bullying should report the issue to the school principal. The Principal of each Celeste Beauty Academy Charter Schools campus is as follows:

**Celeste Beauty Academy TBD  
Principal:**

# CELESTE BEAUTY ACADEMY INC ORGANIZATION CHART



## Board Member Letter of Commitment

To Whom It May Concern,

I, Wendy Blake, am honored to serve as a board member for Celeste Beauty Academy Inc. and submit this letter of commitment for inclusion in the organization's charter application.

As a member of the Board of Directors, I understand and commit to the following responsibilities:

Time Commitment:

- Attend all board meetings, which may occur once or twice per month.
- Review board packets and materials in preparation for each meeting.
- Serve on board committees and make myself available to staff and leadership as needed.
- Participate in school events and community outreach as a representative of the organization.

Scope of Work:

- Help set the direction of the school, including mission, vision, and values.
- Support the analysis and evaluation of CBA's budget and financial health.
- Monitor and evaluate academic progress and student achievement.
- Provide leadership support and guidance to the Executive Director.
- Ensure the school operates in accordance with its charter, legal requirements, and policies.
- Represent and advocate for CBA at community and public events.

I fully support the mission and goals of Celeste Beauty Academy Inc. and look forward to contributing to its successful launch and long-term impact.

Sincerely,



Wendy Blake

4/13/2025

To Whom It May Concern,

I am honored to submit this letter of commitment in support of Celeste Beauty Academy Inc. and its exceptional leader, Kayla Celeste. I've proudly served on the CBA Board of Directors as the Fundraising Director since early 2024 and continue to be deeply involved in the school's development and vision.

My role includes guiding CBA's fundraising strategy, identifying partnerships, and providing hands-on support with the current charter school application. I am committed to seeing this mission through from application to approval — and beyond.

To further show my commitment, I've signed a board contract that includes a \$10/month membership. Though modest in cost, the commitment is rooted in purpose. My investment represents more than just money — it's about time, loyalty, and belief in a greater vision. I'm already preparing to travel for our interview panel in September and will continue supporting every phase of CBA's launch.

Kayla and I met in 2015 in IB Spanish I at Rufus King International High School. Since then, I've witnessed her grow into a tenacious, bold, and faith-filled leader who has built a national movement from the ground up. Her perseverance is unmatched, and her vision for community, education, and entrepreneurship is exactly what today's youth need.

I am proud to serve alongside her and look forward to watching CBA transform lives and impact the future of our economy by raising up tomorrow's visionaries.

In full commitment,

  
Kellan McCullough

## Appendix C: 9–12 Core Content and Elective Course Map

This course map outlines the projected core content and elective courses offered by Celeste Beauty Academy Inc. for grades 9 through 12. These offerings ensure all students meet the graduation requirements established by the North Carolina Department of Public Instruction, while also integrating the school’s cosmetology and entrepreneurship focus.

Grade Level	Core Courses	Cosmetology/CTE Courses	Electives & Enrichment	College & Career Readiness
9th Grade	English I Math I Earth Science World History	Intro to Beauty & Sanitation	Art Foundations Digital Literacy	Study Skills & Career Exploration
10th Grade	English II Math II Biology Civics	Cosmetology I (Theory & Safety)	Public Speaking Social Media Marketing	Personal Finance
11th Grade	English III Math III Physical Science American History	Cosmetology II (Hair/Nails/Skin Focus)	Branding & Design Health/Wellness	Internship / Shadowing
12th Grade	English IV Math IV or Statistics Chemistry or Anatomy Economics	Cosmetology III (Advanced Practice)	Entrepreneurship Salon Management	Senior Capstone Project

## Appendix D: Yearly Academic Calendar

The following academic calendar reflects a minimum of 185 instructional days and 1,025 instructional hours, aligned with North Carolina requirements and designed to support Celeste Beauty Academy Inc.'s unique instructional model.

### School Year Overview

- First Day of School: August 5, 2027
- Last Day of School: May 30, 2028
- Total Instructional Days: 185
- Total Instructional Hours: Approximately 1,110 hours

### Typical Instructional Day

- School Start Time: 8:30 AM
- School End Time: 4:00 PM
- Instructional Hours per Day: 6.5 hours
- Includes core subjects, CTE cosmetology lab hours, entrepreneurship, and advisory.

### Monthly Instructional Schedule Summary

Month	Instructional Days	Key Events & Focus
August	19	Back-to-school orientation, goal-setting, vision board projects
September	20	Academic foundation, baseline assessments, Cosmetology I labs begin
October	20	Fall PBL Showcase, branding projects, content creation starts
November	17	Mid-semester reviews, community service tie-ins
December	14	Semester 1 exams, holiday community wellness event
January	20	New semester launch, salon management & finance modules
February	19	Black Beauty History Month projects, client simulations
March	20	Spring Showcase, ACT & State Board Prep intensives
April	20	State testing, mock State

		Board exams, review labs
May	16	Senior Capstone, business launch, graduation

## Appendix E: Daily and Weekly Schedule – Grades 9–12

Celeste Beauty Academy Inc. will serve high school students in grades 9 through 12. The following sample schedules reflect our unique blend of core academic instruction, career and technical education (CTE), social-emotional learning (SEL), and entrepreneurial development. Our school day runs from 8:30 AM to 4:00 PM, Monday through Friday.

### Sample Daily Schedule (Grades 9–12)

Time	Activity
8:30 – 9:00 AM	Advisory / SEL / Morning Check-In
9:00 – 10:15 AM	Block 1: English Language Arts
10:20 – 11:35 AM	Block 2: Mathematics
11:40 – 12:25 PM	Block 3: Science
12:30 – 1:15 PM	Lunch / Wellness Break
1:20 – 2:35 PM	Block 4: Cosmetology Lab (CTE)
2:40 – 3:25 PM	Block 5: Entrepreneurship / Branding / Business
3:30 – 4:00 PM	Reflection / Portfolio / Dismissal

### Sample Weekly Schedule Overview

Each week includes 5 instructional days totaling approximately 32.5 instructional hours.

Key features include:

- Monday–Thursday: Focus on academics, hands-on labs, and project development.
- Friday: Includes lighter academic review, career exploration, guest speakers, and personal development.

Day	Focus Area	Notes
Monday	Full Instructional Day	All Blocks (Core + CTE)
Tuesday	Full Instructional Day	Content + Business Projects
Wednesday	Full Instructional Day	Labs, Testing Prep
Thursday	Full Instructional Day	Entrepreneurship Focus
Friday	Modified Day	Workshops, Makeup Hours, SEL, Guest Speakers

## Celeste Beauty Academy Inc. – Yearly Academic Calendar Overview

The academic calendar at Celeste Beauty Academy Inc. is designed to support our mission of preparing students for entrepreneurship, licensure, and leadership through a structured and experiential learning model. The calendar follows a traditional 10-month structure with strategic additions to support project-based learning, cosmetology training, and real-world readiness.

Month	Academic Focus	Key Events & Activities
August	School Launch, Orientation, Goal-Setting	Student Onboarding, Vision Projects, Baseline Assessments
September	Foundational Academics & CTE Hours Begin	Intro to Cosmetology Labs, Business Planning Workshops
October	PBL Unit 1 Completion	Fall Showcase: Student Business Pitches & Service Demos
November	Core Content Focus, Midterms	Guest Speaker Series, Advisory Check-ins
December	Semester Review & Reflection	Holiday Beauty Drive, Final Exams
January	New Semester Launch	Portfolio Building, Academic Reset, State Board Prep Intro
February	Advanced Skill Building	Black Beauty History Month, Community Salon Pop-Up
March	PBL Unit 2 Completion	Spring Showcase: Branding & Marketing Presentations
April	Testing & Licensure Prep Intensives	ACT, CTE Certification Exams, Mock State Board Testing
May	Graduation Planning, Capstone Projects	Senior Presentations, Business Launch Events
June	End-of-Year Reflection & Celebration	Graduation, State Board Completion, Family Engagement

## **Appendix: AIG Services Policy & Gifted Learner Differentiation Toolkit**

### **Section 1: Academically or Intellectually Gifted (AIG) Services Policy**

Celeste Beauty Academy Inc. (CBA) is dedicated to identifying and supporting students with exceptional abilities, talents, or potential. In alignment with North Carolina AIG Program Standards, CBA will implement a multi-faceted approach to gifted education focused on equity, access, and enrichment opportunities across academic and vocational domains.

#### **Identification Process**

- Universal screening using cognitive and achievement assessments (e.g., CogAT, EOG data).
- Multiple identification pathways including teacher recommendation, performance portfolios, and family input.
- Equitable access procedures for underrepresented groups including minority and low-income students.

#### **Services & Program Model**

- In-class differentiation and curriculum compacting.
- Tiered instruction with project-based and independent learning options.
- Opportunities for advanced capstone projects, leadership roles, and dual-enrollment exploration.

#### **Monitoring & Evaluation**

- Annual portfolio reviews and project-based learning assessments.
- Growth measured through rubrics, self-assessments, and faculty evaluations.
- Parent-teacher conferences and student-led reflections to assess alignment with AIG goals.

#### **Staffing & Professional Development**

- At least one faculty member will hold or pursue AIG certification or gifted education training.
- All instructional staff will receive annual PD on gifted instructional strategies and curriculum enrichment.

## **Section 2: Gifted Learner Differentiation Toolkit**

This toolkit outlines instructional strategies and planning tools to support gifted learners at CBA.

### **Tiered Instruction Tools**

- Choice Boards with open-ended, creative challenges.
- Tiered assignments by complexity, not just quantity.
- Curriculum compacting templates for accelerated pacing.

### **Enrichment & Extension Ideas**

- Independent inquiry projects with community presentation.
- Leadership labs (e.g., mentoring, student government, social impact campaigns).
- Real-world business challenges and entrepreneurial pitch competitions.

### **Planning Templates**

- ILP (Individual Learning Plan) templates for gifted student goal-setting.
- Enrichment Menu planner for weekly differentiation in core and elective subjects.

## **Appendix: Exceptional Children (EC) Programming – Least Restrictive Environment Plan**

Celeste Beauty Academy Inc. (CBA) is committed to providing a Free and Appropriate Public Education (FAPE) for all students, including those with mild, moderate, and severe disabilities. In alignment with the Individuals with Disabilities Education Act (IDEA), CBA ensures that students are educated in the Least Restrictive Environment (LRE) possible.

### **1. Inclusion and Instructional Philosophy**

CBA believes in inclusive practices that keep students with disabilities engaged in general education settings to the maximum extent possible. Instruction is modified and supported through differentiation, co-teaching, and assistive services to provide meaningful access to the core curriculum.

### **2. Serving Students with Mild to Moderate Disabilities**

- Push-in support and co-teaching with EC and general education teachers.
- Differentiated instruction using Universal Design for Learning (UDL).
- Pull-out small group instruction based on IEP goals and data.
- Progress monitoring aligned to IEP goals and state standards.

### **3. Serving Students with Moderate to Severe Disabilities**

- Specialized small-group instruction using life skills and adapted curricula.
- Related services including speech, OT, PT, and behavioral supports.
- Modified access to career-based learning (cosmetology, entrepreneurship, art).
- Coordination with outside agencies for wraparound supports and transition planning.

### **4. LRE Decision-Making and Placement**

- Placement decisions made by the IEP team based on data and student need.
- Consideration of general education with supports before restrictive settings.
- Annual review of placement decisions and instructional effectiveness.

### **5. Facilities and Accessibility**

- ADA-compliant facilities with accessible restrooms, entrances, and classrooms.
- Designated space for sensory breaks, speech therapy, and testing accommodations.
- Availability of assistive technologies (e.g., screen readers, speech-to-text tools).

## **6. Staffing and Professional Development**

- Licensed Exceptional Children teachers assigned based on student population.
- Contracted specialists for related services and evaluations.
- Annual staff training in IDEA, 504 plans, trauma-informed instruction, and inclusive practices.

## **Conclusion**

Through inclusive instructional practices, tiered supports, and collaborative planning, CBA ensures all students with disabilities are served in the least restrictive environment. This approach provides equitable access, meets legal requirements, and empowers students to thrive.

## **Appendix: Multilingual Learner (ML) Services Plan & Teacher Job Description**

### **Section 1: Multilingual Learner (ML) Services Plan**

Celeste Beauty Academy Inc. (CBA) is committed to providing a linguistically inclusive learning environment where all students, regardless of language background, have equitable access to the academic and vocational curriculum. The following ML services plan outlines how CBA will identify, support, monitor, and exit students classified as Multilingual Learners (MLs).

#### **Identification and Enrollment**

- Home Language Survey administered at enrollment.
- WIDA Screener administered within 30 days if a language other than English is indicated.
- Data shared with ESL Coordinator to determine service eligibility.

#### **Instructional Services and Supports**

- Content-based ESL instruction integrated into academic and CTE courses.
- Sheltered Instruction strategies (SIOP) applied across all classrooms.
- Visual aids, glossaries, and bilingual resources made available.
- Push-in/pull-out models provided based on individual student needs.

#### **Monitoring and Exit Criteria**

- Annual assessment via WIDA ACCESS for ELLs.
- Individual Language Development Plans (ILDPs) maintained for each ML student.
- Exit threshold: WIDA composite score of 4.8+, followed by two-year monitoring.

#### **Staffing and Professional Development**

- Hire or contract ESL-licensed teacher/consultant during planning year.
- Annual PD for staff in ML supports, WIDA standards, and cultural responsiveness.
- Recruit bilingual support staff or translators as needed.

### **Section 2: Multilingual Learner (ML) Teacher Job Description**

**\*\*Position Title:\*\*** Multilingual Learner (ML)/ESL Teacher

**\*\*Reports To:\*\*** School Director or Director of Academics

**\*\*Employment Type:\*\*** Full-Time (10-Month Contract)

### **Job Summary**

The ML/ESL Teacher will support the language development and academic success of students identified as English Language Learners. The ideal candidate will deliver targeted instruction, collaborate with general education and CTE teachers, and ensure compliance with all federal and state mandates.

### **Essential Duties and Responsibilities**

- Administer initial and annual WIDA assessments.
- Develop and implement ILDPs in collaboration with instructional staff.
- Provide small group or push-in language instruction.
- Support staff in SIOP strategies and culturally responsive pedagogy.
- Communicate with families in a linguistically appropriate manner.

### **Qualifications**

- Valid NC teaching license with ESL/ML certification.
- Experience working with diverse student populations.
- Strong organizational, interpersonal, and communication skills.

## Celeste Beauty Academy Inc. – Graduation Readiness Supporting Documents

### Graduation Checklist

To graduate from Celeste Beauty Academy Inc., students must complete the following requirements:

- ✓ Completion of 22 high school credits aligned with NC Future-Ready Core
- ✓ 4 credits in English (English I–IV)
- ✓ 4 credits in Mathematics (Math I, II, III + 4th level course)
- ✓ 3 credits in Science (Biology, Earth/Environmental, Physical Science)
- ✓ 4 credits in Social Studies (World History, Civics, American History, Economics/Personal Finance)
- ✓ 1 credit in Health/Physical Education
- ✓ Minimum of 6 elective credits (including 3 CTE/Cosmetology-related)
- ✓ 1,500 cosmetology hours verified by instructor (State Board eligible)
- ✓ 2+ entrepreneurship or business electives
- ✓ Completed career readiness portfolio (resume, service log, business plan)
- ✓ Senior capstone project or final showcase presentation
- ✓ Satisfactory ACT or WorkKeys participation

### Senior Capstone Project Rubric

Each senior must complete and present a capstone project aligned with their career pathway. The following rubric will be used to assess readiness and execution:

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Business Plan	Clear, viable, and detailed	Good concept with some gaps	Basic idea, limited planning	Unclear or incomplete
Presentation Skills	Confident, engaging, clear visuals	Mostly clear, minor issues	Limited clarity or polish	Poor delivery or visuals
Portfolio Materials	All materials organized and professional	Most materials included	Some missing elements	Few or no materials
Cosmetology Integration	Services clearly aligned with project	Mostly relevant services	Minimal alignment	No connection made
Creativity & Vision	Innovative, unique,	Some creativity shown	Generic or unclear	Lacks originality

	mission-aligned			
Professionalism	Dressed appropriately, respectful, timely	Minor issues	Unprepared or informal	Unprofessional demeanor

**Sample 4-Year Graduation Plan (Beautypreneur Track)**

Grade	Core Courses	CTE/Cosmetology	Entrepreneurship	Other Electives
9th	English I, Math I, Earth Science, World History	Intro to Cosmetology & Hygiene	Vision & Goal Setting	Health/PE
10th	English II, Math II, Biology, Civics & Economics	Cosmetology I	Intro to Business & Branding	Creative Arts/Mental Health
11th	English III, Math III, Chemistry, American History	Cosmetology II	Business Operations & Sales	Marketing & Communications
12th	English IV, Financial Algebra, Anatomy, African American Studies	Cosmetology III + Practicum	Capstone & Launch Planning	Senior Internship/Leadership

Here is a draft of **Appendix B: Curriculum Outline per Grade Span** for **Celeste Beauty Academy Inc.** This includes:

1. A grade-span breakdown (9th–12th)
2. A sample curriculum outline in graph/table format for **Cosmetology**, CBA’s core focus area

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## Appendix B: Curriculum Outline per Grade Span

Celeste Beauty Academy Inc. (Grades 9–12)

### Grade 9 Curriculum Overview

Subject Area	Course Name	Key Units Covered	Instructional Focus
English	English I	Narrative Writing, Poetry, Argumentative Texts	Literacy & Critical Thinking
Math	Math I or Foundations of Algebra	Linear Equations, Functions, Data Analysis	Conceptual Understanding & Application
Science	Earth/Environmental Science	Ecosystems, Atmosphere, Energy Flow	Inquiry-Based Learning & Lab Skills
Social Studies	World History	Ancient Civilizations, Global Conflict, Colonization	Historical Thinking & Analysis
CTE: Cosmetology	Intro to Cosmetology & Hygiene	Sanitation, Career Exploration, Professional Ethics	Foundation in Safety & Industry Expectations

Entrepreneurship	Vision & Goal Setting	SMART Goals, Leadership Identity, Personal Finance	SEL, Career Readiness & Identity Development
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## Grade 10 Curriculum Overview

Subject Area	Course Name	Key Units Covered	Instructional Focus
English	English II	Informational Texts, Literary Analysis, Research	Textual Evidence & Writing Development
Math	Geometry or Math II	Shapes, Angles, Proofs, Coordinate Geometry	Spatial Reasoning & Application
Science	Biology	Genetics, Cells, Ecosystems	Lab Investigations & Scientific Literacy
Social Studies	Civics & Economics	U.S. Government, Constitution, Market Economy	Citizenship & Critical Analysis
CTE: Cosmetology	Cosmetology I	Hair Structure, Basic Cutting, Manicuring	Hands-On Skill Development & Client Safety
Entrepreneurship	Intro to Business & Branding	Logo Design, Market Research, Business Identity	Creative Thinking & Business Planning

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## Grade 11 Curriculum Overview

Subject Area	Course Name	Key Units Covered	Instructional Focus
English	English III	American Literature, Rhetoric, Personal Narratives	Argument Writing & Contextual Analysis

Math	Math III or Algebra II	Quadratics, Exponentials, Complex Numbers	Problem Solving & Abstract Thinking
Science	Chemistry	Atomic Structure, Reactions, Chemical Bonding	Conceptual Connections & Lab Work
Social Studies	American History	Reconstruction, Civil Rights, Contemporary Movements	Cause/Effect & Historical Debates
CTE: Cosmetology	Cosmetology II	Thermal Styling, Color Theory, Skin & Nail Science	Intermediate Hands-On Skills & Product Chemistry
Entrepreneurship	Business Operations & Sales	Marketing, Customer Service, Point of Sale Systems	Public Speaking & Business Literacy

## Grade 12 Curriculum Overview

Subject Area	Course Name	Key Units Covered	Instructional Focus
English	English IV or AP English	British Lit, College Essay Writing, Independent Study	College & Career Literacy
Math	Pre-Calculus or Financial Algebra	Personal Finance, Graphing Functions, Investments	Life Readiness & Quantitative Literacy
Science	Anatomy & Physiology	Body Systems, Nutrition, Disorders	Career-Connected Science (Beauty/Health)
Social Studies	African American Studies/Elective	Cultural History, Modern Movements, Identity	Cultural Competence & Reflection

CTE: Cosmetology	Cosmetology III + Practicum	Salon Management, Advanced Styling, State Board Prep	Licensure Preparation & Portfolio Completion
Entrepreneurship	Capstone: Launch Your Business	Final Business Pitch, Branding, Public Presentation	Full Business Planning & Execution

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## Sample Curriculum Outline (Graph Format)

### Core Subject Focus: Cosmetology

(Aligned with NC CTE Course Sequence for Licensure Preparation)

Grade	Course Name	Instructional Modules	Hours Required	Core Outcomes
9	Intro to Cosmetology	History, Hygiene & Sanitation, Infection Control, Career Exploration	60 hrs	Understanding Industry Standards & Professionalism
10	Cosmetology I	Hair Anatomy, Basic Cuts, Shampooing, Manicures, Safety Regulations	300 hrs	Foundation Skills in Hair & Nail Services
11	Cosmetology II	Hair Coloring, Thermal Styling, Skin Science, Makeup Application, Customer Relations	600 hrs	Intermediate Skills, Client Consultation, and Theory Knowledge
12	Cosmetology III	Salon Business, Advanced Styling, Hair Removal, Facials, State Board Theory/Practical	540 hrs	Advanced Services + Licensure Prep + Career Portfolio Completion

**Total Hours for Licensure Track: 1,500 Hours**

## Appendix B: Scope and Sequence – English I–IV (Grades 9–12)

This comprehensive week-by-week scope and sequence outlines the English curriculum at Celeste Beauty Academy Inc. for grades 9 through 12, aligned with the North Carolina Standard Course of Study (NCSCoS) and CMS instructional practices. Each grade builds upon reading comprehension, analytical writing, vocabulary development, communication, and literary analysis skills.

### Grade 9 – English I

Week(s)	Unit Title	Key Concepts & Skills	Standards Alignment (NCSCoS)	Assessments
1–2	Introduction to Literary Analysis	Understanding plot, setting, character development, and theme in short stories	RL.9-10.1, RL.9-10.2	Reading comprehension quiz; analytical paragraph
3–4	Exploring Poetry	Analyzing poetic devices, tone, and structure in various poems	RL.9-10.4, RL.9-10.5	Poetry analysis essay; class presentation
5–6	Nonfiction and Informational Texts	Evaluating arguments, identifying bias, and summarizing central ideas	RI.9-10.1, RI.9-10.2	Informational text quiz; summary writing
7–8	Novel Study	Theme, character arc, author's purpose	RL.9-10.3, RL.9-10.6	Literary analysis essay
9–10	Narrative Writing	Writing personal narratives, plot structure, character voice	W.9-10.3	Narrative essay
11–12	Drama Study	Elements of drama, dialogue, stage direction	RL.9-10.5, RL.9-10.7	Scene performance
13–14	Research Skills	Source credibility, MLA format	W.9-10.7, W.9-10.8	Annotated bibliography
15–16	Argumentative Writing	Claim, evidence, counterclaims	W.9-10.1	Argumentative essay

17–18	Speaking and Listening	Discussion etiquette, presentation skills	SL.9-10.1, SL.9-10.4	Oral presentation
19–20	Vocabulary and Grammar	Academic vocab, punctuation, sentence structure	L.9-10.4, L.9-10.1	Vocabulary quiz
21–22	Grammar and Conventions	Parts of speech, agreement, usage	L.9-10.2	Editing drills
23–24	Final Assessment and Portfolio	Cumulative review and reflections	Comprehensive	Final exam and portfolio

### Grade 10 – English II

Week(s)	Unit Title	Key Concepts & Skills	Standards Alignment (NCSCoS)	Assessments
1–2	Literary Nonfiction	Memoir, biography, personal essays	RI.10.1, RI.10.2	Analytical paragraph
3–4	Literary Analysis: Theme	Symbolism, figurative language	RL.10.2	Theme analysis
5–6	Comparative Literature	Text-to-text comparisons	RL.10.6	Venn diagram, essay
7–8	Novel Study	Setting, tone, motif	RL.10.3	Literary analysis essay
9–10	Informational Texts	Fact vs. opinion, summarizing	RI.10.3	Summary writing
11–12	Argumentative Writing	Citing sources, persuasive structure	W.10.1	Argumentative essay
13–14	Research Project	Formulating a question, gathering sources	W.10.7	Research plan
15–16	Drama and Conflict	Character conflict and resolution	RL.10.5	Scene script
17–18	Oral Communication	Debate skills, public speaking	SL.10.1	Debate or speech
19–20	Vocabulary Building	Context clues, word roots	L.10.4	Vocabulary quiz

21–22	Grammar Mechanics	Complex sentences, parallel structure	L.10.2	Grammar packet
23–24	Year-End Portfolio	Reflection writing	W.10.10	Portfolio review

### Grade 11 – English III

Week(s)	Unit Title	Key Concepts & Skills	Standards Alignment (NCSCoS)	Assessments
1–2	Foundations of American Literature	Colonial and 19th-century texts	RL.11-12.1	Close reading annotations
3–4	Rhetorical Analysis	Ethos, pathos, logos	RI.11-12.6	Speech analysis
5–6	The American Dream	Poetry and prose comparison	RL.11-12.2	Thematic essay
7–8	Modern Novel Study	Narrative voice, structure	RL.11-12.3	Analytical essay
9–10	Argument Writing	Constructing logical arguments	W.11-12.1	Essay draft and revision
11–12	Synthesis Essay	Using multiple sources	W.11-12.8	Synthesis paper
13–14	Drama & Society	Historical context, stage production	RL.11-12.5	Performance critique
15–16	Research Paper	Academic writing, citations	W.11-12.7	Formal research paper
17–18	Speech & Delivery	Tone, pacing, eye contact	SL.11-12.4	Recorded presentation
19–20	Language in Context	Syntax, diction, tone	L.11-12.5	Mini-lesson writing
21–22	Grammar Mastery	Clarity, cohesion	L.11-12.1	Grammar assessment
23–24	Final Exam and Portfolio	Capstone review	Comprehensive	Exam and reflection essay

### Grade 12 – English IV

Week(s)	Unit Title	Key Concepts & Skills	Standards Alignment (NCSCoS)	Assessments
1–2	British Literature Survey	Anglo-Saxon to Victorian	RL.11-12.1	Reading quiz

3–4	Critical Literary Theories	Feminist, Marxist, Post-Colonial	RL.11-12.6	Theory response
5–6	Independent Novel Study	Choice texts, peer review	W.11-12.6	Literary review essay
7–8	College Essay Writing	Common App prompts	W.11-12.4	College essay draft
9–10	Resumes and Cover Letters	Professional writing	W.11-12.2	Mock resume & letter
11–12	Modern Drama	Satire, character development	RL.11-12.5	Theatrical scene rewrite
13–14	Civic Discourse & Rhetoric	Op-ed writing, civic texts	RI.11-12.1	Opinion column
15–16	Senior Research Project	Inquiry process	W.11-12.7	Research outline
17–18	Senior Presentation	Capstone speech	SL.11-12.4	Formal presentation
19–20	Vocabulary & Precision	Connotation, nuance	L.11-12.4	Word study activity
21–22	Grammar for College & Career	Polishing writing	L.11-12.2	Grammar edit checklist
23–24	Senior Portfolio Submission	Final reflections, writing samples	W.11-12.10	Portfolio defense

## Required & Commonly Used Books for Grades 9–12 English (Aligned with CMS & NC Standards)

These are standard literary texts used in many North Carolina high schools (including CMS) and meet DPI's expectations for core English instruction:

### Grade 9 – English I (Literary Foundations & Genres)

- *Of Mice and Men* by John Steinbeck
- *Romeo and Juliet* by William Shakespeare
- *To Kill a Mockingbird* by Harper Lee
- Selected short stories (e.g., *The Most Dangerous Game*, *The Necklace*)
- Selected poems (e.g., Langston Hughes, Maya Angelou)

### Grade 10 – English II (World Literature & Cultural Perspectives)

- *Things Fall Apart* by Chinua Achebe
- *Night* by Elie Wiesel

- *Antigone* by Sophocles
- *Julius Caesar* by William Shakespeare
- Selected world folktales and fables
- Informational texts and global articles

### **Grade 11 – English III (American Literature)**

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Crucible* by Arthur Miller
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- Selections from *The Scarlet Letter*, *Walden*, *The Adventures of Huckleberry Finn*
- American speeches (e.g., MLK’s *I Have a Dream*, JFK, Obama)

### **Grade 12 – English IV (British & Contemporary Literature)**

- *Macbeth* by William Shakespeare
- *Beowulf* (translated selections)
- *Frankenstein* by Mary Shelley
- *1984* by George Orwell
- *Pride and Prejudice* by Jane Austen (or alternate)
- Senior-selected contemporary novel for capstone analysis

## **CBA-Aligned Suggested English Materials (To Be Voted on by Curriculum Committee)**

These additional resources reflect CBA’s core values: **entrepreneurship, beauty, identity, healing, empowerment, and cultural relevance**. These texts are not required but recommended for committee review.

### **Fiction & Memoir (Diverse, Empowering, Creative Voices)**

- *The Hate U Give* by Angie Thomas
- *We Should All Be Feminists* by Chimamanda Ngozi Adichie
- *More Than Enough* by Elaine Welteroth
- *Becoming* (Young Readers Edition) by Michelle Obama
- *Clap When You Land* by Elizabeth Acevedo
- *Punching the Air* by Ibi Zoboi & Yusef Salaam

### **Writing, Identity & Expression**

- *The Poet X* by Elizabeth Acevedo
- *The Artist’s Way* (Teen Edition) by Julia Cameron
- *Black Girl, Call Home* by Jasmine Mans

- *The Rose That Grew from Concrete* by Tupac Shakur
- *Dear Martin* by Nic Stone
- *Just Mercy (YA Edition)* by Bryan Stevenson

### **Speech, Rhetoric, and Social Commentary**

- *Stamped: Racism, Antiracism, and You* by Jason Reynolds & Ibram X. Kendi
- *Why We Can't Wait* by Dr. Martin Luther King Jr.
- *So You Want to Talk About Race* by Ijeoma Oluo (upper-level elective)
- *Freedom Writers Diary* (excerpted selections)

### **Entrepreneurial & Personal Development (For Elective English or Enrichment)**

- *Start With Why* by Simon Sinek (Teen Adaptation)
- *The 7 Habits of Highly Effective Teens* by Sean Covey
- *Atomic Habits (Youth Workbook Edition)* by James Clear
- *Rich Dad Poor Dad for Teens* by Robert T. Kiyosaki
- *Black Girl Finance* by Selina Flavius

CBA will follow the admission requirements of § 115C-218.45.

Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to Celeste Beauty Academy. Admission to CBA shall not be determined according to the school attendance area in which a student resides. CBA will not discriminate in admissions, will not be religiously affiliated, and must conduct lotteries for admission when demand exceeds available seats.

The early open enrollment application period for CBA will begin on February 1st and run through April 15. If CBA has not reached full capacity, a second enrollment will be offered starting May 1 through June 30<sup>th</sup>. Applications will be available online and at events hosted by CBA.

CBA may give enrollment priority to any of the following:

- (1) Siblings of currently enrolled students who were admitted to CBA in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.
- (2) Siblings who apply to CBA for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
- (3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the Review Board, the following:
  - a. Children or grandchildren of persons (i) employed full time by CBA
  - b. Children or grandchildren of CBA's board of directors

During each period of enrollment, CBA shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods, unless through a new academic year.

#### LOTTERY

If there are more applicants than available spaces in a grade, NC state law requires that a lottery is held to fill that grade. Applicants in a preference category are placed first in random order, and then all other students are placed in random order.

However many applicants can be accommodated by the number of empty slots are placed immediately. Those applicants have 5 days to confirm.

If applicants decline or fail to confirm within the allotted time, they are removed from the roster and the next applicant moves into the vacant spot and will then have 5 days to confirm.

#### WAITLIST

If one child in a family receives an admissions offer, other siblings are not automatically included in the offer. Other family siblings will only receive an offer if their waitlist number moves up to an offer for the grade they are applying. If no offer is made, they will be considered

“siblings” for the next year (after one child in the family is attending) and will receive sibling priority for the following academic year.

#### WITHDRAWALS

Parents can withdraw their child from CBA at any time. All materials must be returned to CBA before withdrawals are completed.

#### TRANSFERS

CBA will not accept transfer students mid-year unless space is available. If a student at CBA transfers to another school, their records must be sent to the new school upon request.

#### REENROLLMENT

Families must **reapply each year** for their child's enrollment.

**Annual Reapplication:** Students must submit a new application for each school year, even if they were previously enrolled.

- **Enrollment Confirmation:** Parents must confirm their child's enrollment within a specified period. If confirmation is not received, the seat may be offered to another student on the waitlist.

Pre-admission activities offered by CBA for students or parents are to provide an opportunity for families to become familiar with CBA's environment, policies, and expectations. Such activities may include open houses, informational sessions, school tours or activities offered by the non-profit organization.

## Celeste Beauty Academy Facility Development Timeline (2025–2028)

This document outlines the step-by-step facility acquisition and preparation plan for Celeste Beauty Academy Inc., detailing the major tasks, responsible individuals, and target dates for launching the school in August 2027.

Timeline	Key Task	Responsible Party
Q2 2025	Conduct walkthrough and site planning at 2601 Wilkinson Blvd	Executive Director, Architect
Q3 2025	Submit Letter of Intent and finalize lease terms with CMBCC	Executive Director, Board Chair
Q4 2025	Engage Morgan Dyson as Project Manager and initiate design plan	Executive Director, Project Manager
Q1 2026	Submit zoning applications and retrofitting permits	Architect, Legal Counsel
Q2–Q4 2026	Begin buildout and classroom renovations	Contractors, Architect
Q1 2027	Purchase insurance and begin ECO documentation	Executive Director, CPA
Q2 2027	Schedule inspections (Fire, Health, Safety)	Facilities Coordinator
Q3 2027	Receive Certificate of Occupancy and complete classroom setup	Executive Director, Architect
August 2027	Open doors to first cohort of 80 ninth-grade students	School Leadership Team

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Executive Director		1
Principal		1
Dean(s)		
Additional School Leadership	1	1
Core Classroom Teachers		5
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		1
Student Support Positions (e.g. social workers, psychologists, etc.)		
Specialized School Staff		
Teaching Aides or Assistants		1
School Operations Support Staff		4

Year 2

Year 3

Year 4

Year 5

1	1	1	1	1
1		1	1	1
1		1	1	1
9		10	11	11
1		2	2	3
1		3	4	4
4		4	4	5

## Appendix: EC Compliance & Special Populations Training Checklist for CBA Board

This checklist outlines the minimum training expectations for board members of Celeste Beauty Academy Inc. to prepare for governance and oversight of services for Exceptional Children (EC), 504, ML, and gifted populations.

### Board Training Topics and Resources

- ✓ Overview of IDEA and Section 504 Requirements
- ✓ Understanding the Role of the EC Director
- ✓ RTI and MTSS Frameworks for At-Risk Students
- ✓ ML Identification, WIDA Access, and ELD Strategies
- ✓ IEP and 504 Plan Review Process
- ✓ Discipline Procedures for Students with Disabilities

### Suggested Training Sources

- BoardSource EC Modules or Epicenter Board Training
- DPI Exceptional Children's Division training series
- Local EC Directors Roundtables or Webinars
- Custom training from hired EC Consultant

### Board Member Sign-Off

Each board member will review and sign off upon completion of required modules prior to school opening:

Board Member Name	Date Completed	Signature
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## Appendix: Exceptional Children (EC) Consultant Recruitment Plan

To ensure that Celeste Beauty Academy Inc. is fully prepared to serve students with disabilities upon opening, the following plan outlines how the organization will identify, contract, and onboard an Exceptional Children (EC) Consultant during the pre-operational planning phase.

### 1. Purpose and Timeline

The EC Consultant will guide CBA in establishing special education policies, staff training protocols, compliance documentation, and early service provider partnerships. Recruitment will begin in Fall 2025 and onboarding will occur no later than March 2026.

### 2. Desired Qualifications

- North Carolina EC licensure or administration certification
- 5+ years experience working in or leading EC programs
- Familiarity with DPI EC compliance standards and charter school implementation
- Strong knowledge of IEPs, 504s, progress monitoring, and inclusive classroom models

### 3. Recruitment Strategy

- Post RFP on NC Charter School Resource Center, NC DPI listservs, and charter school forums
- Share with local university education departments and special education networks
- Leverage board and community partnerships for referrals

### 4. Responsibilities of the EC Consultant

- Draft CBA's special education policy handbook
- Review curriculum for differentiation and accommodations
- Assist with EC budget line items and staffing projections
- Facilitate pre-opening EC compliance training for board and staff

## Instructional Program Supporting Documents

## Appendix A: Instructional Program Overview

### Appendix A: Instructional Program Overview

Celeste Beauty Academy Inc. (CBA) will implement a rigorous, integrated instructional model combining core academics, cosmetology training, and entrepreneurial skill-building. Our program is grounded in culturally responsive pedagogy, Universal Design for Learning (UDL), and project-based learning (PBL) to support diverse learners and prepare students for both licensure and business ownership.

#### Major Instructional Methods

- Project-Based Learning
- Co-Teaching Models
- Differentiated Instruction
- Hands-on Cosmetology Labs
- Integrated SEL & Advisory Blocks

#### Assessment Strategies

- Diagnostic (NWEA MAP/i-Ready)
- Quarterly Benchmarks
- State Testing (EOC, ACT, WorkKeys)
- Portfolio Reviews
- Mock Licensure Exams

#### Instructional Alignment

Our model supports students in underserved communities through relevant, career-focused content and layered support services. Instructional methods emphasize equity, engagement, and real-world application to ensure students graduate college- and career-ready.

## Appendix B: Curriculum Outline (Grades 9–12)

### Appendix B: Curriculum Outline (Grades 9–12)

Celeste Beauty Academy Inc. (CBA) integrates academic instruction with cosmetology and entrepreneurship coursework. The curriculum is designed to meet North Carolina graduation requirements while preparing students for licensure and career readiness.

#### Grade 9

- English I
- Math I or Foundations of Math
- Earth/Environmental Science
- World History
- Cosmetology I
- Health/PE

#### Grade 10

- English II
- Math II
- Biology
- American History I
- Cosmetology I (continued)
- Entrepreneurship I

#### Grade 11

- English III
- Math III
- Physical Science or Chemistry
- American History II
- Cosmetology II
- Branding/Marketing

#### Grade 12

- English IV
- Advanced Math or Personal Finance
- Civic Literacy or Economics
- Cosmetology III
- Salon Management
- Capstone Portfolio

## Appendix C: Assessment & Academic Monitoring Plan

### Appendix C: Assessment & Academic Monitoring Plan

CBA's assessment framework is designed to track academic growth, identify needs, and inform instruction across both core and CTE subjects.

#### Assessment Tools and Timeline

- Baseline Diagnostics: NWEA MAP (Fall)
- Formative Assessments: Bi-weekly checks per subject
- Benchmarks: Quarterly exams
- State Testing: EOC, ACT, WorkKeys (per NC DPI)
- Mock Cosmetology Exams: Semi-annually

#### Data Use and Response

Data will be reviewed in PLCs bi-weekly. Students identified as at-risk will receive intervention via Tier II/III supports. Advanced students may be given enrichment or mentoring opportunities within salon labs and business projects.

## Appendix D: Sample Lesson – Cosmetology & Core Integration

### Appendix D: Sample Lesson – Cosmetology & Core Integration

**\*\*Course:\*\*** Cosmetology II / English III

**\*\*Unit Theme:\*\*** Professional Communication in the Salon

**\*\*Lesson Title:\*\*** Writing Client Consultation Summaries

#### Objectives

- Students will analyze and summarize a simulated salon client consultation.
- Students will draft a written summary using clear, professional language and cosmetology vocabulary.
- Students will edit for clarity, tone, and technical accuracy.

#### Standards Alignment

- NC ELA Standard: W.11.4 (Produce clear and coherent writing)
- CTE Standard: Cosmetology II – Demonstrate proper client communication and documentation

#### Instructional Activities

1. Warm-up discussion on real-world communication mistakes in client service settings.
2. Modeling of written summaries from a mock consultation.
3. Peer-review activity for clarity, tone, and technical terms.
4. Final edits and submission.

#### Assessment

Rubric-based assessment of professionalism, accuracy, and vocabulary usage.

## Appendix E: MTSS & Instructional Support Framework

### Appendix E: MTSS & Instructional Support Framework

CBA will implement a Multi-Tiered System of Support (MTSS) to address academic, behavioral, and social-emotional needs across all students.

#### Tier I – Universal Instruction

- High-quality, standards-aligned instruction
- SEL integration
- Differentiation and accommodations

#### Tier II – Targeted Support

- Small-group tutoring
- Academic improvement plans
- Advisory mentoring

#### Tier III – Intensive Intervention

- One-on-one support
- EC/504 plans
- External partnerships and referrals

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Paulie Grant-Jones	Chairman	414-235-1407	<a href="mailto:Treasurer@celestebeautyacademy.com">Treasurer@celestebeautyacademy.com</a>	Iredell	CPA	Certified Public Accountant - Current Administrator - Provisional License - Expired 6/30/23 Real Estate Broker - Expired	None None None
Kayla C Grant-Dixon	Executive Director	414-708-1503	<a href="mailto:president@celestebeautyacademy.com">president@celestebeautyacademy.com</a>	Iredell	Cosmetologist	Licensed Cosmetologist - Current	None
Kellan Mccullough	Treasurer	414-350-2254	<a href="mailto:fundraisingdirector@celestebeautyacademy.com">fundraisingdirector@celestebeautyacademy.com</a>	Milwaukee	Nonprofit Development		
Wendy Blake	Board Member	603-781-3610	<a href="mailto:w.blake@celestebeautyacademy.com">w.blake@celestebeautyacademy.com</a>	Mecklenburg	Retired	Project Management Certification	None
Treyvon Edmonds	Board Member	980-318-7285	<a href="mailto:committeechair@celestebeautyacademy.com">committeechair@celestebeautyacademy.com</a>	Mecklenburg	Canvassing Director		

### Charter School Required Signature Certification

*Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

#### I. School Information

Name of charter school

Celeste Beauty Academy, Inc.

#### II. Selected Board Attorney

❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

No:  Yes:  Not yet identified:

Name of Selected Board Attorney:

Click or tap here to enter text.

Business/Law Firm Name: Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

E-mail address: Click or tap here to enter text.

**III. Selected Board Auditor**

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

No:       Yes:       Not yet identified:

Name of Selected Board Auditor:

Click or tap here to enter text.

Business/Firm Name: Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

**IV. Selected CMO/EMO**

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

No:       Yes:       Not yet identified:

Name of Selected Management Organization:

Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

No:  Yes:  Not yet identified:

Name of Selected Financial Management Service Provider:

Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided.

No:  Yes:  Not yet identified:

Name of Selected PS or IC Service Provider:

Click or tap here to enter text.

Business Address: Click or tap here to enter text.

Telephone No.: Click or tap here to enter text.

Email address: Click or tap here to enter text.

VII. Signatures of All Charter Board Members

1. Kayla Celeste Grant-Dixon	2.
3. Wendy Blake	4.
5. Kellian McCullough	6.
7. Treyvon Edmonds	8.
9. <i>Pauline Grant-Jones</i>	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Pauline Grant-Jones, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as Celeste Beauty Academy Charter School is true and correct in every respect.

Signature *Pauline Grant-Jones* Date **04/21/2025**

**Signature:** Kayla Grant-Dixon

**Email:** president@celestebeautyacademy.com

**Signature:** Kellan McCullough

**Email:** fundraisingdirector@celestebeautyacademy.com

**Signature:** Wendy Blake

**Email:** w.blake@celestebeautyacademy.com

**Signature:** Treyvon Edmonds

**Email:** committeechair@celestebeautyacademy.com



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

<b>Name of charter school</b>	Celeste Beauty Academy Inc
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#### Board Member’s Information

<b>Board Members</b>	Full name: Wendy Blake
	Home Address: 14911 Marymont Ave Huntersville, NC 28078
	Business Name & Address:
	Telephone No.: 603-781-3610
	E-mail address: w.blake@celestebeautyacademy.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No:

Yes:

**Educational History**

MBA - Southern New Hampshire University  
BS, Business Administration/Finance -University of Maine

**Employment History**

Liberty Mutual Insurance - 33 years in Technical leadership before retiring in 2022. Positions held include:  
Chief Information Officer - Global Risk Solutions, North America  
VP, Digital Transformation Officer - Global Specialty Mkts, London  
VP, Sr. Director - Technology  
VP, Director - Technology  
Manager - Technology  
Project Manager - Technology

**How were you recruited to join this Board of Directors?**

I am familiar with founder, Kayla Grant-Dixon, and board member Pauline Grant-Jones, who met with me about Kayla's plans to develop a charter school that will provide improved career opportunities for high school students in the field of beauty and wellness. I had strong interest in the concept and was asked if I would bring some of my experience to the school as a board member.

**Why do you wish to serve on the board of the proposed charter school?**

I am retired and looking to apply the skills developed during my 33 year career of leadership in Insurance and Technology in ways that improve

	my community. I saw Celeste Beauty Academy as a way to serve the youth in Mecklenburg county and fill a need that currently did not have a solution.
<b>How were you recruited to join this Board of Directors?</b>	see above
<b>Why do you wish to serve on the board of the proposed charter school?</b>	see above
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	Ensure NC and federal standards are met to ensure students complete all educational requirements, oversee decisions about the school operation to ensure all laws, financial management, and resource selection/management are met ethically, with the highest compliance standards. Ensure success of our students throughout their time in the program and beyond. Additionally as board members we will take on tasks and committees as the board requires.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	I have not served on other boards but I have a successful career in which I oversaw all aspects of managing a global organization for a Fortune 100 insurer. I am also a member of the North Mecklenburg Women's Club providing support to various charities and organizations throughout Mecklenburg county. Our annual donations to community organizations exceed \$100,000 annually.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	Over 30 years of executive experience in strategic planning, financial planning, regulatory compliance, leadership and team development, talent selection at all levels, as well as organizational design and managing through change. I have specific expertise in the areas of insurance and technology and can advise the board in these areas as needed.

<p><b>What is your understanding of the school's mission and guiding beliefs?</b></p>	<p>Full understanding. Our mission is well documented and I have had discussions with CBA president and board members about our goals and objectives.</p> <p>We are a non-profit committed to empowering aspiring beauty professionals through education, mentorship, and hands-on business experience. We bridge the gap between cosmetology, entrepreneurship, and financial literacy to create sustainable career paths for students and professionals in the beauty industry.</p> <p>We believe we can make a difference in our community by providing additional paths to professional success for our youth that choose, for various reasons, not to take an immediate path to college.</p>
<p><b>What is your understanding of the school's proposed educational program?</b></p>	<p>Celeste Beauty Academy will align with NC Department of Public Instruction's (NCDPI) Future-Ready Core graduation requirements. Students will complete required credits in English, Math, Science, Social Studies, Health/PE, and electives. Additionally the required 9-credit cosmetology program, designed to meet licensure requirements of the NC Board of Cosmetic Art Examiners, will allow students to graduate with both a high school diploma and required credits for a cosmetology license. Additional aspects spanning many other topics have also been considered from lunches, to code of conduct, etc.</p>
<p><b>What do you believe to be the characteristics of a successful school?</b></p>	<ul style="list-style-type: none"> <li>*Supporting our youth in alternative paths to educational success that will ultimately lead to a stronger, more vibrant community through increased professional opportunities.</li> <li>*Achieving the highest graduation and placement standards.</li> <li>*Ensuring a successful school that meets all regulatory, fiscal, legal, ethical, and educational requirements.</li> <li>*Providing an unmet need in our community.</li> </ul>
<p><b>How will you know that the school is succeeding (or not) in its mission?</b></p>	<p>We will have metrics and measures around student participation and achievement, the performance of our educators, as well as the school's operational and fiscal performance. We will meet regularly to ensure we are meeting or exceeding standards and to address any items that might positively or negatively impact our results so that we can take appropriate actions</p>

## Governance

<b>Describe the role that the board will play in the school's operation.</b>	<p>*Ensure NC state standards are met to see that students complete all educational requirements for their success.</p> <p>*Oversee decisions about the operation to ensure all laws, standards, financial management, and resource selection/management are done ethically and meet the highest compliance standards.</p>
<b>How will you know if the school is successful at the end of the first year of operation?</b>	<p>Our short term objectives are to prepare for school launch. Including:</p> <ul style="list-style-type: none"><li>● Obtain and maintain 503(c)(3) status</li><li>● Launch community initiatives to build presence and track outcomes</li><li>● Submit charter school application for approval</li><li>● Launch solo-run beauty parlor &amp; spa to track income and build capital.</li><li>● Launch the project Celeste athleisure line</li><li>● Site selection for the school</li><li>● Insurance for the school</li><li>● Finalize curriculum schedule that adheres to NC and Career &amp; Technical Education (CTE) integration</li><li>● Fundraising</li></ul> <p>In our first year of operation we look to accommodate 100 students who will participate in the program and build credits and experience required for their graduation.</p>
<b>How will you know at the end of five years of the school is successful?</b>	<p>Our longer term goals include these objectives:</p> <ul style="list-style-type: none"><li>● Observe increasing enrollment and begin graduating students with the qualifications to immediately enter the workforce in their profession.</li><li>● Build 5 high school cohorts within greater Charlotte.</li><li>● Build an alumni network to support recruitment and create opportunities for future graduates.</li><li>● Generate impact reports demonstrating academic success, service hours and alumni outcomes.</li><li>● Secure ongoing funding and meet 5 year goal of \$1M in funding by 2032.</li></ul>

<p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>	<ul style="list-style-type: none"> <li>● Our personal commitment will be to ensure we are selecting the best talent from educators to administrators to committee members to ensure we are transparent about our goals and expectations, as well as challenges, issues and risks that must be addressed during the forming of the school and as it operates day-to-day.</li> <li>● We must ensure we are operating with integrity and that these expectations are cascade throughout the organization to support our students</li> <li>● Frequent communication across our organization will be key to keeping our teams aligned and focused on our common goals and student needs.</li> <li>● Our regular meetings will be the time to bring forward items requiring review and action while constantly measuring ourselves against our goals and regulatory, ethical, and legal requirements.</li> </ul>
<p><b>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</b></p>	<p>We would first address these issues within the board through our conflict resolution guidelines (our CBACR-RR document provides details) to immediately address remediation for any areas of concern with a plan and expectations of those involved. If issues are unresolved, it would require us to part ways with anyone acting unethically or not in the best interest of the school. However, for larger issues of illegality, we must seek to be transparent and disclose these to proper authorities. We also offer an anonymous Whistleblower process to allow anyone who becomes aware of misconduct to report it.</p>

**Certification**

I, Wendy Blake, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Celeste Beauty Academy Charter School is true and correct in every respect.

**Board Member's Signature**

**Signature** *Wendy Blake*

**Date** 04/21/2025

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# Kellan McCullough

Self-Motivated Finance Graduate (Dec'22). Investing Hobbyist. Driven Learner.

*Seeking collaborative, project-based roles requiring strategic thinking and complex problem solving. Open to relocation.*

(414) 350 - 2254

[kellanm1@gmail.com](mailto:kellanm1@gmail.com)

[www.linkedin.com/in/seekingcashflow](https://www.linkedin.com/in/seekingcashflow)

## EXPERIENCE

### **Neighborhood House of Milwaukee, Milwaukee, WI — Development Coordinator**

MAY 2023 – PRESENT

- Organize, coordinate and evaluate nonprofit fundraising events hosting 20–300 guests, drawing revenues exceeding \$175,000.
- Build and maintain positive relationships with donors and volunteers, providing “best in class” service.
- Conduct market research to identify potential corporate partners and secure sponsorship agreements.
- Generate financial reports and coordinate with executive leadership to support funding decisions.

### **Neighborhood House of Milwaukee, Milwaukee, WI — Administrative Assistant**

NOVEMBER 2022 – MAY 2023

- Maintained accurate records in CRM database, demonstrating proficiency in data management systems.
- Generated department invoices, showcasing attention to detail in financial documentation.
- Assisted in reconciliation of accounts, tracking expenditures, and ensuring compliance with financial policies.

### **Footaction, Wauwatosa, WI — Sales Associate**

NOVEMBER 2016 - APRIL 2019

- Drove in-store sales with a customer-centric approach and thorough product knowledge.
- Member of the first sales team to reach \$1MM sales milestone in that franchise location.
- Participated in training incoming sales associates and developing sales techniques.

## EDUCATION

### **The University of Wisconsin, Milwaukee**

GRADUATION - DECEMBER 2022

Bachelor of Business Administration, Major in Finance

## TECHNICAL SKILLS

Event/Project Management  
Financial Modeling  
Trend Analysis  
SQL (Limited)  
Microsoft Suite  
Adobe Suite  
Database Management

## SOFT SKILLS

Verbal & Written  
Communication  
Teamwork  
Public Speaking  
Conflict Resolution  
Strategic Thinking  
Detail Oriented

## INTERESTS

Outdoor Recreation  
Probability Games  
Macroeconomics  
Electronic Music  
Travel

## PERSONAL PROJECTS

### **Managing Personal Brokerage Account**

2018 - PRESENT

Manage a personal brokerage account with a focus on balancing dividend income and growth. Conduct market research, analyze financial data, and make informed investment decisions to achieve long-term goals.



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

<b>Name of charter school</b>	Celeste Beauty Academy
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#### Board Member’s Information

<b>Board Members</b>	Full name: Kellan McCullough
	Home Address: 2612 W Legion St, Milwaukee WI 53204
	Business Name & Address: Neighborhood House of Milwaukee 2819 W Richardson Pl, Milwaukee, WI 53208
	Telephone No.: 414 933 6161

	E-mail address: fundraisingdirector@celestebeautyacademy.com
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<b>Board Member Application</b>	
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<b>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</b>	No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/>
<b>Educational History</b>	BBA: Finance, UW Milwaukee
<b>Employment History</b>	Development Coordinator, Neighborhood House of Milwaukee, 2 years Security Associate, Froedtert Health, 3 years Sales Associate, Footlocker Co., 2 years
<b>How were you recruited to join this Board of Directors?</b>	Directly recruited by Executive Director
<b>Why do you wish to serve on the board of the proposed charter school?</b>	To promote positive change and execute CBA's mission
<b>How were you recruited to join this Board of Directors?</b>	Click or tap here to enter text.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	Click or tap here to enter text.

<b>What is your understanding of the appropriate role of a public charter school board member?</b>	Board members provide strategic guidance, ensure the schools success and accountability.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	I will be an effective board member thanks to my experience working at a nonprofit community/educational center.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I bring experience in organizing large fundraising events, donor cultivation, and grant writing.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	Support, engage and empower school age youth within the beauty industry through skill development and entrepreneurial training.
<b>What is your understanding of the school's proposed educational program?</b>	A high school based technical curriculum with optional mastery programs
<b>What do you believe to be the characteristics of a successful school?</b>	A successful school is one that engages and prepares its students, while cultivating a sense of leadership and curiosity.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	We will know the school is successful by assessing the success of its alumni and performance of current students.

### Governance

<b>Describe the role that the board will play in the school's operation.</b>	The board will oversee strategic development and ensure operations remain aligned with the mission.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	The school will be successful at the end of the first year by meeting its staffing and student enrollment levels.
<b>How will you know at the end of five years if the school is successful?</b>	The school is considered successful after five years if it is meeting the appropriate graduation and enrollment metrics.

<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Assisting the executive director in efficiently executing the business plan within budget.
<b>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b>	Record the situation in detail and notify the board president or appropriate authorities.

**Certification**

I,   Kellan McCullough  , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for   Celeste Beauty Academy   Charter School is true and correct in every respect.

**Board Member's Signature**

<b>Signature Kellan McCullough</b>	<b>Date 4/20/2025</b>
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*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# Treyvon J. Edmonds

Charlotte, NC | (980) 318-7285 | treyvone01@gmail.com

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## PROFESSIONAL SUMMARY

I am a dedicated leader specializing in community engagement and field organizing, I excel in mobilizing grassroots support and fostering strong community relationships. My expertise lies in driving strategic initiatives that empower local voices and create impactful, sustainable change.

## EXPERIENCE

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Shamaiye Haynes Campaign - *Charlotte, NC*

2022-present

### Director of Canvass Operations

- Manage volunteers for canvassing, phone banking, peer-to-peer texting, and local community events
- Run aggressive GOTV programs via phone banking and door-to-door canvassing
- Recruit, train and retain Build a rapport with them on behalf of the political campaign
- Planning and executing community events by studying demographics to best represent an area/region

Universal Windows Direct - *Charlotte, NC*

2023-2024

### Field Canvassing Manager

- Overseeing all canvass field activities, including training, role playing, field supervision and motivating team members.
- Monitoring and coaching all team members in the field to ensure they are following proper procedures, scripts, and customer service guidelines.
- possess the ability to master and effectively recite a script in the field and set appointments when needed as an example for the team.
- Executed canvass strategies that help my region generate and develop leads via door-to-door activities.
- Actively manage program launch through a combination of strategic staffing, training, planning, scheduling, and management of canvassing activities.
- Develop immediate, short-term, and long-term strategies for your market.

Action For Climate Emergency - *Charlotte, NC*  
2024

Jan 2024- Nov

### NC Canvassing Director

- Achieve daily voter registration goals and monitor the voter registration card rate.
- Work with our field team to find and secure quality high traffic site locations for voter registration including cultural events, local business partnerships, schools and other related sites where BIPOC communities.
- Support Table partners and vendors in tracking progress to goal.
- Recruit contracted field canvassers and provide orientation of voter registration programs.
- Work with Quality Control staff to ensure high quality voter registrations.

Weatherguard Restoration - *Charlotte, NC*

2024- present

### Field Canvassing Manager

- Overseeing all canvass field activities, including training, role playing, field supervision and motivating team members.
- Monitoring and coaching all team members in the field to ensure they are following proper procedures, scripts, and customer service guidelines.
- responsible for leading and managing a team of canvassers who generate leads and generate interest in roofing services.
- Executed canvass strategies that help my region generate and develop leads via door-to-door activities.
- Actively manage program launch through a combination of strategic staffing, training, planning, scheduling, and management of canvassing activities.
- Develop immediate, short-term, and long-term strategies for your market.

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## EDUCATION

Bachelor of Arts in Political Science, North Carolina A&T State University -

December 2020



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

<b>Name of charter school</b>	Celeste Beauty Academy
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#### Board Member’s Information

<b>Board Members</b>	Full name: Treyvon Edmonds
	Home Address: 2029 Darbywine dr. Charlotte, NC 28216
	Business Name & Address:
	Telephone No.: 980-318-7285
	E-mail address: Treyvone01@gmail.com

## Board Member Application

**Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?**

No: X

Yes:

**Educational History**

BA in Political Science and Minor in pre-Law from North Carolina A&T State university class of 2020.

**Employment History**

Universal Windows Direct - Charlotte, NC      2023-2024  
Field Canvassing Manager

Action For Climate Emergency - Charlotte, NC      2024- Nov 2024  
NC Canvassing Director

Weatherguard Roof Restoration - Charlotte, NC      Dec 2024-present  
Field Canvassing Manager

**How were you recruited to join this Board of Directors?**

By the Executive Director

**Why do you wish to serve on the board of the proposed charter school?**

To help make an impact in the local community by providing an unique approach to community engagement in the 28208 zip code.

<b>How were you recruited to join this Board of Directors?</b>	Click or tap here to enter text.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	As a board member we are responsible for ensuring the school adheres to its charter's mission and goals, monitors its performance, and holds school leaders accountable for student outcomes. We also, contribute to the school's strategic direction, financial oversight, and community engagement in the school area.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	I'm a passionate advocate for youth and educational equity with a strong background in grassroots organizing and community engagement. My experience leading civic initiatives—often in collaboration with schools and youth programs—has shown me how education can drive lasting change. I bring a student-centered approach, a deep understanding of community needs, and a commitment to helping charter schools thrive as inclusive, empowering spaces.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	I bring hands-on experience in grassroots organizing, strategic community outreach, and volunteer management—skills that are essential for building strong school-community partnerships. My work leading civic engagement campaigns across North Carolina has equipped me with the ability to analyze community demographics, plan impactful events, and mobilize diverse groups toward a shared goal. I also have experience working with schools and youth organizations, giving me insight into the challenges and opportunities that impact students and families.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	CBA goal is to provide a tuition free charter school in which will focus on helping incoming and current high school students gain experience and proper education to have the skills and knowledge to excel in the beauty industry.
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<b>What is your understanding of the school’s proposed educational program?</b>	to provide students with a an education aligned with North carolinas high school charter standards, while also allowing student to take courses that would apply towards getting their cosmetology license in north carolina as well.
<b>What do you believe to be the characteristics of a successful school?</b>	Strong leadership, engaged teachers, and meaningful community partnerships are key to a successful school. Most importantly, a successful school prepares students with real-world skills and knowledge that set them up for long-term success beyond graduation.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	I’d pay attention to student engagement, feedback from families and staff, and how well the school is living out its mission to prepare students for careers in the beauty industry. Also, by doing annual reviews on all staff and including the board as well.

### Governance

<b>Describe the role that the board will play in the school’s operation.</b>	I will oversee all committee boards and help in the community engagement Sector for the school.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	At the end of the first year, I would look at key outcomes like student retention, academic progress, and how effectively the school has implemented its beauty industry curriculum. I’d also consider student and parent satisfaction, the strength of partnerships with industry professionals, and how well the school created a safe, engaging learning environment.
<b>How will you know at the end of five years of the schools is successful?</b>	I would measure success by looking at long-term student outcomes—graduation rates, industry certifications earned, job placements, and post-secondary opportunities in the beauty field. I’d also assess the school’s reputation in the community.
<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Hire and support skilled leadership with professional development. Foster a safe, inclusive environment with strong student behavior policies and community engagement. Ensure alignment with state standards, differentiated instruction, and regular assessments.

**How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?**

I would try to speak to them and have a civil conversation. If that doesn't work, then I would call a meeting with the other board members to address the issue to come up with a solution.

### Certification

I, Treyvon Edmonds, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Celeste Beauty Academy Charter School is true and correct in every respect.

### Board Member's Signature

**Signature:** Treyvon Edmonds

**Date:** 4/21/2025

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

KAYLA CELESTE GRANT-DIXON

Troutman, NC 28166 | (414) 708-1503 | kgrantdixon@gmail.com

## Professional Summary

Results-driven nonprofit leader and licensed cosmetologist with 5+ years of experience in program management, grant development, and organizational strategy. Proven track record in community engagement, curriculum design, team leadership, and launching social impact initiatives. Adept at driving strategic growth and fostering collaboration among stakeholders to build sustainable, purpose-driven programs.

## Core Competencies

- Program Development & Leadership
- Fundraising & Grant Management
- Strategic Planning & Implementation
- Public Speaking & Community Engagement
- Team Building & Cross-functional Collaboration
- Marketing, Branding & Event Planning

## Experience

Executive Director | Celeste Beauty Academy Inc. – Troutman, NC | 2023 – Present

- Founder and Executive Director of a nonprofit beauty academy preparing youth for cosmetology licensure and entrepreneurship.
- Lead grant writing, stakeholder partnerships, and compliance with charter school application requirements.
- Manage all fundraising, branding, and strategic operations, overseeing a board and multi-state initiatives.
- Teach business and beauty workshops while coordinating pop-up events, product sales, and digital marketing campaigns.

Marketing Director | Opulent Hair Boutique – Tallahassee, FL | 2021 – 2023

- Directed digital marketing, product campaigns, and brand expansion, increasing customer base by 53%.
- Managed communications, data tracking, and operational reports to support state-level promotions.

Leasing Agent | The Social 2700 – Tallahassee, FL | 2021 – 2023

- Oversaw leasing operations, government housing assistance, and led customer service improvements.
- Maintained an 88% lease close rate through strategic property marketing and relationship building.

## Education & Credentials

Licensed Cosmetologist, North Carolina – Obtained April 2025

Nonprofit Leadership Certification, RLBA Program – Sept 2024 to April 2025

Master of Marriage & Family Therapy (MFT), Abilene Christian University – Enrolled, 2025–2028

Bachelor of Science – Interdisciplinary Social Sciences, Florida A&M University, 2023

Concentration: Communication & Design | Minor: Humanities

# PAULINE GRANT-JONES, CPA, MS

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Troutman, NC 28166  
(414) 235-1407  
pgrantj@outlook.com

## SCHOOL BUSINESS INTERN

2020-2021

West Allis-West Milwaukee School District

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Assist the District Administrator in areas such as financial services; budget development; facilities and operations planning; and auxiliary services.

## PROFESSIONAL EXPERIENCE:

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### CPA, OWNER

2001 - Present

Grant-Jones, CPA, PLLC f/n/a Grant Accounting Services, CPA, LLC, Milwaukee WI

- Provide annual auditing services for WI Choice Schools and not-for-profit organizations.
- Prepares various types of income tax returns including personal, corporate, estate and non-profit entities.
- Provide lead direction, training and work assignment and review to professional, technical and support staff and clients.
- Oversee and coordinate Accounts Payable and Accounts Receivable functions.
- Examine supporting documentation to establish proper authorization and conformance with agreements, contracts, and state and federal regulations.
- Prepare budgetary appropriation transfers and supplemental budgets. Review and recommend modifications to accounting systems and procedures; work with clients to assist in preparation of cost allocation plan.
- Prepare annual Comprehensive Annual Financial Report (CAFR).
- Perform cash reconciliation and grants reconciliation for all City funds, coordinate efforts of Treasurer and City departments to ensure proper recording and reporting.

## EDUCATION:

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**Master of Science** – Administrative Leadership MS; Education Administration & Supervision  
University of Wisconsin, Milwaukee WI.

**Bachelor of Business Administration degree** – Accounting  
Wayland Baptist University, Plainview TX.

## CERTIFICATION AND LICENSING:

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**Certified Public Accountant**, 1994 to Present

**Wisconsin School Business Administrator – Provisional License** - 01012020 - 06302023



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

<b>Name of charter school</b>	Celeste Beauty Academy Inc
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#### Board Member’s Information

<b>Board Members</b>	Full name: Pauline Grant-Jones
	Home Address: 172 Fairfield Dr., Troutman NC 28166
	Business Name & Address: Grant-Jones, CPA, PLLC PO Box 1181, Troutman NC 28166
	Telephone No.: 414-235-1407

	E-mail address: chairman@celestebautyacademy.com
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<b>Board Member Application</b>	
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<b>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</b>	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
<b>Educational History</b>	<p><b>Master of Science</b> – Administrative Leadership MS; Education Administration &amp; Supervision University of Wisconsin, Milwaukee WI.</p> <p><b>Bachelor of Business Administration degree</b> – Accounting Wayland Baptist University, Plainview TX.</p>
<b>Employment History</b>	Grant-Jones, CPA, PLLC (F/N/A Grant Accounting Services, CPA, LLC) 2001- Present
<b>How were you recruited to join this Board of Directors?</b>	Founding Member
<b>Why do you wish to serve on the board of the proposed charter school?</b>	As a funding member, my daughter and I came up with the ideal and vision.

<b>How were you recruited to join this Board of Directors?</b>	My daughter Kayla and I came up with the vision and plan and formed the Nonprofit Corporation.
<b>Why do you wish to serve on the board of the proposed charter school?</b>	I see this as an opportunity to give back to the community. To become a part of the solution and help others realize their dream.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	My understanding is to help the charter school fulfill it's mission to creating a learning environment for high school kids that will lead to a productive and fulfilling life.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	I served on board a charter school in Milwaukee WI. I also worked with both charter and choice schools in WI in both the capacity as a CPA Accountant and Auditor for other schools. I am knowledgeable in a financial matters and I have advanced training in school administration.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	My specific knowledge I bring to the board is all things financial.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	<b>The schools mission is education, based on sound principals.</b>
<b>What is your understanding of the school's proposed educational program?</b>	I am working directly with the school curriculum.
<b>What do you believe to be the characteristics of a successful school?</b>	I believe a successful school will graduate it's members and those students will either start a successful business or enter a college for advance learning.
<b>How will you know that the school is succeeding (or not) in its mission?</b>	The school success will be measured by graduation rates, testing scores, admissions to college, or students successfully entering the field of cosmetology.

## Governance

<b>Describe the role that the board will play in the school's operation.</b>	The board will play a governing role in the school operation. We will be involved in all the important decision making and financial operations of the school.
<b>How will you know if the school is successful at the end of the first year of operation?</b>	Success at the end of the first year will be measured by student participation, interest in other students in attending, pass rate of students, and testing scores.
<b>How will you know at the end of five years of the schools is successful?</b>	The same measurement for the first year of operation will be used to measure five years of success. One additional measurement will be added and that is the follow-up of students after graduation.
<b>What specific steps will the charter school board need to take to ensure that the school is successful?</b>	Hiring the right people and making sure professional development courses are taken throughout the year.
<b>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b>	Each director, manager and supervisor are responsible for the ethical business behavior of her/his subordinates. Directors, managers and supervisors must carefully weigh all courses of action suggested in ethical, as well as economic terms, and base their final decisions on the guidelines provided by CBA policy, as well as their personal sense of right and wrong.

## Certification

I, Pauline Grant-Jones, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Celeste Beauty Academy, Inc. Charter School is true and correct in every respect.

## Board Member's Signature

Signature *Pauline Grant-JONES*

Date 04/18/2025

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

KAYLA CELESTE GRANT-DIXON

Troutman, NC 28166 | (414) 708-1503 | kgrantdixon@gmail.com

## Professional Summary

Results-driven nonprofit leader and licensed cosmetologist with 5+ years of experience in program management, grant development, and organizational strategy. Proven track record in community engagement, curriculum design, team leadership, and launching social impact initiatives. Adept at driving strategic growth and fostering collaboration among stakeholders to build sustainable, purpose-driven programs.

## Core Competencies

- Program Development & Leadership
- Fundraising & Grant Management
- Strategic Planning & Implementation
- Public Speaking & Community Engagement
- Team Building & Cross-functional Collaboration
- Marketing, Branding & Event Planning

## Experience

Executive Director | Celeste Beauty Academy Inc. – Troutman, NC | 2023 – Present

- Founder and Executive Director of a nonprofit beauty academy preparing youth for cosmetology licensure and entrepreneurship.
- Lead grant writing, stakeholder partnerships, and compliance with charter school application requirements.
- Manage all fundraising, branding, and strategic operations, overseeing a board and multi-state initiatives.
- Teach business and beauty workshops while coordinating pop-up events, product sales, and digital marketing campaigns.

Marketing Director | Opulent Hair Boutique – Tallahassee, FL | 2021 – 2023

- Directed digital marketing, product campaigns, and brand expansion, increasing customer base by 53%.
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Leasing Agent | The Social 2700 – Tallahassee, FL | 2021 – 2023

- Oversaw leasing operations, government housing assistance, and led customer service improvements.
- Maintained an 88% lease close rate through strategic property marketing and relationship building.

## Education & Credentials

Licensed Cosmetologist, North Carolina – Obtained April 2025

Nonprofit Leadership Certification, RLBA Program – Sept 2024 to April 2025

Master of Marriage & Family Therapy (MFT), Abilene Christian University – Enrolled, 2025–2028

Bachelor of Science – Interdisciplinary Social Sciences, Florida A&M University, 2023

Concentration: Communication & Design | Minor: Humanities



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### School Information

<b>Name of charter school</b>	CELESTE BEAUTY ACADEMY INC (CBA)
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#### Board Member’s Information

<b>Board Members</b>	Full name: KAYLA CELESTE GRANT-DIXON
	Home Address: 172 FAIRFIELD DR TROUTMAN, NC 28166
	Business Name & Address: CELESTE BEAUTY ACADEMY INC. PO BOX 1181
	Telephone No.: 4147081503

	E-mail address: PRESIDENT@CELESTEBEAUTYACADEMY.COM
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**Board Member Application**

<b>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</b>	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
<b>Educational History</b>	<ul style="list-style-type: none"> <li>• B.A., Interdisciplinary Studies in Social Sciences, Arts &amp; Humanities – Florida A&amp;M University</li> <li>• Licensed Cosmetologist – Paul Mitchell The School (NC)</li> <li>• Nonprofit Leadership Development Certification – 2024</li> <li>• Currently enrolled in MFT Master’s Program – Abilene Christian University</li> </ul>
<b>Employment History</b>	<ul style="list-style-type: none"> <li>• Executive Director, Celeste Beauty Academy Inc.</li> <li>• Licensed Cosmetologist, Celeste’s Beauty Bar &amp; Spa</li> <li>• Business &amp; Nonprofit Consultant</li> </ul>
<b>How were you recruited to join this Board of Directors?</b>	I founded Celeste Beauty Academy based on the need I observed in the community for a beauty-focused charter school that combines trade education with entrepreneurship.

<b>Why do you wish to serve on the board of the proposed charter school?</b>	To empower underserved youth through beauty, creativity, and entrepreneurship in a structured academic environment.
<b>What is your understanding of the appropriate role of a public charter school board member?</b>	To ensure accountability, oversee governance and compliance, and uphold the mission while providing strategic direction and fiduciary oversight.
<b>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</b>	Founder and current Executive Director of CBA. I have led board meetings, strategic planning, fundraising efforts, and grant applications.
<b>Describe the specific knowledge and experience that you would bring to the board.</b>	Expertise in cosmetology, nonprofit management, student engagement, community building, and leadership development.

### School Mission and Program

<b>What is your understanding of the school's mission and guiding beliefs?</b>	CBA exists to prepare students for success in beauty and business by providing a free, innovative, and supportive education model grounded in entrepreneurship and self-expression.
<b>What is your understanding of the school's proposed educational program?</b>	A 4-year high school program with CTE-aligned cosmetology pathways offering business and beauty training for licensure prep and post-graduate development.
<b>What do you believe to be the characteristics of a successful school?</b>	Strong leadership, student-centered instruction, data-informed decision-making, engaged families, and clear pathways to post-graduation success.

<p><b>How will you know that the school is succeeding (or not) in its mission?</b></p>	<p>Through student performance, graduation rates, state board licensure exam pass rates, and stakeholder satisfaction surveys. We will also know CBA is succeeding if students graduate with clear opportunities—whether through college acceptance, passing the state licensure exam, launching their own businesses, or choosing to return and work with CBA.</p>
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### Governance

<p><b>Describe the role that the board will play in the school's operation.</b></p>	<p>The board sets policy, ensures financial oversight, supports the ED, approves strategic plans, and ensures legal and ethical compliance.</p>
<p><b>How will you know if the school is successful at the end of the first year of operation?</b></p>	<p>Meeting enrollment targets, positive school climate data, successful academic benchmarks, and community engagement milestones.</p>
<p><b>How will you know at the end of five years of the schools is successful?</b></p>	<p>Sustained growth, high student retention and graduation rates, strong post-secondary outcomes, and thriving nonprofit-business hybrid funding model.</p>
<p><b>What specific steps will the charter school board need to take to ensure that the school is successful?</b></p>	<p>Hire and support qualified leadership, review data consistently, ensure financial health, conduct regular evaluations, and engage community partners.</p>
<p><b>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</b></p>	<p>Document the behavior, address concerns privately and respectfully, and escalate through proper channels per the board's conflict resolution and ethics policy.</p>

**Certification**

I, KAYLA CELESTE GRANT-DIXON, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for CELESTE BEAUTY ACADEMY INC Charter School is true and correct in every respect.

**Board Member's Signature**

**Signature**



**Date 04/21/2025**

*\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

# Wendy Blake

Senior Executive | Insurance, Information Technology

Huntersville, NC  
603.781.3610  
[send2wen@gmail.com](mailto:send2wen@gmail.com)

## Summary

Chief Information Officer for Global Risk Solutions at Fortune 100 insurer, Liberty Mutual, where key expertise areas included strategic planning, budgeting for a \$300M+ region, and leading organizational change. I am now retired and involved in local organizations such as the North Mecklenburg Women's Club where we provide charitable support (time, funding, supplies, etc) for those in need in our community. I am passionate about creating opportunities for youth, and being a contributing force in the success of my community.

## Professional Experience

Strategic Planning  
Organizational Change  
Leadership Development  
Talent Selection at all levels

Budget Preparation (\$300M+)  
Mentoring  
Collaboration  
Technology Innovation

## Work Experience

### **Chief Information Officer, Global Risk Solutions, North America – Liberty Mutual, Boston [2020-2022]**

Lead 10 executives and their organizations which included our technical teams supporting all aspects of Liberty's North America region of commercial business. This included oversight of more than 500 IT applications, employees, budgeting, strategy and planning, compliance, and hiring. These initiatives in total surpassed \$300M in funding annually.

### **VP, Chief Digital Transformation Officer - Global Specialty Markets – Liberty Mutual, London [2019-2020]**

Responsible for all aspects of strategic planning and prioritization for software development and business support for the Global Specialty Markets. Global Markets included our business operations in the UK, Europe, Middle East, Latin America, and Asia Pacific regions.

### **VP, Sr. Director Technology – Liberty Mutual Group [2016-2019] - various teams**

*Other roles in Technology Leadership at Liberty Mutual include Director, Manager and Project Manager at early stages of my career.*

## Education

**MBA - Southern New Hampshire University**  
**Bachelors in Business Administration/Finance - University of Maine**  
**ESI Project Management certification courses**

## Community

Member of North Mecklenburg Women's Club whose mission it is to provide help and support to those in need in our community. While our club financially supports many organizations, I am also a frequent volunteer at Angels & Sparrows and Hope House.

# GRANT-JONES, CPA, PLLC

Phone: 414-235-1407

Email: [pgrantj@outlook.com](mailto:pgrantj@outlook.com) Website: <https://grant-jonescpa.net>

## MEMORANDUM OF UNDERSTANDING (MOU)

Between Celeste Beauty Academy Inc. and Pauline Grant-Jones

This Memorandum of Understanding (MOU) is entered into by and between Celeste Beauty Academy Inc. ("CBA"), a nonprofit organization committed to educational equity and entrepreneurship, and Pauline Grant-Jones ("CPA"), a Certified Public Accountant, educator, and Chairman of the CBA Board of Directors.

### Purpose:

The purpose of this MOU is to establish the terms of Pauline Grant-Jones' in-kind accounting services in support of Celeste Beauty Academy's financial operations during its development and early growth stages.

### Scope of Services:

Pauline Grant-Jones agrees to provide the following in-kind services:

- Oversight of all accounting and financial reporting procedures.
- Development and monitoring of CBA's annual budgets and fiscal planning.
- Support with grant financial reporting and 501(c)(3) compliance.
- Preparation of required audits schedules, taxes, and other documents for state and federal requirements.
- Board reporting and financial strategy guidance.

### Term and Transition:

These services will be provided in-kind until Celeste Beauty Academy secures the funding necessary to hire a full-time accountant.

### Signatures:



04/21/2025

Kayla Celeste  
Executive Director  
Celeste Beauty Academy Inc.

Date



04/21/2025

Pauline Grant-Jones  
Chairman of the Board / Certified Public Accountant

Date



# Celeste Beauty Academy, Inc.

PO Box 1181

Troutman, NC 28166

**Presented To: Wendy Blake**

**Proposed By: Main Street Insurance Group**



# OUR PASSION is to assure the communities we serve have **MAXIMUM OPPORTUNITY** to SUCCEED and FULFILL THEIR DREAMS

## Your business, your dreams, your future, our passion

At Main Street Insurance Group, our primary purpose is to help your organization be more successful through our partnership. Since 1898, we have grown from a community based local insurance agency to a national firm with clients throughout the United States. We look forward to helping you and your organization achieve success and accomplish your dreams!

## ABOUT MAIN STREET

Isn't that what you are looking for in protecting your hard-earned assets? Whether it is protecting your business, home, or family, Main Street makes it a priority to earn your trust. The basis of our trust relationship is learning about you or your organization. We want to understand what you value and then develop a risk management and insurance program tailored to your needs. Delivering solid solutions and knowledgeable advice at an exceptional value with solid insurance company partners is part of how we continue working toward earning your trust.

**TRUST**

“ The belief in the reliability or strength of someone or something ”

As a Best Practices and Trusted Choice Independent Insurance Agent, Main Street offers a simplified choice. We have access to over 50 leading insurance companies. Simply put, we do the shopping for our customers. We can look at a variety of options and offer our customers the best program for their needs. To further enhance choice, we are a proud partner of Keystone Insurers Group, one of America's largest insurance agencies. Our Keystone affiliation allows us to offer our customers access to exceptional products and risk services, all with a local touch.

**CHOICE**

“ Making a decision from two or more possibilities ”



# Celeste Beauty Academy, Inc.

PO Box 1181

Troutman, NC 28166

EIN# 93-4126008

## General Liability

Insurance Company	To Be Determined
General Liability Each Occurrence	\$1,000,000
General Liability General Aggregate	\$2,000,000
Products and Completed Operations Aggregate	\$2,000,000
Personal and Advertising Injury	\$1,000,000
Damage to Rented Premises	\$100,000
Medical Expenses (Any One Person)	\$5,000
Sexual Abuse and Molestation (Occurrence)	\$1,000,000

## Crime

Insurance Company	To Be Determined
Employee Theft	\$250,000

## Property

Insurance Company	To be Determined
Total Contents Limit	\$50,000
Deductible	\$1,000
Insured Location	To Be Determined

## Workers' Compensation

Insurance Company	To Be Determined
Employers Liability Limits	\$500,000 Each Accident \$500,000 Disease – Policy Limit \$500,000 Disease – Each Employee
Experience Modification	1.00

## Class Codes and Associated Payroll

State	Loc #	Class Code	Description	Estimated Payroll
NC	1	8868	School - Teachers	\$300,000
NC	1	9101	All Other Employees	\$260,000

## Individuals Included/Excluded

Name	Title	Included (I) / Excluded (E)
<b>Board of Directors</b>		<b>E</b>

## Employment Practices Liability

Insurance Company	To Be Determined
Per Occurrence or Claims Made	Claims Made
Limits	\$1,000,000 Per Claim \$1,000,000 Aggregate
Deductible/Retention	\$10,000

## Directors and Officers Liability

Insurance Company	To Be Determined
Per Occurrence or Claims Made	Claims Made
Limits	\$1,000,000 Per Claim \$1,000,000 Aggregate
Deductible/Retention	\$10,000

## Educator's Legal Liability (Errors & Omissions)

Insurance Company	To Be Determined
Per Occurrence or Claims Made	Claims Made
Limits	\$1,000,000 Per Claim \$1,000,000 Aggregate
Deductible/Retention	\$10,000

## Estimated Annual Premium Indications

General Liability (Including Sexual Abuse)	\$3,500
Errors and Omissions Liability	\$2,500
Property	\$950
Directors and Officers Liability	\$750
Employment Practices Liability	\$750
Worker's Compensation	\$4,800
Crime	\$500

**\*These premiums are estimated indications only and could change depending on additional information provided closer to the time coverage is placed.**



# Property Recs

Property Report For:

2601 WILKINSON BLVD

Charlotte, NC

28208

Prepared On:

**April 21, 2025**

[Report Link](#)

YOU MAY NOT USE OUR SERVICE OR THE INFORMATION IT PROVIDES TO MAKE DECISIONS ABOUT CONSUMER CREDIT, EMPLOYMENT, INSURANCE OR TENANT SCREENING. BECAUSE ERRORS CAN OCCUR WITH ANY DATA SOURCES, SOME RECORDS MAY NOT BE ACCURATE OR UP TO DATE.

# 2601 Wilkinson Blvd

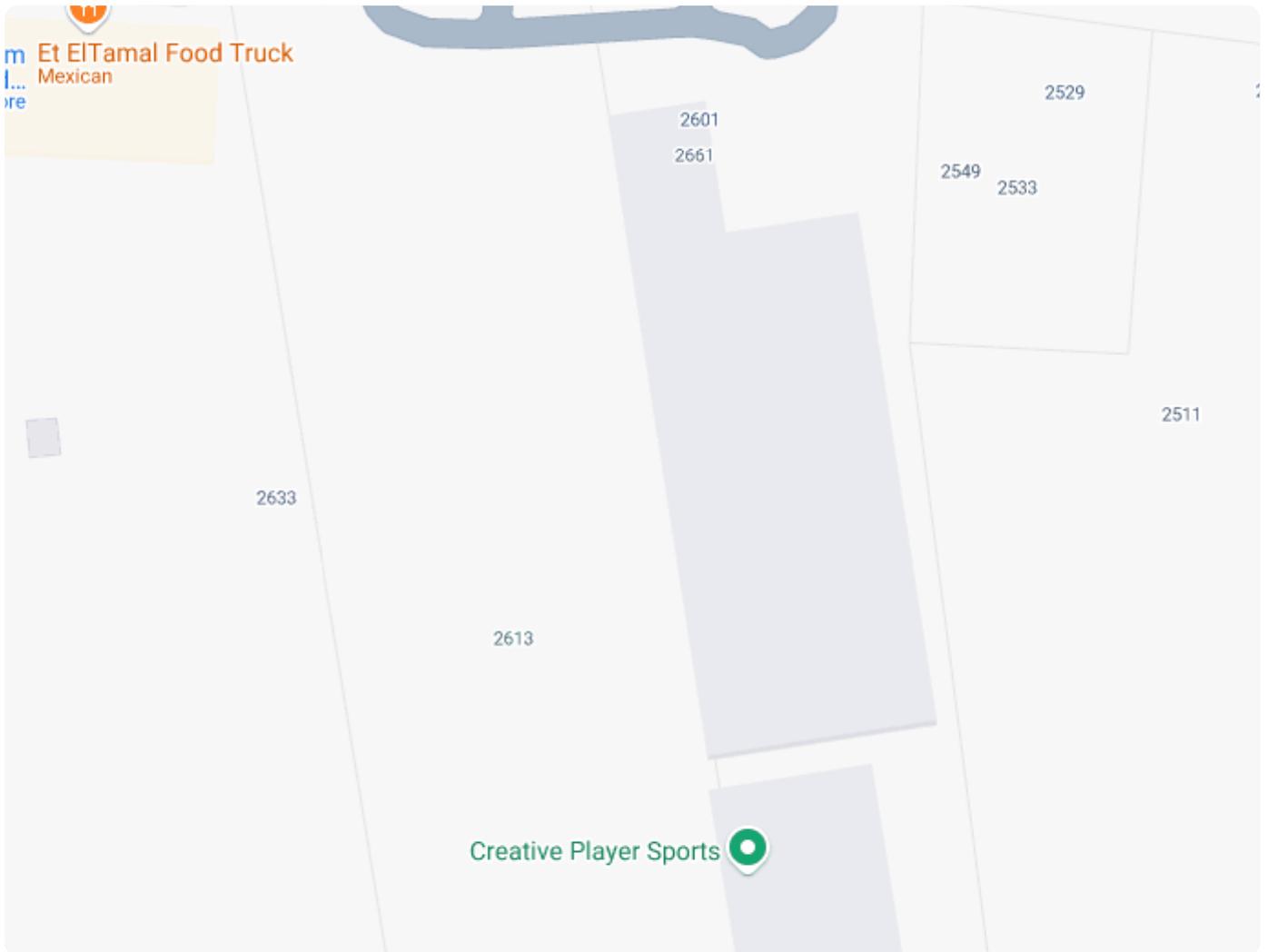
Charlotte NC 28208 (Mecklenburg County)

**\$15,000 / mo** **FOR RENT** on Dec. 2022

**Built in 1946 • Commercial Lease • 24089 sq. ft. Living Area**



# Satellite View & Map



# Owners & Residents

MOST RECENT OWNER OR RESIDENT

## **John Joseph Lambert**

73 Years Old

DATES AT LOCATION: 02/01/2000 to 01/20/2025

---

## **Thomas W Mattox**

80 Years Old (Deceased 2014)

DATES AT LOCATION: 05/01/1960 to 04/24/2018

---

## **Judith Mcginnis Lambert**

70 Years Old

DATES AT LOCATION: 03/08/2005

---

## **Penelope Beth Peirce**

63 Years Old

# Ownership Timeline

 2020 - Present

## **Wilkinson Restoration Llc**

DATE OF PURCHASE

July 2020

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 2014 - 2020

## **Prh Llc**

DATE OF PURCHASE

March 2014

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 N/A - 2014

## **Am Holdings Llc**

# Property Details

Great Office/Warehouse space available for lease, Conveniently located on Wilkinson blvd in close proximity to I-77, Airport and uptown Charlotte, \$15,000 monthly NNN Lease

## Interior

### UTILITIES

WATER SOURCE: City

SEWER: Public Sewer

### HEATING AND COOLING

COOLING: Office Only

HEATING FEATURES: Natural Gas

### ZONING INFORMATION

ZONING CODE: ML-2

## Exterior

### BUILDING INFORMATION

STORIES: 1

YEAR BUILT: 1946

FOUNDATION FEATURES: Slab

### LOT INFORMATION

LOT SIZE: 66211 sq.ft.

LOT SIZE ACRES: 1.52 acres

LOT DIMENSIONS: per tax record

### OVERVIEW

CONSTRUCTION MATERIALS: Block,Concrete,Wood,Other - See Remarks

## **POOL AND VIEW**

VIEW: City

## **Parking**

### **PARKING FEATURES**

FEATURES: Shared Driveway

## **Other**

### **SCHOOL INFORMATION**

ELEMENTARY: Charles H. Parker Academic Center

ELEMENTARY DISTRICT: Charlotte-Mecklenburg Schools

MIDDLE: Sedgefield Middle School

MIDDLE DISTRICT: Charlotte-Mecklenburg Schools

HIGH: Harding University High School

HIGH DISTRICT: Charlotte-Mecklenburg Schools

# MLS Details

## Overview

**MLS INFORMATION**

RECORD #: 500899086389

LISTING #: CAR3927933

LISTING STATUS: Active

LISTING DATE: Dec. 2022

LATEST LISTING PRICE: \$15,000

PREVIOUS LISTING PRICE: \$17,064

SOURCE: Canopy MLS

ORIGINAL LISTING PRICE: \$10

**MLS INFORMATION**

LATEST PRICE CHANGE DATE: Jan. 2024

ASSESSOR LAST SALE DATE: Jul. 2020

AVG MARKET PRICE: \$244 / sq.ft.

SPECIAL LISTING CONDITIONS: None

**LISTING AGENT**

NAME: Sandy Thomas

MLS #: CAR23636

PHONE: 704-995-7463

EMAIL: sandy.thomas@robyhome.com

**LISTING AGENT OFFICE**

NAME: Roby Realty Inc

MLS #: CAR2138

AOR: Canopy Realtor Association

PHONE: 704-248-3551

EMAIL: sandy.thomas@robyhome.com

**LEASE AND CONCESSIONS**

LEASE TERM: Multi-Year

# MLS Transaction History

DATE	EVENT	PRICE
12/21/2022	For Rent	\$15,000
12/21/2022	For Rent	\$17,064
12/21/2022	For Rent	\$19,070
12/21/2022	For Rent	\$17,814

# Lot Information



## Overview

LAND USE CODE

Warehouse, STORAGE

COUNTY LAND USE CODE

37119

COUNTY

Mecklenburg

TYPE OF DEED

Deed Of Trust

COORDINATES

35.223184, -80.884733

LAND SQFT

66,081 sq. ft.

LAND ACRES

1.52 acres

NUMBER OF BUILDINGS

2

ASSESSED YEAR

2024

ASSESSED VALUE

\$2,037,400

LAND VALUE

\$1,210,900

IMPROVEMENTS VALUE

\$826,500

PARCEL NUMBER

117-011-11

TRACT NAME

Census Tract 41.01

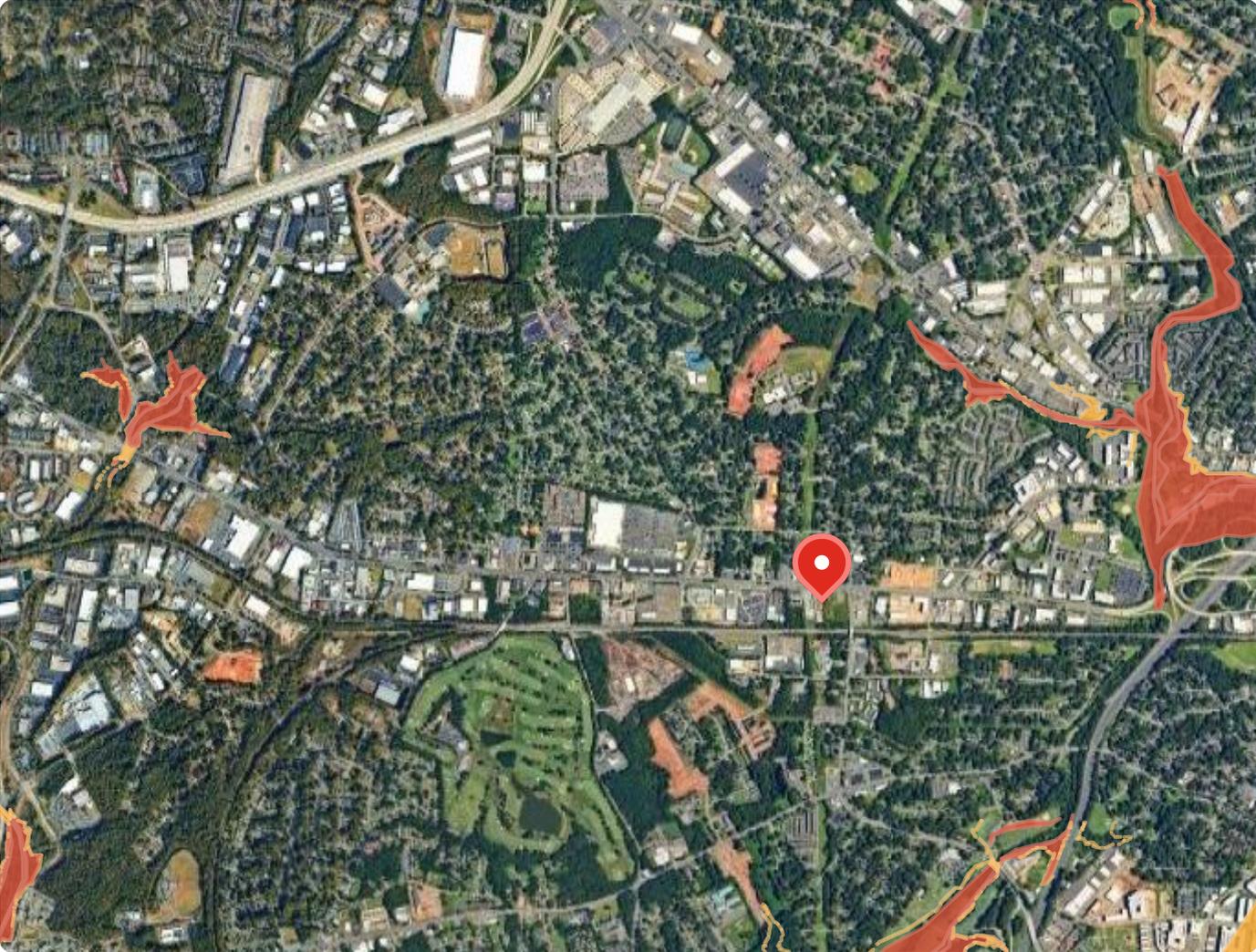
GEOID

37119004101

QUALIFIED GEOID

1400000US37119004101

# Flood Information



# Businesses At This Address

## Am Sales Associates Inc

Domestic Business Corporation

FILE #

0362813

FILING STATUS

0362813

FILING STATE

NC

MANAGED BY

Lambert, John J

FILING DATE

February 22, 1995

COMPANY AGE

30 Years, 1 Months

---

### ADMINISTRATIVE DETAILS

Sales

PHONE

(704) 697-9909

---

### COMPANY CONTACTS

Lambert, John J

2601 Wilkinson Blvd Charlotte, NC

28208

# Liens

NO SOLAR, MECHANICAL, TAX, OR TRANSACTION LIENS FOUND IN OUR DATABASE

# Home Value

TOTAL VALUE - UPDATED 01-14-2013

**\$282,479**

CONFIDENCE  
SCORE



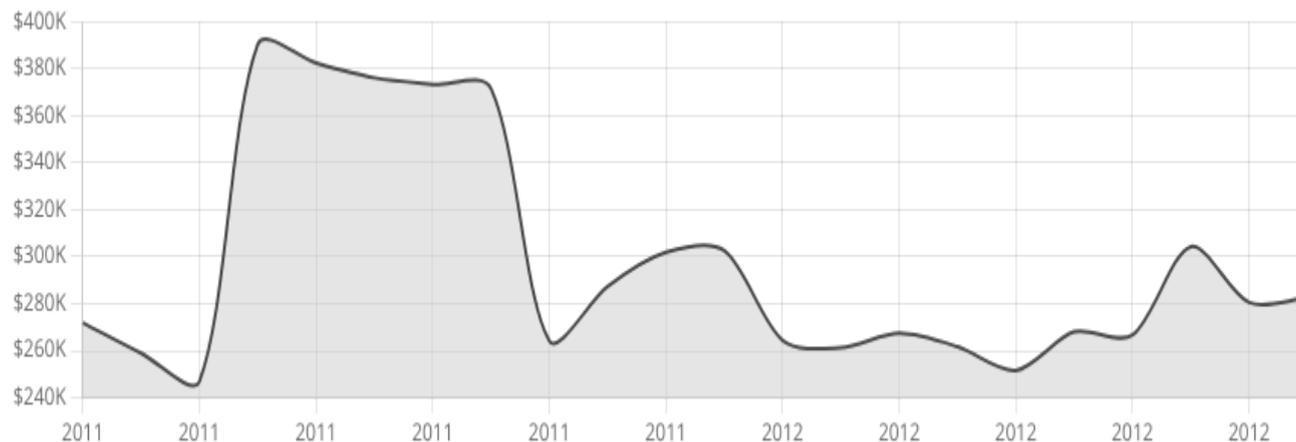
PROBABLE MARKET RANGE

**\$244,344 - \$358,748**

CHANGE FROM  
LAST YEAR

**+0.7%**

## Historical Market Value



**DATE**

**TOTAL VALUE**

**CHANGE**

2013-01

\$282,479

**+0.7%**

2012-09

\$280,500

**-7.3%**

2011-12

\$302,545

-

# Sex Offenders

## Nearest Sex Offenders



**Reinaldo Jr Caraballo**

58, Male

1.5 miles away

12/22/2005-registered as a result of out-of-state conviction

---



**Christopher Lee Harris**

34, Black, Male

1.7 miles away

8/2/2010-sexual battery

---



**Archie Charles Hoskins**

69, Black, Male

1.7 miles away

9/25/1987-sex offense 1st degree

---



**Samuel Roy Speece**

85, White, Male

2.1 miles away

8/4/2017-indecent liberty minor

---



**John Jr Charles Thompson**

45, White, Male

2.3 miles away

4/27/2001-registered as a result of out-of-state conviction,

12/10/2007-indecent liberty minor,  
11/21/1997-registered as a result of out-of-state conviction,  
10/27/2009-indecent liberty minor

---



**Thomas Dwayne Evans**

54,White,Male

2.3 miles away

7/29/2016-registered as a result of out-of-state conviction

# Deeds & Sales Records



August 23, 2022

## Deed Of Trust

INDUSTRIAL • LINE OF CREDIT

### BUYER

Company or Corporation

Am Holdings Llc, **John J Lambert**

---

### LENDER DETAILS

LENDER

Bank

MORTGAGE

\$750,000

---

### COUNTY RECORDS

APN #

117-011-11

DOCUMENT TYPE

Deed Of Trust

COUNTY

Mecklenburg

PURCHASE TYPE

Mortgage

---

### TITLE RECORDS

TRANSACTION ID

322157222

---

## **MORTGAGES RECORDS**

TERM

30 years

TERM DATE

12/12/2041

BOOK

26955

PAGE

0830

LENDER NAME

Branch Banking And Trust Co

LENDER ADDRESS

Charlotte, NC

DOCUMENT NUMBER

0000142530

INSTRUMENT NUMBER

2011142530

---

## **BUYER RECORDS**

VESTING CHANGES

 July 14, 2020

## **Grant Deed**

INDUSTRIAL • ARMS-LENGTH

**🏠 SELLER**

Prh Llc

**🏠 BUYER**

Wilkinson Restoration Llc

2000 W Morehead St #c Charlotte Nc 282085175

---

**COUNTY RECORDS**

APN #

117-011-11

DOCUMENT TYPE

Grant Deed

BOOK

034805

PAGE

000805

COUNTY

Mecklenburg

DOCUMENT #

0000106914

INSTRUMENT #

106914

PURCHASE TYPE

Transfer

---

**TITLE RECORDS**

TRANSACTION ID

889093464

COMPANY

Attorney Only

CODE

5421

---

## **BUYER RECORDS**

VESTING CHANGES

Company

 July 14, 2020

## **Grant Deed**

INDUSTRIAL • ARMS-LENGTH

### **SELLER**

Prh Llc

### **BUYER**

Wilkinson Restoration Llc

2000 W Morehead St #c Charlotte Nc 282085175

---

## **COUNTY RECORDS**

APN #

117-011-11

DOCUMENT TYPE

Grant Deed

BOOK

034805

PAGE

000799

COUNTY

Mecklenburg

DOCUMENT #

0000106913

INSTRUMENT #

106913

PURCHASE TYPE

Transfer

---

### **TITLE RECORDS**

TRANSACTION ID

889093382

COMPANY

Attorney Only

CODE

5421

---

### **BUYER RECORDS**

VESTING CHANGES

Company

 February 28, 2018

## **Deed Of Trust**

INDUSTRIAL • LINE OF CREDIT

 **BUYER**

Prh Llc

2601 Wilkinson Blvd Charlotte Nc 282085617

---

## LENDER DETAILS

LENDER

Bank

MORTGAGE

\$650,000

---

## COUNTY RECORDS

APN #

117-011-11

DOCUMENT TYPE

Deed Of Trust

COUNTY

Mecklenburg

DOCUMENT #

0000024131

PURCHASE TYPE

Mortgage

---

## TITLE RECORDS

TRANSACTION ID

782664236

---

## MORTGAGES RECORDS

RATE TYPE

Adjustable Rate

BOOK

032499

PAGE

000541

LENDER NAME

Pinnacle Bk/wy Cheyenne Br

LENDER ADDRESS

Charlotte, NC

DOCUMENT NUMBER

0000024131

INSTRUMENT NUMBER

24131

---

## BUYER RECORDS

VESTING CHANGES

Company



March 18, 2014

## Grant Deed

INDUSTRIAL • ARMS-LENGTH

### SELLER

Am Holdings Llc

### BUYER

Prh Llc

2601 Wilkinson Blvd Charlotte Nc 282085617

---

## LENDER DETAILS

LENDER

Bank

MORTGAGE

\$765,000

---

## **COUNTY RECORDS**

APN #

117-011-11

DOCUMENT TYPE

Grant Deed

COUNTY

Mecklenburg

DOCUMENT #

0000028363

PURCHASE TYPE

Transfer

---

## **TITLE RECORDS**

TRANSACTION ID

412342263

---

## **MORTGAGES RECORDS**

LENDER NAME

Branch Bk&tr

DOCUMENT NUMBER

28364

---

## **BUYER RECORDS**

VESTING CHANGES



September 08, 1995

# Deed Of Trust

INDUSTRIAL

## BUYER

Retreading Equipment Inc

---

## COUNTY RECORDS

APN #

117-011-11

DOCUMENT TYPE

Deed Of Trust

BOOK

117

COUNTY

Mecklenburg

PURCHASE TYPE

Transfer

---

## TITLE RECORDS

TRANSACTION ID

741840945

---

## BUYER RECORDS

VESTING CHANGES

# Property Taxes

PROPERTY TAX

**\$14,944**

TAX RATE

**0.73%**

CHANGE FROM  
LAST YEAR

**+48.0%**

LAND VALUE

**\$1,210,900**

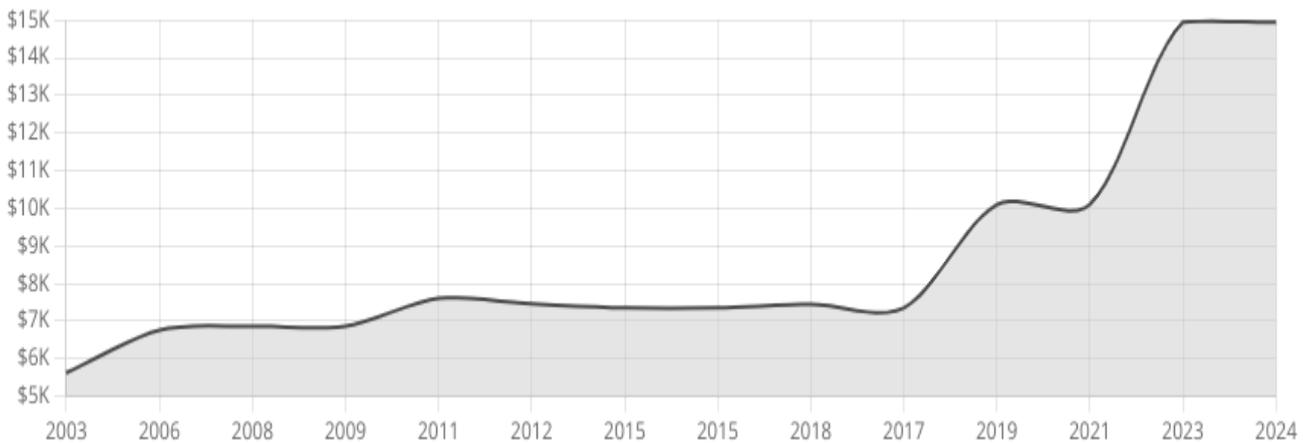
IMPROVEMENT VALUE

**\$826,500**

TOTAL VALUE

**\$2,037,400**

## Property Tax History



YEAR

2024

PROPERTY TAX

\$14,944

CHANGE

**+48.0%**

LAND

\$1,210,900

+

ADDITIONS

\$826,500

=

ASSESSMENT

\$2,037,400

YEAR

2021

PROPERTY TAX

\$10,099

CHANGE

**0.0%**

LAND		ADDITIONS		ASSESSMENT
\$709,000	+	\$337,500	=	\$1,046,500
YEAR		PROPERTY TAX		CHANGE
2020		\$10,098		<b>+37.4%</b>
LAND		ADDITIONS		ASSESSMENT
\$709,000	+	\$337,500	=	\$1,046,500
YEAR		PROPERTY TAX		CHANGE
2018		\$7,351		<b>-1.3%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$358,800	=	\$567,900
YEAR		PROPERTY TAX		CHANGE
2018		\$7,450		<b>+1.3%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$358,800	=	\$567,900
YEAR		PROPERTY TAX		CHANGE
2016		\$7,351		<b>0.0%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$358,800	=	\$567,900
YEAR		PROPERTY TAX		CHANGE
2015		\$7,351		<b>-1.4%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$358,800	=	\$567,900
YEAR		PROPERTY TAX		CHANGE
2013		\$7,454		<b>-1.9%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$397,300	=	\$606,400
YEAR		PROPERTY TAX		CHANGE
2011		\$7,602		<b>+10.8%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$397,300	=	\$606,400
YEAR		PROPERTY TAX		CHANGE
2009		\$6,864		<b>0.0%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$320,000	=	\$529,100
YEAR		PROPERTY TAX		CHANGE
2008		\$6,864		<b>+1.6%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$320,000	=	\$529,100

YEAR		PROPERTY TAX		CHANGE
2006		\$6,759		<b>+20.1%</b>
LAND		ADDITIONS		ASSESSMENT
\$209,100	+	\$320,000	=	\$529,100
YEAR		PROPERTY TAX		CHANGE
2003		\$5,626		-
LAND		ADDITIONS		ASSESSMENT
\$151,030	+	\$279,550	=	\$430,580

# Building Permits

## Permits Overview

TOTAL COST OF WORK

\$319,609

NUMBER OF PERMITS

9

UNIQUE CONTRACTORS

7

---

ELECTRIC PERMIT

**3 PERMITS** Total Work: \$12,560

PRE SUBMITTAL MEETING NON URBAN

**1 PERMIT**

MECHANICAL PERMIT

**2 PERMITS** Total Work: \$7,000

OTHER

**1 PERMIT** Total Work: \$28,250

PLUMBING PERMIT

**1 PERMIT** Total Work: \$1,250

BUILDING

**1 PERMIT** Total Work: \$266,554



12/07/2023

## Electrical permit

**CONTRACTOR**

Roby Electric INC

**APPLICANT**

Creative Player Space  
2601 Wilkinson Blvd, Charlotte, NC

---

## JOB COST

\$6,460

## FEES

\$108

## STATUS

Complete

## PERMIT #

E4454309

 11/08/2022

**Pre-submittal meeting - non urban****APPLICANT**

Wilkinson Restoration LLC  
2601 Wilkinson Blvd, Charlotte, NC

---

## STATUS

Complete

## PERMIT #

LDPSMN-2022-00222

## DESCRIPTION

Detailed scope of work existing tenant of the main building is an office/warehouse. The new property owner is looking to move into the main building and occupy it with the same use office/warehouse. New owner would like to renovate the exterior of the building possibly pave part of the site at the front (customer entrance). The existing gravel lot has a fenced enclosure. They would like to move this enclosure to the opposite side of the lot and park the rest of it with employee parking. Building at the rear of the site will remain as-is and is occupied by a tenant. That building and portion of the property will have no changes. Addition comments or concerns property is two parcels. #117-011-11 (2601 wilkinson blvd) & #117-011-12 (2613 wilkinson blvd). There is an existing access easement to the neighboring property that will be maintained

 30/05/2017

## Mechanical permit

### CONTRACTOR

Crawford Travis Heating & Cool INC

---

JOB COST

\$4,000

FEES

\$72

STATUS

Complete

PERMIT #

M3155918

 30/05/2017

## Electrical permit

### CONTRACTOR

Crawford Travis Heating & Cool INC

---

JOB COST

\$100

STATUS

Complete

PERMIT #

E3155919

 20/03/2013

## Electrical Permit

### CONTRACTOR

Dosan Corp

### APPLICANT

Goal Sports

2601 Wilkinson Blvd, Charlotte, NC

---

JOB COST

\$6,000

FEES

\$101

STATUS

Complete

PERMIT #  
E2446142

 20/03/2013

## Building Permit

### CONTRACTOR

Oakley Contracting Llc

### APPLICANT

Goal Sports

2601 Wilkinson Blvd, Charlotte, NC

---

### JOB COST

\$28,250

### FEES

\$3,546

### STATUS

Complete

### PERMIT #

B2438955

### DESCRIPTION

Upfit (interior renovation)

 20/03/2013

## plumbing permit

**CONTRACTOR**

Southeastern Plumbing Services

**APPLICANT**

Goal Sports

2601 Wilkinson Blvd, Charlotte, NC

---

## JOB COST

\$1,250

## FEES

\$84

## STATUS

Complete

## PERMIT #

P2446143

 20/03/2013

**Mechanical Permit****CONTRACTOR**

Dosan Corp

**APPLICANT**

Goal Sports

2601 Wilkinson Blvd, Charlotte, NC

---

## JOB COST

\$3,000

## FEES

\$84

STATUS

Complete

PERMIT #

M2446141

 30/07/2009

## Building

### CONTRACTOR

Stone Restoration Of America

---

JOB COST

\$266,554

STATUS

Expired

PERMIT #

200910393

DESCRIPTION

Replace flashing and exterior brick - type iib

## Foreclosures

No Foreclosures found

## Board Member Letter of Commitment

To Whom It May Concern,

I, Wendy Blake, am honored to serve as a board member for Celeste Beauty Academy Inc. and submit this letter of commitment for inclusion in the organization's charter application.

As a member of the Board of Directors, I understand and commit to the following responsibilities:

Time Commitment:

- Attend all board meetings, which may occur once or twice per month.
- Review board packets and materials in preparation for each meeting.
- Serve on board committees and make myself available to staff and leadership as needed.
- Participate in school events and community outreach as a representative of the organization.

Scope of Work:

- Help set the direction of the school, including mission, vision, and values.
- Support the analysis and evaluation of CBA's budget and financial health.
- Monitor and evaluate academic progress and student achievement.
- Provide leadership support and guidance to the Executive Director.
- Ensure the school operates in accordance with its charter, legal requirements, and policies.
- Represent and advocate for CBA at community and public events.

I fully support the mission and goals of Celeste Beauty Academy Inc. and look forward to contributing to its successful launch and long-term impact.

Sincerely,



Wendy Blake

4/13/2025

# Wendy Blake

Senior Executive | Insurance, Information Technology

Huntersville, NC  
603.781.3610  
[send2wen@gmail.com](mailto:send2wen@gmail.com)

## Summary

Chief Information Officer for Global Risk Solutions at Fortune 100 insurer, Liberty Mutual, where key expertise areas included strategic planning, budgeting for a \$300M+ region, and leading organizational change. I am now retired and involved in local organizations such as the North Mecklenburg Women's Club where we provide charitable support (time, funding, supplies, etc) for those in need in our community. I am passionate about creating opportunities for youth, and being a contributing force in the success of my community.

## Professional Experience

Strategic Planning  
Organizational Change  
Leadership Development  
Talent Selection at all levels

Budget Preparation (\$300M+)  
Mentoring  
Collaboration  
Technology Innovation

## Work Experience

### **Chief Information Officer, Global Risk Solutions, North America – Liberty Mutual, Boston [2020-2022]**

Lead 10 executives and their organizations which included our technical teams supporting all aspects of Liberty's North America region of commercial business. This included oversight of more than 500 IT applications, employees, budgeting, strategy and planning, compliance, and hiring. These initiatives in total surpassed \$300M in funding annually.

### **VP, Chief Digital Transformation Officer - Global Specialty Markets – Liberty Mutual, London [2019-2020]**

Responsible for all aspects of strategic planning and prioritization for software development and business support for the Global Specialty Markets. Global Markets included our business operations in the UK, Europe, Middle East, Latin America, and Asia Pacific regions.

### **VP, Sr. Director Technology – Liberty Mutual Group [2016-2019] - various teams**

*Other roles in Technology Leadership at Liberty Mutual include Director, Manager and Project Manager at early stages of my career.*

## Education

**MBA - Southern New Hampshire University**  
**Bachelors in Business Administration/Finance - University of Maine**  
**ESI Project Management certification courses**

## Community

Member of North Mecklenburg Women's Club whose mission it is to provide help and support to those in need in our community. While our club financially supports many organizations, I am also a frequent volunteer at Angels & Sparrows and Hope House.



# Celeste Beauty Academy, Inc.

PO Box 1181

Troutman, NC 28166

**Presented To: Wendy Blake**

**Proposed By: Main Street Insurance Group**



# OUR PASSION is to assure the communities we serve have MAXIMUM OPPORTUNITY to SUCCEED and FULFILL THEIR DREAMS

## Your business, your dreams, your future, our passion

At Main Street Insurance Group, our primary purpose is to help your organization be more successful through our partnership. Since 1898, we have grown from a community based local insurance agency to a national firm with clients throughout the United States. We look forward to helping you and your organization achieve success and accomplish your dreams!

## ABOUT MAIN STREET

Isn't that what you are looking for in protecting your hard-earned assets? Whether it is protecting your business, home, or family, Main Street makes it a priority to earn your trust. The basis of our trust relationship is learning about you or your organization. We want to understand what you value and then develop a risk management and insurance program tailored to your needs. Delivering solid solutions and knowledgeable advice at an exceptional value with solid insurance company partners is part of how we continue working toward earning your trust.

### TRUST

The belief in the reliability or strength of someone or something

### CHOICE

Making a decision from two or more possibilities

As a Best Practices and Trusted Choice Independent Insurance Agent, Main Street offers a simplified choice. We have access to over 50 leading insurance companies. Simply put, we do the shopping for our customers. We can look at a variety of options and offer our customers the best program for their needs. To further enhance choice, we are a proud partner of Keystone Insurers Group, one of America's largest insurance agencies. Our Keystone affiliation allows us to offer our customers access to exceptional products and risk services, all with a local touch.



INDEPENDENT INSURANCE AGENTS



# Celeste Beauty Academy, Inc.

PO Box 1181

Troutman, NC 28166

EIN# 93-4126008

## General Liability

Insurance Company	To Be Determined
General Liability Each Occurrence	\$1,000,000
General Liability General Aggregate	\$2,000,000
Products and Completed Operations Aggregate	\$2,000,000
Personal and Advertising Injury	\$1,000,000
Damage to Rented Premises	\$100,000
Medical Expenses (Any One Person)	\$5,000
Sexual Abuse and Molestation (Occurrence)	\$1,000,000

## Crime

Insurance Company	To Be Determined
Employee Theft	\$250,000

## Property

Insurance Company	To be Determined
Total Contents Limit	\$50,000
Deductible	\$1,000
Insured Location	To Be Determined

## Workers' Compensation

Insurance Company	To Be Determined
Employers Liability Limits	\$500,000 Each Accident \$500,000 Disease – Policy Limit \$500,000 Disease – Each Employee
Experience Modification	1.00

## Class Codes and Associated Payroll

State	Loc #	Class Code	Description	Estimated Payroll
NC	1	8868	School - Teachers	\$300,000
NC	1	9101	All Other Employees	\$260,000

## Individuals Included/Excluded

Name	Title	Included (I) / Excluded (E)
<b>Board of Directors</b>		<b>E</b>

## Employment Practices Liability

Insurance Company	To Be Determined
Per Occurrence or Claims Made	Claims Made
Limits	\$1,000,000 Per Claim \$1,000,000 Aggregate
Deductible/Retention	\$10,000

## Directors and Officers Liability

Insurance Company	To Be Determined
Per Occurrence or Claims Made	Claims Made
Limits	\$1,000,000 Per Claim \$1,000,000 Aggregate
Deductible/Retention	\$10,000

## Educator's Legal Liability (Errors & Omissions)

Insurance Company	To Be Determined
Per Occurrence or Claims Made	Claims Made
Limits	\$1,000,000 Per Claim \$1,000,000 Aggregate
Deductible/Retention	\$10,000

## Estimated Annual Premium Indications

General Liability (Including Sexual Abuse)	\$3,500
Errors and Omissions Liability	\$2,500
Property	\$950
Directors and Officers Liability	\$750
Employment Practices Liability	\$750
Worker's Compensation	\$4,800
Crime	\$500

**\*These premiums are estimated indications only and could change depending on additional information provided closer to the time coverage is placed.**



## Appendix Q221: Detailed Start-Up Plan for Celeste Beauty Academy

This Start-Up Plan outlines the critical milestones, timelines, responsible individuals, and compensation details associated with the development and launch of Celeste Beauty Academy Inc., scheduled to open in August 2027. This phased plan aligns with the Academy's operational goals, charter application timeline, facilities strategy, and fiscal readiness.

Timeframe	Task	Responsible Party	Compensation
Oct–Dec 2023	Incorporate nonprofit, file 501(c)(3), and secure EIN	Executive Director	Unpaid
Jan–Mar 2024	Conduct market research and distribute interest surveys	Executive Director, Volunteers	Unpaid
Apr 2024–Mar 2025	Finalize curriculum, CTE mapping, and board training	ED, CPA, Curriculum Advisor	CPA Retainer
May–Aug 2025	Open Celeste Beauty Parlor & Spa to generate nonprofit revenue	Kayla Celeste (ED)	Paid via LLC income
Sept–Dec 2025	Undergo DPI interview process and community engagement	ED and Board	Unpaid
Jan–Dec 2026	Charter development, policy drafting, staff projections	ED, Grant Writer, Project Manager	\$7,500 Contracted
Q3 2026	Facilities lease negotiation and classroom design planning	ED, Project Manager	Project Manager Fee
Q1–Q2 2027	Finalize lease, renovations, fire/health inspections	Architect, ED, Facilities Rep	Included in Start-Up Budget
Mar–Jul 2027	Student enrollment, board policy finalization, staff onboarding	ED, HR Director, CPA	Startup salaries commence post-July
August 2027	Official launch of school year with 80 students	All staff and leadership	State and grant-funded payroll



## Enrollment Projections Year 1 through Year 5

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

*If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part*

**LEA #1:** 600-Char.-Mecklenburg

What percentage of students from

**LEA #2:** 490-Iredell

What percentage of students from

**LEA #3:**

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600	490		600	490		600
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9	45			60			50
Grade 10	45			60			50
Grade 11	10			30			60
Grade 12				10			30
<b>LEA Totals:</b>	100	0	0	160	0	0	190

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



## Budget: Revenue Projections from each LEA Year 1

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

*In year 1:* Base state allotments are determined by the LEA in which the student resides.

*In year 2 and Beyond:* Base State allotments are determined by the LEA in which the school is located.

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

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,390.31	100	\$639,031.00
Local Funds	\$3,840.20	100	\$384,020.00
State EC Funds	\$5,365.09	0	\$0.00
Federal EC Funds	\$1,514.35	0	\$0.00
<b>Total:</b>			\$1,023,051.00

LEA #2:	490-Iredell		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,222.96	0	\$0.00
Local Funds	\$2,284.00	0	\$0.00
State EC Funds	\$5,309.31	0	\$0.00
Federal EC Funds	\$1,514.35	0	\$0.00
<b>Total:</b>			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 639,031	\$ 1,022,450	\$ 1,214,159	\$ 1,341,965
Local Per Pupil Funds	\$ 384,020	\$ 614,432	\$ 729,638	\$ 806,442
State EC Funds	\$ -	\$ -	\$ -	\$ -
Federal EC Funds	-	\$ -	\$ -	\$ -
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 1,023,051</b>	<b>\$ 1,636,882</b>	<b>\$ 1,943,797</b>	<b>\$ 2,148,407</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a question for those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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



on federal funding in

Year 5	
\$	1,469,771
\$	883,246
\$	-
\$	-
\$	2,353,017

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**Personnel Budget: Expenditure Projections**

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 60,000	\$ 60,000	1	\$ 63,000	\$ 63,000	1	\$ 66,150	\$ 66,150	1	\$ 69,458	\$ 69,458	1	\$ 72,931	\$ 72,931
Assistant Administrator	1	\$ 50,000	\$ 50,000	1	\$ 52,500	\$ 52,500	1	\$ 55,125	\$ 55,125	1	\$ 57,881	\$ 57,881	1	\$ 60,775	\$ 60,775
Finance Officer	1	\$ 50,000	\$ 50,000	1	\$ 52,500	\$ 52,500	1	\$ 55,125	\$ 55,125	1	\$ 57,881	\$ 57,881	1	\$ 60,775	\$ 60,775
Clerical		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 46,305	\$ 46,305
Food Service Staff	2	\$ 25,000	\$ 50,000	2	\$ 26,000	\$ 52,000	2	\$ 27,300	\$ 54,600	2	\$ 28,665	\$ 57,330	2	\$ 30,098	\$ 60,197
Custodians	2	\$ 25,000	\$ 50,000	2	\$ 26,000	\$ 52,000	2	\$ 27,300	\$ 54,600	2	\$ 28,665	\$ 57,330	2	\$ 30,098	\$ 60,197
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Technology Facilitator (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Library Media Specialists (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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<b>Total Admin and Support:</b>	<b>7</b>		<b>\$ 260,000</b>	<b>7</b>		<b>\$ 272,000</b>	<b>7</b>		<b>\$ 285,600</b>	<b>7</b>		<b>\$ 299,880</b>	<b>8</b>		<b>\$ 361,179</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	5	\$ 45,000	\$ 225,000	9	\$ 47,250	\$ 425,250	10	\$ 49,613	\$ 496,125	11	\$ 52,094	\$ 573,030	11	\$ 54,699	\$ 601,686
Electives/Specialty Teacher(s)	1	\$ 45,000	\$ 45,000	1	\$ 47,250	\$ 47,250	2	\$ 49,613	\$ 99,226	2	\$ 52,094	\$ 104,188	3	\$ 54,699	\$ 164,097
Exceptional Children Teacher(s)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	1	\$ 30,000	\$ 30,000	1	\$ 31,500	\$ 31,500	3	\$ 33,075	\$ 99,225	4	\$ 34,729	\$ 138,916	4	\$ 36,465	\$ 145,860
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<b>Total Instructional Personnel:</b>	<b>7</b>		<b>\$ 300,000</b>	<b>11</b>		<b>\$ 504,000</b>	<b>15</b>		<b>\$ 694,576</b>	<b>17</b>		<b>\$ 816,134</b>	<b>18</b>		<b>\$ 911,643</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>14</b>		<b>\$ 560,000</b>	<b>18</b>		<b>\$ 776,000</b>	<b>22</b>		<b>\$ 980,176</b>	<b>24</b>		<b>\$ 1,116,014.15</b>	<b>26</b>		<b>\$ 1,272,822</b>

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	3	\$ 2,400	\$ 7,200	3	\$ 2,400	\$ 7,200	3	\$ 2,400	\$ 7,200	3	\$ 2,400	\$ 7,200	3	\$ 2,400	\$ 7,200
Retirement Plan--NC Slate			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	3	\$ 3,200	\$ 9,600	3	\$ 3,360	\$ 10,080	3	\$ 3,528	\$ 10,584	3	\$ 3,704	\$ 11,113	3	\$ 3,890	\$ 11,669
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	7	\$ 2,229	\$ 15,600	7	\$ 2,331	\$ 16,320	7	\$ 2,448	\$ 17,136	7	\$ 2,570	\$ 17,993	8	\$ 2,709	\$ 21,671
Social Security	7	\$ 539	\$ 3,770	7	\$ 563	\$ 3,944	7	\$ 592	\$ 4,141	7	\$ 621	\$ 4,348	8	\$ 655	\$ 5,237
SUTA	7	\$ 88	\$ 619	7	\$ 88	\$ 619	7	\$ 88	\$ 619	7	\$ 88	\$ 619	8	\$ 77	\$ 619
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<b>Total Admin and Support Benefits:</b>			\$ 36,789			\$ 38,163			\$ 39,681			\$ 41,274			\$ 46,396
<b>Instructional Personnel Benefits</b>															
Health Insurance	7	\$ 2,400	\$ 16,800	11	\$ 2,400	\$ 26,400	15	\$ 2,400	\$ 36,000	17	\$ 2,400	\$ 40,800	18	\$ 2,400	\$ 43,200
Retirement Plan--NC Slate			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	7	\$ 2,400	\$ 16,800	11	\$ 2,520	\$ 27,720	15	\$ 2,646	\$ 39,690	17	\$ 2,778	\$ 47,232	18	\$ 2,917	\$ 52,511
Social Security	7	\$ 2,571	\$ 18,000	11	\$ 2,749	\$ 30,240	15	\$ 2,778	\$ 41,675	17	\$ 2,880	\$ 48,968	18	\$ 3,039	\$ 54,699
Disability	7	\$ 356	\$ 2,490	11	\$ 380	\$ 4,183	15	\$ 384	\$ 5,765	17	\$ 398	\$ 6,774	18	\$ 420	\$ 7,567
Medicare	7	\$ 621	\$ 4,350	11	\$ 664	\$ 7,308	15	\$ 671	\$ 10,071	17	\$ 696	\$ 11,834	18	\$ 734	\$ 13,219
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
SUTA	7	\$ 88	\$ 619	11	\$ 56	\$ 619	15	\$ 41	\$ 619	17	\$ 36	\$ 619	18	\$ 34	\$ 619
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<b>Total Instructional Personnel Benefits:</b>			\$ 59,059			\$ 96,471			\$ 133,820			\$ 156,227			\$ 171,814
<b>Total Personnel Benefits:</b>			\$ 95,849			\$ 134,634			\$ 173,501			\$ 197,500			\$ 218,210
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	7		\$ 296,789	7		\$ 310,163	7		\$ 325,281	7		\$ 341,153.66	8		\$ 407,575
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	7		\$ 359,059	11		\$ 600,471	15		\$ 828,396	17		\$ 972,361	18		\$ 1,083,457
<b>TOTAL PERSONNEL:</b>	14		\$ 655,849	18		\$ 910,634	22		\$ 1,153,677	24		\$ 1,313,515	26		\$ 1,491,032

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

## Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
<b>Office</b>			
Office Supplies			
Paper			
Computers & Software	\$ 5,000.00	\$ 2,500.00	\$ 2,500.00
Communications & Telephone	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Copier leases	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Management Company</b>			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Student Accounting			
Financial	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Other	\$ 25,000.00	\$ 5,000.00	\$ 5,000.00
*** Insert rows and edit text as needed. ***			
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 120,000.00	\$ 420,000.00	\$ 420,000.00
Maintenance		\$ -	\$ 5,000.00
Custodial Supplies	\$ 5,000.00	\$ 2,500.00	\$ 5,000.00
Custodial Contract	\$ 5,000.00	\$ 2,500.00	\$ 7,500.00
Insurance (pg19)	\$ 13,750.00	\$ 16,775.00	\$ 19,794.50
Other			
*** Insert rows and edit text as needed. ***			
<b>Utilities</b>			
Electric	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Gas	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Water/Sewer	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Trash	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other	\$ 35,200.00	\$ 140,800.00	\$ 167,200.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 5,000.00	\$ 5,000.00	\$ 3,000.00
Child nutrition	\$ 27,750.00	\$ 44,400.00	\$ 52,725.00
Travel			
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 303,200.00</b>	<b>\$ 700,975.00</b>	<b>\$ 749,219.50</b>

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
<b>Classroom Technology</b>			
Classroom/Student Devices			
Software (LMS, SIS, etc.)	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00
Wifi Access (Remote Applicants ONLY)			
Other			
<b>Instructional Contract</b>			
Staff Development	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Books and Supplies</b>			
Instructional Materials	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00
Curriculum/Texts			
Copy Paper			
Testing Supplies			
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Instructional Operations:</b>	<b>\$ 40,000.00</b>	<b>\$ 25,000.00</b>	<b>\$ 30,000.00</b>
<b>TOTAL OPERATIONS:</b>	<b>\$ 343,200.00</b>	<b>\$ 725,975.00</b>	<b>\$ 779,219.50</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4	Year 5
\$ 2,500.00	\$ 2,500.00
\$ 5,000.00	\$ 5,000.00
\$ 6,000.00	\$ 6,000.00
\$ 2,500.00	\$ 2,500.00
\$ 20,000.00	\$ 20,000.00
\$ 7,500.00	\$ 7,500.00
\$ 420,000.00	\$ 420,000.00
\$ 5,000.00	\$ 5,000.00
\$ 5,000.00	\$ 5,000.00
\$ 7,500.00	\$ 7,500.00
\$ 21,378.06	\$ 23,088.30
\$ 5,000.00	\$ 5,000.00
\$ 15,000.00	\$ 15,000.00
\$ 4,000.00	\$ 4,000.00
\$ 3,000.00	\$ 3,000.00
\$ 1,000.00	\$ 1,000.00

\$ 184,800.00	\$ 202,400.00
\$ 5,000.00	\$ 5,000.00
\$ 58,275.00	\$ 63,825.00
\$ 778,453.06	\$ 803,313.30

Year 4		Year 5	
\$ 5,000.00		\$ 5,000.00	
\$ 25,000.00		\$ 25,000.00	
\$ 10,000.00		\$ 10,000.00	
\$ 40,000.00		\$ 40,000.00	
\$ 818,453.06		\$ 843,313.30	

## Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 655,848.80	\$ 910,634.00	\$ 1,153,676.96	\$ 1,313,514.60	\$ 1,491,031.89
Total Operations	M	\$ 343,200.00	\$ 725,975.00	\$ 779,219.50	\$ 818,453.06	\$ 843,313.30
Total Expenditures	N = J + M	\$ 999,048.80	\$ 1,636,609.00	\$ 1,932,896.46	\$ 2,131,967.66	\$ 2,334,345.20
Total Revenue	Z	\$ 1,023,051.00	\$ 1,636,881.60	\$ 1,943,796.90	\$ 2,148,407.10	\$ 2,353,017.30
Surplus / (Deficit)	= Z - N	\$ 24,002.20	\$ 272.60	\$ 10,900.44	\$ 16,439.44	\$ 18,672.10

## Enrollment Projections Year 1 through Year 5

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

*If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part*

**LEA #1:**

What percentage of students from

**LEA #2:**

What percentage of students from

**LEA #3:**

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	600			600			600
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9	45			60			50
Grade 10	45			60			50
Grade 11	10			30			60
Grade 12				10			30
<b>LEA Totals:</b>	100	0	0	160	0	0	190

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



## Budget: Revenue Projections from each LEA Year 1

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

*In year 1:* Base state allotments are determined by the LEA in which the student resides.

*In year 2 and Beyond:* Base State allotments are determined by the LEA in which the school is located.

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

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

### REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,390.31	100	\$639,031.00
Local Funds	\$3,840.20	100	\$384,020.00
State EC Funds	\$5,365.09	12	\$64,381.08
Federal EC Funds	\$1,514.35	12	\$18,172.20
<b>Total:</b>			\$1,105,604.28

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
<b>Total:</b>			\$0.00

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			

Total:

\$0.00

## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 639,031	\$ 1,022,450	\$ 1,214,159	\$ 1,341,965
Local Per Pupil Funds	\$ 384,020	\$ 614,432	\$ 729,638	\$ 806,442
State EC Funds	\$ 64,381	\$ 103,010	\$ 122,324	\$ 135,200
Federal EC Funds	-	\$ 18,172	\$ 34,527	\$ 38,162
Other Funds*				
Working Capital*				
<b>TOTAL REVENUE:</b>	<b>\$ 1,087,432</b>	<b>\$ 1,758,064</b>	<b>\$ 2,100,648</b>	<b>\$ 2,321,769</b>

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a question from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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



on federal funding in

Year 5	
\$	1,469,771
\$	883,246
\$	148,076
\$	41,796
\$	2,542,890

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**Personnel Budget: Expenditure Projections**

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
<b>Administrative &amp; Support Personnel</b>															
Lead Administrator	1	\$ 80,000	\$ 80,000	1	\$ 84,000	\$ 84,000	1	\$ 88,200	\$ 88,200	1	\$ 92,610	\$ 92,610	1	\$ 97,241	\$ 97,241
Assistant Administrator	1	\$ 60,000	\$ 60,000	1	\$ 63,000	\$ 63,000	1	\$ 66,150	\$ 66,150	1	\$ 69,458	\$ 69,458	1	\$ 72,931	\$ 72,931
Finance Officer	1	\$ 50,000	\$ 50,000	1	\$ 52,500	\$ 52,500	1	\$ 55,125	\$ 55,125	1	\$ 57,881	\$ 57,881	1	\$ 60,775	\$ 60,775
Clerical		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 46,000	\$ 46,000	1	\$ 46,305	\$ 46,305
Food Service Staff	2	\$ 25,000	\$ 50,000	2	\$ 26,000	\$ 52,000	2	\$ 27,300	\$ 54,600	2	\$ 28,665	\$ 57,330	2	\$ 30,098	\$ 60,197
Custodians	2	\$ 25,000	\$ 50,000	2	\$ 26,000	\$ 52,000	2	\$ 27,300	\$ 54,600	2	\$ 28,665	\$ 57,330	2	\$ 30,098	\$ 60,197
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Technology Facilitator (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
24/7 Help Desk Technicians (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Library Media Specialists (Remote Applicants ONLY)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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<b>Total Admin and Support:</b>	<b>7</b>		<b>\$ 290,000</b>	<b>7</b>		<b>\$ 303,500</b>	<b>7</b>		<b>\$ 318,675</b>	<b>8</b>		<b>\$ 380,609</b>	<b>8</b>		<b>\$ 397,644</b>
<b>Instructional Personnel</b>															
Core Content Teacher(s)	5	\$ 45,000	\$ 225,000	9	\$ 47,250	\$ 425,250	10	\$ 49,613	\$ 496,125	11	\$ 52,094	\$ 573,030	11	\$ 54,699	\$ 601,686
Electives/Specialty Teacher(s)	1	\$ 45,000	\$ 45,000	1	\$ 47,250	\$ 47,250	2	\$ 49,613	\$ 99,226	2	\$ 52,094	\$ 104,188	3	\$ 54,699	\$ 164,097
Exceptional Children Teacher(s)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	1	\$ 30,000	\$ 30,000	1	\$ 31,500	\$ 31,500	3	\$ 33,075	\$ 99,225	4	\$ 34,729	\$ 138,916	4	\$ 36,465	\$ 145,860
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<b>Total Instructional Personnel:</b>	<b>7</b>		<b>\$ 300,000</b>	<b>11</b>		<b>\$ 504,000</b>	<b>15</b>		<b>\$ 694,576</b>	<b>17</b>		<b>\$ 816,134</b>	<b>18</b>		<b>\$ 911,643</b>
<b>Total Admin, Support and Instructional Personnel:</b>	<b>14</b>		<b>\$ 590,000</b>	<b>18</b>		<b>\$ 807,500</b>	<b>22</b>		<b>\$ 1,013,251</b>	<b>25</b>		<b>\$ 1,196,742.90</b>	<b>26</b>		<b>\$ 1,309,287</b>

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
<b>Administrative &amp; Support Benefits</b>															
Health Insurance	3	\$ 2,400	\$ 7,200	3	\$ 2,400	\$ 7,200	3	\$ 2,400	\$ 7,200	4	\$ 2,400	\$ 9,600	4	\$ 2,400	\$ 9,600
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	3	\$ 3,800	\$ 11,400	3	\$ 3,990	\$ 11,970	3	\$ 4,190	\$ 12,569	4	\$ 4,399	\$ 17,596	4	\$ 4,619	\$ 18,476
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	7	\$ 2,486	\$ 17,400	7	\$ 2,601	\$ 18,210	7	\$ 2,732	\$ 19,121	8	\$ 2,855	\$ 22,837	8	\$ 2,982	\$ 23,859
Social Security	7	\$ 601	\$ 4,205	7	\$ 629	\$ 4,401	7	\$ 660	\$ 4,621	8	\$ 690	\$ 5,519	8	\$ 721	\$ 5,766
SUTA	7	\$ 88	\$ 619	7	\$ 88	\$ 619	7	\$ 88	\$ 619	8	\$ 77	\$ 619	8	\$ 77	\$ 619
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<b>Total Admin and Support Benefits:</b>			\$ 40,824			\$ 42,400			\$ 44,129			\$ 56,171			\$ 58,320
<b>Instructional Personnel Benefits</b>															
Health Insurance	7	\$ 2,400	\$ 16,800	11	\$ 2,400	\$ 26,400	15	\$ 2,400	\$ 36,000	17	\$ 2,400	\$ 40,800	18	\$ 2,400	\$ 43,200
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	7	\$ 2,400	\$ 16,800	11	\$ 2,520	\$ 27,720	15	\$ 2,646	\$ 39,690	17	\$ 2,778	\$ 47,232	18	\$ 2,917	\$ 52,511
Social Security	7	\$ 2,571	\$ 18,000	11	\$ 2,749	\$ 30,240	15	\$ 2,778	\$ 41,675	17	\$ 2,880	\$ 48,968	18	\$ 3,039	\$ 54,699
Disability	7	\$ 356	\$ 2,490	11	\$ 380	\$ 4,183	15	\$ 384	\$ 5,765	17	\$ 398	\$ 6,774	18	\$ 420	\$ 7,567
Medicare	7	\$ 621	\$ 4,350	11	\$ 664	\$ 7,308	15	\$ 671	\$ 10,071	17	\$ 696	\$ 11,834	18	\$ 734	\$ 13,219
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
SUTA	7	\$ 88	\$ 619	11	\$ 56	\$ 619	15	\$ 41	\$ 619	17	\$ 36	\$ 619	18	\$ 34	\$ 619
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<b>Total Instructional Personnel Benefits:</b>			\$ 59,059			\$ 96,471			\$ 133,820			\$ 156,227			\$ 171,814
<b>Total Personnel Benefits:</b>			\$ 99,884			\$ 138,871			\$ 177,950			\$ 212,397			\$ 230,134
<b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b>	7		\$ 330,824	7		\$ 345,900	7		\$ 362,804	8		\$ 436,779.42	8		\$ 455,964
<b>Total Instructional Personnel (Salary &amp; Benefits):</b>	7		\$ 359,059	11		\$ 600,471	15		\$ 828,396	17		\$ 972,361	18		\$ 1,083,457
<b>TOTAL PERSONNEL:</b>	14		\$ 689,884	18		\$ 946,371	22		\$ 1,191,201	25		\$ 1,409,140	26		\$ 1,539,421

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

## Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
<b>Office</b>			
Office Supplies	\$ 1,000.00	\$ 750.00	\$ 1,000.00
Paper	\$ 1,000.00	\$ 750.00	\$ 1,000.00
Computers & Software	\$ 5,000.00	\$ 2,000.00	\$ 2,500.00
Communications & Telephone	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Copier leases	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Management Company</b>			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
<b>Professional Contract</b>			
Legal Counsel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Student Accounting	\$ 5,000.00	\$ 5,000.00	\$ 10,000.00
Financial	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Other	\$ 30,000.00	\$ 30,000.00	\$ 35,000.00
*** Insert rows and edit text as needed. ***			
<b>Facilities</b>			
Facility Lease/Mortgage	\$ 120,000.00	\$ 420,000.00	\$ 420,000.00
Maintenance	\$ 1,000.00	\$ 1,000.00	\$ 5,000.00
Custodial Supplies	\$ 4,000.00	\$ 4,000.00	\$ 5,000.00
Custodial Contract	\$ 5,000.00	\$ 5,000.00	\$ 7,500.00
Insurance (pg19)	\$ 13,750.00	\$ 16,775.00	\$ 19,794.50
Other			
*** Insert rows and edit text as needed. ***			
<b>Utilities</b>			
Electric	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Gas	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Water/Sewer	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Trash	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other	\$ 35,200.00	\$ 140,800.00	\$ 167,200.00
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Child nutrition	\$ 27,750.00	\$ 44,400.00	\$ 52,725.00
Travel			\$ 5,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Administrative &amp; Support Operations:</b>	<b>\$ 322,700.00</b>	<b>\$ 744,475.00</b>	<b>\$ 805,719.50</b>

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
<b>Classroom Technology</b>			
Classroom/Student Devices	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Software (LMS, SIS, etc.)	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00
Wifi Access (Remote Applicants ONLY)			
Other			
<b>Instructional Contract</b>			
Staff Development	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Books and Supplies</b>			
Instructional Materials	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00
Curriculum/Texts	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00
Copy Paper	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Testing Supplies	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other			
*** Insert rows and edit text as needed. ***			
<b>Total Instructional Operations:</b>	<b>\$ 67,000.00</b>	<b>\$ 67,000.00</b>	<b>\$ 77,000.00</b>
<b>TOTAL OPERATIONS:</b>	<b>\$ 389,700.00</b>	<b>\$ 811,475.00</b>	<b>\$ 882,719.50</b>

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	1,000.00	\$	1,000.00
\$	1,000.00	\$	1,000.00
\$	2,500.00	\$	2,500.00
\$	5,000.00	\$	5,000.00
\$	6,000.00	\$	6,000.00
\$	5,000.00	\$	5,000.00
\$	10,000.00	\$	10,000.00
\$	20,000.00	\$	20,000.00
\$	35,000.00	\$	50,000.00
\$	420,000.00	\$	420,000.00
\$	5,000.00	\$	5,000.00
\$	5,000.00	\$	5,000.00
\$	7,500.00	\$	7,500.00
\$	21,378.06	\$	23,088.30
\$	5,000.00	\$	5,000.00
\$	15,000.00	\$	15,000.00
\$	4,000.00	\$	4,000.00
\$	3,000.00	\$	3,000.00
\$	1,000.00	\$	1,000.00

\$ 184,800.00	\$ 202,400.00
\$ 10,000.00	\$ 10,000.00
\$ 58,275.00	\$ 63,825.00
\$ 5,000.00	\$ 5,000.00
\$ 830,453.06	\$ 870,313.30

Year 4		Year 5	
\$	5,000.00	\$	5,000.00
\$	5,000.00	\$	5,000.00
\$	25,000.00	\$	25,000.00
\$	20,000.00	\$	30,000.00
\$	25,000.00	\$	25,000.00
\$	1,000.00	\$	1,000.00
\$	1,000.00	\$	1,000.00
\$	82,000.00	\$	92,000.00

\$	912,453.06	\$	962,313.30
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## Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 689,883.80	\$ 946,370.75	\$ 1,191,200.55	\$ 1,409,140.36	\$ 1,539,420.84
Total Operations	M	\$ 389,700.00	\$ 811,475.00	\$ 882,719.50	\$ 912,453.06	\$ 962,313.30
Total Expenditures	N = J + M	\$ 1,079,583.80	\$ 1,757,845.75	\$ 2,073,920.05	\$ 2,321,593.42	\$ 2,501,734.14
Total Revenue	Z	\$ 1,087,432.08	\$ 1,758,063.53	\$ 2,100,648.13	\$ 2,321,768.99	\$ 2,542,889.84
Surplus / (Deficit)	= Z - N	\$ 7,848.28	\$ 217.78	\$ 26,728.08	\$ 175.57	\$ 41,155.70

## Signature Page

The foregoing application is submitted on behalf of Celeste Beauty Academy, Inc. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: PAULINE GRANT-JONES

Board Position: CHAIRMAN

Signature: Pauline Grant-Jones

Date: 4/22/2025

Sworn to and subscribed before me this 22 day of April, 2025.

Notary Public: [Signature]

My commission expires: 3-6, 2029.

