



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Hilda Parlér
Eric Sanchez
Deanna Townsend-Smith
Cheryl Turner
Brian Smith
Alan Hawkes
Shannon Stein
Joe Maimone
Glenn Allen
Mike McLaughlin
Tamara Thomas
Robin Kendall
Robert McOuat
Jonathan Bryant

Date of Review:

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

09/30/2016



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Kaleidoscope Charter High School

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete *online* application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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AGREEMENT PAGE

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Total External Evaluator Votes 74

Total Subcommittee Votes 74

CSAB Votes 74

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External Evaluator 75

Charter School Advisory Board Subcommittee 85

Overall Summary 87

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Kaleidoscope Charter High School

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

Name of non-profit organization under which charter will be organized or operated: *Kaleidoscope Charter High School*

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

Name of contact person: *Janet Littlejohn*

Title/Relationship to nonprofit: *Chairperson*

Mailing address: 100 Airlie Court
Cary NC 27513

Primary telephone: 919-434-5769 Alternative telephone: 919-434-5769

E-Mail address: janetlittlejohn2@gmail.com

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

County: WAKE

LEA: 920-Wake County Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

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

No:

Yes:

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

No:

Yes:

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Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes:

No:

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No:

What is the name of the nonprofit organization that governs this charter school? Kaleidoscope Charter High School

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10	230
Second Year	09,10,11	350
Third Year	09,10,11,12	470
Fourth Year	09,10,11,12	540
Fifth Year	09,10,11,12	540

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

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I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

kaleidoscope
Signature

Chairperson
Title

kaleidoscope
Printed Name

09/19/2016
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Application not signed by the chairperson? (on behalf of the group)</u>	<u>Shannon Stein</u>	<u>Grade Levels</u>
<u>If you have 129 people who said that they are willing to enroll their students into the school, why are you still projecting 230 students in the first year?</u>	<u>Brian Smith</u>	<u>Grade Levels</u>
<u>Application is not signed by person authorized to submit the application. If 230 students are projected for year one, that is 115 per grade. The pattern does not continue. Why? What allowances were made for the remaining grades?</u>	<u>Hilda Parlér</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Hilda Parlér</u>	<u>Pass</u>
<u>Eric Sanchez</u>	
<u>Deanna Townsend-Smith</u>	
<u>Cheryl Turner</u>	
<u>Brian Smith</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Shannon Stein</u>	<u>Pass</u>
<u>Joe Maimone</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Mike McLaughlin</u>	
<u>Tamara Thomas</u>	<u>Pass</u>
<u>Robin Kendall</u>	<u>Pass</u>
<u>Robert McQuat</u>	
<u>Jonathan Bryant</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

Clearly describe the mission of the proposed charter school:

Kaleidoscope Charter High School's curriculum and educational opportunities are student-directed by the ability and interest of the students. Blending this focus with lecture-based instruction, enhances independent student practices. In addition to required traditional core-courses, students will choose elective credits, participate in an intersession of customary and unique courses and create a portfolio of work culminating with a senior capstone project of their design and choosing.

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

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

KCHS's target population will be rising-high school students who want to have a stake in their own education. The Morrisville, North Carolina area is a diverse and fast-growing community in the busy Raleigh-Durham metro area. The region is one of the most culturally diverse communities in North Carolina.

According to the 2010 U.S. Census, the region's makeup is 27% Asian, 13% African American, 6% Latino, and 54% White. It is expected that the student population will reflect the diversity of the town and nearby areas of Western Wake County, which will enhance the educational experience of KCHS students.

Currently, there is no public high school in Morrisville, NC. Students who live in the area and who attend traditional public school are typically enrolled at Panther Creek or Green Hope High School, both of which are overcrowded. According to the Wake County Public School System's website, Panther Creek was capped in 2015, and is currently at 158% capacity.

Our 400+ parent/student database truly desire a community-based, non-traditional high school experience.

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Our target population will be eager students, many of which have been taught using direct-instruction, or have come from the local Montessori school; students who will want more "ownership" of their high school education. At KCHS, target students will be engaged by staff, instructor and peer, being taught with their interests in mind. MEETING LEARNERS WHERE THEY ARE.

A typical school-day for our targeted population would consist of:

The school doors will open at 8 am for staff and students. Some students may need early morning tutoring/coaching and project assistance. Before and after-school clubs and sports will be offered and facilitated by adult instructors. Ex. morning yoga, meditation or leadership/theater/sports clubs may be available in the morning as well as after-school.

Core-classes begin at 8:45 am - taught by expert educators and adjunct instructors:

a) Direct instruction and/or whole-class discussion on various core-subjects and/or;

b) Follow-up discussion homework, with student-lead discussion and instructor follow-up and/or;

c) Individual and team experimentation on hands-on projects (i.e. Math, Science, Engineering and Physics) and/or;

d) Project and problem-based learning (PBL) "real-life" scenarios (current life issues - i.e. pollution, economics, business ethics, solutions to problems we are experiencing today); will be discussed and teams may work on overview of PBL issue. Research and Independent Learning Time (ILT), using technology (iPads, laptops, texts and online Internet research.)

e) Student Assessment and Portfolios -

* Each student will take quizzes, tests, and yearly standardized tests;

* Digital/Hard-copy Portfolio - Students will maintain class, homework, projects, team projects from core-subject, elective and Intersession intensive courses in their Portfolio for

parents/instructors/leadership to use for assessments. We want to insure students are

mastering skills and subject material. If a student requires intervention, staff/parents will

be able to gently guide them towards personal success.

Since our pedagogy focuses on the "student" - we will insure students have a robust, engaging educational experience. Each instructor will be able to know their students and peers very well. Instructors will be guides, coaches and teachers, yet the students will be empowered to "own their education", completing their projects, maintaining their digital/or/hard-copy portfolios with their wonderful projects/papers - showing mastery.

Expert instructors will provide sufficient time during the school-day, following the student's ability, desire and work pace. Mastery and need for intervention/additional work, will be assessed by "memory retention"

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quizzes, tests, projects and portfolios. Meeting students where they are in their lives is most important for empowerment.

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

KCHS projects a total enrollment of 540 students will be a benchmark which will be reached by the fourth year of operation. As of the 2014-2015 school year, the projected Average Daily Membership for 9-12 graders in WCPSS is 46,053.

An enrollment of 540 students at KCHS would reflect approximately 1% of the total high school population for Wake County.

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

Currently, there are no Wake County high school with a pedagogical focus of student-centered learning. Student-centered or learner-focused instruction method complements lecture-based instruction yet emphasizes student-based instructional practices such as hands-on learning, problem-based learning, team project-based learning, and many more. KCHS instructors and adjunct educators will be guiding students to critically develop the skills associated with learning and practice, as the emphasis of learning is focused on developing ideas, interests, and individualized curriculum. Students are given more opportunities to be self-motivated and independent life-long learners. Classes will be guided by expert educators who understand the practice of placing the learning of content on the student's initiative, intuition, and intrinsic desire to learn. Student involvement in both the direction and intensity of each individualized work plan will be a collective effort on the part of students and faculty.

When learners control their learning, they are more likely to be invested in their education (Hains & Smith, 2012). Learner-directed control has the potential to translate to immediate and impacting content acquisition and application because the process deals directly with critical thinking skills due to learner control (Clapp, 2013). Learners who focus on personal interests can achieve general learning through the process of researching specific content of interest (Hains & Smith, 2012). Learners are free to research, share what they are learning, and instruct others about what was learned (Hains & Smith, 2012).

KCHS will ensure that all students have access to the standard coursework of North Carolina public high schools. Additionally, students and teachers, based on the strengths and interests of each child, will design a curriculum that reflects the individuality of each child, allowing for self-expression and diverse interests. Applicants with experience in student-centered pedagogy will be given priority consideration for employment, and all teachers will be provided with regular professional development in this area.

KCHS will provide a post-final testing, week-long, biannual, learning

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intensive intersessions. These sessions may be taught by faculty or by visiting instructors and may include courses/events such as technology, sciences, creative or performing arts, culinary arts, educational trips, leadership workshops, and community service projects.

Student-centered learning additionally includes self-assessment. In this instance, KCHS differs from the traditional format in the form of the student portfolio. While traditional schools have adopted this practice in some aspects, KCHS uses the portfolio as an integral part of the learning. There is a four year development to the assessment process for the learner to see the evolution of what has been learned and what has been advanced during the educational journey.

In addition to the student-centered pedagogy, the KCHS school day will begin at a later time than that of traditional public high schools. This is per the recommendation of the American Academy of Pediatrics.

Unlike the majority of high schools in the area, the KCHS schedule will consist of six periods per day and year-long courses. These formats offers several advantages, including additional opportunities to assist students who may be struggling, extra time for practice and exposure, and better opportunities for teachers and students to get to know each other over the course of the year. This schedule is essential to collaborative student-centered curriculum and instruction.

The year-long classes (as opposed to block scheduling) will provide the flexibility needed for the first semester to end before students leave for winter break, rather than extending the marking period well into January, after a break of two weeks.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

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

The Six Legislative Purposes of a Charter School are:

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

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

We believe, once we open Kaleidoscope CHS, we will engage in fulfilling "Legislative Purposes 1, 4, and 5". Yet for simplicity sake we will focus on the following three Legislative Purposes, within this application:

2. KCHS students will take NC End-Of-Course (EOC) tests for core curriculum, and other state and national tests such as the ACT and SAT. All student achievement measurements will comply with the NC Standard Course of Study and the Future-Ready Core curriculum. Additional data will be obtained through teacher evaluations, rubrics, projects, and homework, and will be kept in a longitudinal portfolio. Teachers will provide regular feedback on the portfolios. All above, data will be used to conduct any necessary remediation, pedagogy revisions, and changes in pacing deemed necessary to meet students' needs.

3. In addition to being stakeholders in their own education, KCHS students will take part in biannual week-long (five school days) intersessions, which will be taught by KCHS and/or visiting artists and adjunct lecturers. Each day of the intersession will be the length of one full school day. Part of student-centered learning includes self-evaluation. Each marking period, students will be required to assemble representative examples of their work for evaluation by instructors, and this information will also be included in the longitudinal portfolio. This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. It also affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. It "encourages critical and creative thinking" and "involves students very actively and cooperatively in productive process." (Jackson and Davis, 2000).

6. Kaleidoscope Charter High School will implement student-centered pedagogical methods, so that our students will critically develop the skills associated with learning and practice. The emphasis of learning is focused on developing ideas, interests, and individualized curriculum, while being guided by an expert educator who understands the practice of placing the learning of content on the student's initiative and intrinsic desire to learn. Learners develop a deeper understanding because they are instrumental in the learning and develop deeper understanding rooted in the variety of activities and assignments constructed by the learner and agreed upon by the learning team (instructor and students). Individuals and groups of students work toward the critical practices of learning and thinking because the student takes an active role in the learning process.

Goals for the Proposed Charter School:

1. *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.*

Within the first five years of operation, our students academic goals will have progressed and improved, with students developing an increased understanding of their own creative process. Each student will have opportunities to use advanced technology (i.e. 3D Printing and evolving software) and to assess their own personal expectations while working within

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a new construct of learning. Their personal and team goals will improve quarterly with experience and be assessed at the end of each quarter by means of the portfolio.

School leadership will work with community, student population and staff in daily and monthly accountability (board, administrative and advisory);

Pupil attrition rate will be lower than WCPSS; Pupil wait-list will increase each year by 10%; Kaleidoscope Charter High Schools standing within the Triangle and Morrisville community will increase because we will continue to do outreach and public relations each year; Compliance with all applicable laws, regulations, and terms of the charter contract will be insured by leadership and board; financial performance and viability by the Board performance; Monitoring of school improvement plans is done on a monthly basis at Board meetings; Establish board goals and reviewing them every month at Board meetings to assess if we are on track for yearly and 5 year goals; Teacher Working Conditions Survey/Inventory in Year 2; After Year 1, Leadership will perform a Strategic Planning for Year 5 and a yearly status Inventory/Assessment.

Faculty and Staff will be trained by the end of the planning year as to how to instruct in a more engaging "student-centered" manner and will have had Professional Development (PD) to insure they are knowledgeable and comfortable with advanced teaching concepts and techniques, such as problem-based and project-based learning as well as high school core-knowledge.

These courses will prepare students for deeper understanding, and 21st century higher education and careers, including sciences, education, math, technology, engineering, and creative and artistic fields. Additionally, teachers and staff will receive yearly professional development in the pedagogy of student-centered education.

By the end of the first year, and each year thereafter, the percent of students scoring proficient on Math I, English II, Biology End of Course (EOC) exams will increase, reaching a proficiency rate of at least 70 percent by Year 5. The percentage of students scoring proficient on all EOC exams offered will meet or exceed the average for WCPSS, each year over the first five years under the charter.

In year two, Juniors will take the ACT. This will allow all students to meet the minimum requirement of taking one college admissions exam. Results will guide course planning for each students final year of high school and future college admissions decisions. Increasing goals: Percentage of KCHS students meeting ACT college readiness benchmarks over 5 years.

Students in the 11th grade will also take the SAT. All graduating seniors will have completed longitudinal portfolios for each year, of both academic and creative work, that will enable them to be more competitive for both college admission or employment upon graduation.

Each year, a minimum of 25 percent of all 11th and 12th grade students will take one or more AP courses because they will want to achieve college credit. Since our philosophy and teaching techniques will empower youth, they will grow to know themselves better as "lovers of learning" and know their instructors better. Student confidence can soar, thereby taking an AP

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Course will not be so intimidating.

By year 3, the SAT participation rate of graduating seniors will meet or exceed that of high schools in the Wake County Public School System (WCPSS).

By year 5, students will take the NC End-of-Course (EOC.) Average composite test scores will meet or exceed scores from high schools in WCPSS.

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

At monthly Board meetings, administration (Head of School and Director of Operations) will provide monthly reports of student progress to stakeholders and committees as appropriate.

Students who are experiencing challenges or remediation will also be monitored very closely and their monthly results will be reported by our Exceptional Children's leadership.

Based on these reports, as well as additional run down data from longitudinal student portfolios, the Board could choose to revise and update school goals as needed.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
The mission statement states, "a creative and dynamic 21st-century curriculum," while the education need and targeted student population sections states, "students and teachers, based on the strengths and interests of each child, will design a curriculum that reflects the individuality of each child." How will the developed curriculum accomplish the task of reflecting the individuality of each student?	Tamara Thomas	Mission Stat
Describe a "creative" and dynamic 21st century curriculum.	Hilda Parlér	Mission Stat
Clarify. ...curriculum and educational opportunities are student-directed by the ability and interest of the student.		
Not sure how direct instruction is an innovative way of instruction.	Jonathan Bryant	Mission Stat
In response to the overcrowding and the capped enrollment at Panther Creek, Apex Friendship High School was constructed. How will Kaleidoscope Charter HS ensure that enrollment is met each year while Cary High, Kestrel Heights and Research Triangle High School (Charter) are also able to service students from the 27560 zip code? The applicant shared, "Currently, there are no Wake County high school with a pedagogical focus of student-centered learning. Student-centered or learner-focused instruction method complements lecture-based instruction yet emphasizes student-based instructional practices such as hands-on learning, problem-based learning, team project-based learning, and many more." What research has been conducted and which resources used to confirm the validity of this statement? Have any team members considered the use of Project Based Learning (PBL) and learner-focused methods at other WCPSS high schools? The applicant shared, "Additionally, students and teachers, based on the strengths and interests of each child, will design a curriculum that reflects the individuality of each child, allowing for self-expression and diverse interests." In essence, how many different curriculum possibilities will there be? Will it be possible to have different curricula for each student in a class of 20 students? How will one teacher manage multiple curricula designed to meet the needs of every student in one class, during each class period? With the focus being 'student-centered learning' and as shared, "Applicants with experience in student-centered pedagogy will be given priority consideration for employment, and all teachers will be provided with regular professional development in this area," which entity will provide the level and quality of professional development that aligns with the educational mission for KCHS?	Tamara Thomas	Educational
Currently, there is no public high school in Morrisville, NC. Panther Creek and Green Hope High School were noted. Charter schools are "public" schools. The school day was very detailed and descriptive.	Hilda Parlér	Educational
there is no public high school in Morrisville, NC. Students who live in the area and who attend traditional public school are typically enrolled at Panther Creek or Green Hope High School, both of which are overcrowded. According to the Wake County Public School System's website, Panther Creek was capped in 2015, and is currently at 158% capacity	Joe Maimone	Educational
Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map .	Deanna Townsend-Smith	Educational
How will lecture-based instruction provide hands-on learning?	Brian Smith	Educational
Based on the way pedagogy and measurable student achievement results are	Tamara Thomas	Purposes of

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<p>managed at KCHS, how will students be offered the opportunity to compete with their non KCHS peers across the State with respect to each of the NC High School Diploma Endorsements?</p> <p>Were these 2 statements supposed to read the same intentionally? "This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. It also affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways."</p>		
<p>KCHS students will take part in biannual week-long (five school days) intersessions, which will be taught by KCHS and/or visiting artists and adjunct lecturers. Each day of the intersession will be the length of one full school day. Part of student-centered learning includes self-evaluation. Each marking period, students will be required to assemble representative examples of their work for evaluation by instructors, and this information will also be included in the longitudinal portfolio. This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways.</p>	Joe Maimone	Purposes of
<p>What are KCHSs goals related to school operations, finance, and governance?</p>	Robin Kendall	Goals for th
<p>When the applicant shares, "By the end of the first year, and each year thereafter, the percent of students scoring proficient on Math I, English II, Biology End of Course (EOC) exams will increase, reaching a proficiency rate of at least 70 percent by Year 5. The percentage of students scoring proficient on all EOC exams offered will meet or exceed the average for WCPSS, each year over the first five years under the charter," what is the data source? Is there a baseline that has been shared for student performance in this locale outside of the data for sub-group performance of students currently attending Green Hope HS and Panther Creek HS?</p> <p>The applicant shares, "Each year, a minimum of 25 percent of all 11th and 12th grade students will take one or more AP courses because they will want to achieve college credit." Does this translate to a goal of 58 out of 234 students having this opportunity in year 3 while 66 out of 270 students have the opportunity to participate in AP courses in year 4? What will the remaining 204 11th and 12th grade students have to their credit in year 4? Why is KCHS's goal for their students 13% lower than the whole school AP participation rate at neighboring Green Hope HS and 7% lower than that of Panther Creek? How will KCHS position itself to compete in the goal area for college and career ready data points?</p> <p>"Students who are experiencing challenges or remediation will also be monitored very closely and their monthly results will be reported by our Exceptional Children's leadership." Does this statement infer that the students who experience challenges and need remediation at KCHS are only those who are supported through EC services? Will there be a student support services team?</p>	Tamara Thomas	Goals for th
<p>Measurable? Within the first five years of operation, our students academic goals will have progressed and improved, with students developing an increased understanding of their own creative process..</p> <p>Unaggressive goal? By the end of the first year, and each year thereafter, the percent of students scoring proficient on Math I, English II, Biology End of Course (EOC) exams will increase, reaching a proficiency rate of at least 70 percent by Year 5. The percentage of students scoring proficient on all EOC exams offered will meet or exceed the average for WCPSS, each year over the first five years under the charter.</p>	Joe Maimone	Goals for th
<p>Based on the first paragraph how are the improvements going to be made? What are your expectations of student academics in the first 5 years? What will be the proficiency rates before year 5?</p>	Brian Smith	Goals for th
<p>How will students be encouraged to take the SAT since it is listed in the goals but not mandatory?</p>	Shannon Stein	Goals for th

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Reviewer	Score
Hilda Parlér	Pass
Eric Sanchez	
Deanna Townsend-Smith	
Cheryl Turner	
Brian Smith	Fail
Alan Hawkes	
Jonathan Bryant	Pass
Shannon Stein	Pass
Robert McQuat	
Robin Kendall	Pass
Tamara Thomas	Fail
Mike McLaughlin	
Glenn Allen	
Joe Maimone	Pass

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

The proposed instructional plan and graduation requirements for KCHS will ensure student readiness for college and other post-secondary opportunities. KCHS students will meet North Carolina's Future-Ready Core requirements and upon graduation, students will meet or exceed the minimum admission requirements for entering a four year college or university in the state of North Carolina. All KCHS students will participate in bi-annual week-long intersessions, where students will help design and then choose which intersession they would like to participate. These sessions may be taught by faculty or by visiting adjunct instructors and may include courses/events such as technology, sciences, creative or performing arts, culinary arts, educational trips, leadership workshops, and community service projects.

In addition to the strong foundation of coursework required of North Carolina high school students, KCHS will deliver instruction through student-centered methodology. This delivery will provide students with curriculum and educational opportunities which are directed by the ability and the interest of our students. Core lessons will connect with students in meaningful ways that will deepen understanding, enhance life experiences, and inspire work. These methods place the student at the center of their learning. These students are critically developing the skills associated with learning and practice. The emphasis of learning is focused on developing ideas, interests, and individualized curriculum, while being guided by an expert educator who understands the practice of placing the learning of content on the student's initiative and intrinsic desire to learn.

Teachers will monitor student progress through traditional assessments like tests, reports, oral presentations, as well as strategies that encompass the KCHS mission. KCHS will supplement required state and classroom assessments with the completion of a longitudinal four-year portfolio that will serve as both a formative and summative evaluation instrument. This assessment process is for the learner to see the evolution of what has been learned and what has been advanced during the educational journey. This formative assessment will provide teachers with robust data concerning each student's academic growth and current ability level, and will provide a basis for early intervention for struggling students.

Student-centered learning also includes self-assessment. Each marking period, students will be required to assemble representative examples of their work for evaluation by instructors, and this information will also be

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included in the longitudinal portfolio. Creating portfolios is a very authentic way for students to help direct their own individualized learning. This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. It "encourages critical and creative thinking" and "involves students very actively and cooperatively in productive process." (Jackson and Davis, 2000). Students can see the progression and improvement in their own work over time. This self-reflection and meta-cognition is extremely important to learning as students strive to reach their fullest potential. Instructors will provide written and oral feedback on student portfolios for each marking period. Portfolios will be available for ongoing review. The student contributions to their portfolio will also be featured in their capstone project, to be completed during a student's senior year.

Instructors will work in supportive Professional Learning Teams (PLT) to align class lessons and assessments and improve the level of instruction.

Instructors teaching the same discipline will develop common assessments to ensure a rigorous academic program that is both consistent and equitable. KCHS graduates will demonstrate self-confidence and personal responsibility, and will experience success through the self-knowledge gained throughout the four year program.

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.

The basic learning environment at Kaleidoscope Charter High School (KCHS) will be based on the collaborative instructor teaching one subject, with up to 25 students in each classroom, while facilitating "Student-Centered" teaching techniques, which may sometimes include adjunct visiting instructors. Project-based learning, and inquiry-based learning is more accessible within a smaller classroom. Our school will encourage the "Growth Mindset" whereby collaboration and team building is encouraged.

However, KCHS will remain inclusive of smaller group needs like independent study and larger groups needs for collaboration and discussion.

The KCHS schedule follows a traditional six-period day, 50-minute periods per day and year-long classes. The addition of bi-annual intersessions will also allow teachers and students to explore a multitude of interdisciplinary and student specific topics.

A DAY IN THE LIFE OF A KALEIDOSCOPE STUDENT

The school doors opening at 8 am for staff and students. Some students may show up earlier, especially if they need to complete team or individual projects, have early morning tutoring, coaching or working sessions with instructors or team-mates, to brain-storm solutions to problems, academically or personally. Before and after class clubs and sports may be offered.

Staff/Mentors may participate, facilitate and collaborate with their

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students. Leadership teams will encourage physical self-care i.e. morning yoga, meditation or leadership/theater/sports sessions held in the morning as well as after-school. Team members will empower youth to lead clubs and innovative projects outside of class.

As students progress or if they have challenges, the leadership team and counselor will be available to develop guidance and support, especially when preparing for Advanced Placement classes, higher learning decision-making and career goal setting.

Core-classes begin at 8:45 am, (since teens require more sleep.)

Expert educators and instructors may use many of the following teaching techniques:

a) Direct instruction and/or whole-class discussion on various core-curriculum;

b) Follow-up discussion in class on the core-curriculum subject matter, from the previous night for homework, and/or student-lead discussion and instructor follow-up;

c) Individual and team experimentation on hands-on projects (i.e. Science, Engineering and Physics);

d) Project and problem-based learning (PBL) "real-life" scenarios (current life issues - i.e. pollution, economics, business ethics, solutions to problems we are experiencing today); will be discussed and teams may work on overview of PBL issue. Research and Independent Learning Time (ILT), using technology (iPads, laptops, texts and online Internet research);

e) Student Assessment and Portfolios - Each student will take core subject memory-retention quizzes, tests, yearly standardized tests as well as maintain class and homework projects, team projects from each core-subject as well as elective and Intersession intensive course, insuring students are mastering skills and subject material. Since we will "meet our students where they are" in their abilities, desired learning, some may require intervention. Our staff/parents will be able to gently assist and guide them towards personal success.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (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.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

The curriculum at KCHS follows the Future-Ready Core, and includes the subjects of English, Math, Science, Social Studies, Physical Education, and Foreign Language.

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In order to be measured against annual measurable objectives, KCHS will follow all state requirements for end of course testing, including NCEXTEND1, where appropriate.

By year 2, Juniors will take the ACT. This will allow all students to meet the minimum requirement of taking one college admissions exam. By year 3, the SAT participation rate of graduating Seniors will meet or exceed that of high schools in the Wake County Public School System (WCPSS). By year 3, all graduating seniors will have completed a longitudinal portfolio of both academic and creative work that will enable them to be competitive for college admissions.

Some of the primary goals of the NC READY mission are that students be able to master more difficult material earlier in school, to solve problems that are real-world questions, and to express their ideas clearly and with supporting facts. As outlined in this application, the student-centered pedagogy at KCHS highlights these exact principles. KCHS's future-ready core curriculum aligns with the school's mission by both meeting the requirements of State standards as well as taking into account each child's individual strengths, interests, and ideas.

- 4. 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.*

The school will expect teachers to follow the interests of the students. Extensive professional development will be provided as part of a two-week session prior to each school year. While school is in session, teachers will collaborate, research and learn with students about material and content areas beyond the standard lesson plans. As a result, the teachers will grow and develop with the children, based on the individual interests and needs of each child.

Parents will also be encouraged to be a part of our school's collaborative spirit by getting involved in our Parent, Teacher, Student Organization and evening parent school support sessions, we will make available to them.

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

The proposed instructional plan and graduation requirements for KCHS will ensure student readiness for college and other post-secondary opportunities. KCHS students will meet North Carolina's Future-Ready Core requirements and upon graduation, students will graduate having met the minimum admission requirements for entering a four-year college or university in the state of North Carolina. In addition, students will have the opportunity to earn college credit for coursework through Advanced Placement (AP) examinations. Dual enrollment will also be supported.

Upon completion of academic requirements for each grade level, students will be promoted to the next grade level. These requirements include a minimum of six credits each school year, and the passing of English and Math each year.

- 6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and*

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how grade-point averages will be calculated?

KCHS will implement Future-Ready Core Requirements by requiring all students to complete four credits each in English, Math, and Social Studies, three credits in Science, two credits in the same World Language, and one credit in Health and Physical Education.

Students must complete a minimum of six electives credits of their choosing.

These minimum requirements total 24 credits for graduation.

The electives, as well as the remaining unassigned class periods, will allow student to enroll in extra language courses and AP courses. Students will also have the opportunity to repeat some courses or take courses over the summer for credit recovery.

Grade point averages will be calculated based on a ten-point scale:

An "A" grade will be awarded for the numeric range of 90-100, worth 4 quality points

A "B" grade will be awarded for the numeric range of 80-89, worth 3 quality points

A "C" grade will be awarded for the numeric range of 70-79, worth 2 quality points

A "D" grade will be awarded for the numeric range of 60-69, worth 1 quality point

A "F" grade will be awarded for the numeric range of 60 or below and is worth 0 quality points

A "F" grade will result in not earning credit for a course and the course must be repeated.

Honors courses will award quality points on the 4.5 scale, for example an "A" would be awarded a 4.5 rather than a 4. Advanced Placement (AP) and Dual-Enrollment (DE) courses will award quality points on the 5 scale, for example an "A" would be awarded a 5 rather than a 4. Grade Point Averages(GPAs) will be calculated by adding the number of quality points (points awarded for letter grades, i.e. 0-5) and then dividing by the number of courses attempted.

Transcripts will include a list of all courses attempted, the numeric grades earned, class ranking, and the quality points earned. They will list both weighted and unweighted GPAs. In addition, all scores from state tests like North Carolina's End-of-Course tests and national college admissions tests such as the SAT and ACT will be included.

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

KCHS will follow a traditional school calendar. The school year will begin one week earlier than the Wake County Public School System.

The year-long courses (as opposed to block scheduling) will allow the second quarter of instruction to be completed prior to winter break. The first of two annual intersessions will begin at the return to school in January, and

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the second intersession is scheduled after final exams/EOCs in June.

Because of KCHS's later start time, our school days are slightly shorter. Therefore, KCHS is structured around a 185 day calendar, rather than 1,025 total hours, with extra inclement weather makeup days already built-in.

Special Programs and "At-Risk" Students

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

Kaleidoscope Charter High School (KCHS) will deploy multiple proven strategies to assist students in meeting expectations. In serving the school's mission, proven traditional methodologies and new approaches will be used to keep students engaged, motivated, and connected to the overall KCHS community. In addition, multiple levels have been put in place to assist students who struggle. Students who are struggling or not meeting growth, will receive on-going support, remediation from their instructors, and peer-mentorship or tutoring.

Level I is the day-to-day assessment by the teacher. Based on course syllabus requirements, student work, test results, and conversation with the student, the teacher will determine if the student requires in-class interventions such as scaffolding, modeling, and time to practice. All teachers will contact a parent if a student is in danger of failing a course. A parent-teacher conference will be held to identify the reason for the failure as well as identify strategies for success. Additionally, all teachers will offer tutoring outside of regularly scheduled school hours. If these strategies fail, the teacher will bring the issue to the School Counselor (SC).

Level II. At the midpoint of each quarterly marking period, progress reports will be issued to students. Any student who is failing a course(s) will be given a Personalized Education Plan (PEP), which will be created collaboratively between the student, the classroom teacher(s) and the school counselor. The PEP will identify both strengths and areas of need, as well as suggested modifications such as independent study, flexible grouping, and pretesting. If the SC determines a student needs special resources outside the school's framework, such as a referral to a specialist, the SC will notify the parents and set up a timeline for progress. Additionally, any student failing a course will conference with the SC so it can be determined what factors have contributed to the student's at-risk status. A plan will be put in place between the teacher, SC, parents, and student to address any areas of concern and enact additional academic interventions as needed to bring the students performance in line.

In addition, the School Counselor will analyze assessments, progress reports, and report cards over the long term to identify students losing focus, struggling in multiple courses, or experiencing the "ceiling effect" of grades, as happens with unidentified gifted students. Once identified, the SC will then work with the student's teachers starting with Level I strategies to assist the student.

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

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

Accommodations made in the KCHS's instructional plan and curriculum to meet the needs English Language Learners (ELL) include but are not limited to the following:

1. Because the lottery admission process is needs-blind, KCHS will request ELL students to self-identify in a home language survey. The survey will be part of the completed acceptance packet. Those coming with ELL records may be assessed for continued service. Teachers with concerns about unidentified ELL students will be asked to notify the School Counselor (SC). The SC will then refer the student for testing. Students will be assessed through the WIDA ACCESS test.

2. Based on the needs of the student population, KCHS may hire one or more English as a Second Language (ESL) teachers. ESL teachers will be expected to employ traditional methods such as immersion, pull-outs, additional tutoring, and translators while planning lessons to target the language learning needs of individual students and assist them in reaching full English language proficiency while covering required coursework. Until the ESL population is large enough to justify a full time ESL teacher, the School Counselor will act as the ESL coordinator and take on the duty to ensure the needs of the ESL students are met.

The school will use translators to facilitate communication between the school and parents who have Limited English Proficiency (LEP). Translation assistance for LEP families will include parent-teacher conferences, IEP/504 discussions, discipline meetings and home visits.

KCHS will seek to identify LEP families in the KCHS community, notify them of available language support, and the school will maintain a list of identified LEP families, reporting data as required to the State of North Carolina. Based on reported data for high school students from Wake County Public School System, KCHS expects 3.5% of KCHS students will be classified as LEP, with 1.6% requiring ESL services. The school will seek to hire at least one teacher who is bilingual in Spanish and English to facilitate parent conferences and student learning for Spanish-language students. The school also intends to work with community organizations to have translators on call for speakers of languages other than English or Spanish. If the school attracts a high population of non-native speakers who need English language support and instruction, professional development focus will shift so resources can be directed to helping teachers work with ELL students. Some textbook monies will also be set aside to purchase copies of books in the students native language(s).

ELL students will continue to be monitored and evaluated through the ACCESS. Students will be exited from the ESL program when they receive recommendation from the ESL teacher, along with appropriate area and composite scores on the ACCESS, and a grade of C or above in Language Arts class(es.)

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

1. Through access to a wide variety of courses, differentiated learning opportunities, and monitored progress, identified Academically or Intellectually Gifted (AIG) students at KCHS will be challenged to excel. To accomplish this, AIG and AG students who gain lottery entrance will be identified upon turning in a completed acceptance application. Self-identified AIG students will be confirmed by comparing students scores in quarterly benchmark assessments in reading, math, and EOC results, by the School Counselor (SC). Self-identified AG students will provide a portfolio for review.

Formal and informal indicators will be used to provide identification of AIG students who do not self-identify, including but not limited to, quarterly benchmark assessment results in reading and math, coursework, and parent and teacher nominations. The SC will collect these indicators and receive written permission from parents to proceed with testing.

The identification of new AG students will remain confidential, however, assessment will be achieved using the same criteria for reviewing self-identified AG students.

2. Once identified, AIG and AG students will be served multiple ways; through student-focused classroom instruction, access to a range of Advanced Placement and Honors classes, twice-yearly interdisciplinary intersessions, additional educational opportunities provided by adjunct instructors, and support in applying for summer enrichment programs such as the North Carolina Governors School. Dual enrollment in local post-secondary programs for academic and art instruction will also be supported.

KCHS projects 27.1% of enrolled high school students will qualify for AP or Honors courses based on Wake County Public School System 2012-2013 AIG figures.

Exceptional Children

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

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student*

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evaluations and assessments will be completed.

3. *Provide a plan detailing how the records of students with disabilities and 504*

Accommodation plans will be properly managed.

a) Requesting Records from previous schools

b) Record Confidentiality (on site)

c) Record Compliance (on site)

1. After gaining admission to KCHS through the needs-blind lottery, there will be a form for parents to complete to identify if a student has an IEP already in place through another school. The data manager at KCHS will submit a records request to the data manager at the previous school. The Exceptional Children's Specialist (ECS) will then audit the file in accordance to the NCDPI guidelines regarding compliance of file, using the audit checklist. KCHS will ensure that the most recent copy of referral is in the file (DEC 1 or DEC 7), consent to evaluate (DEC 2), eligibility determination (DEC 3), active IEP (DEC 4) prior written notice (DEC 5), consent to serve (DEC 6), all related documents, such as minutes and invitation to conference with the parent, as well as an invitation to conference for the student, if they are turning 14 years of age during the life of the IEP. All reports of eligibility, including all related service providers and psychological reports should also be part of the file. If the school is unable to produce these records, we will then hold a re-evaluation meeting (DEC 7) in order to get the file into compliance, which we will complete within the 90 day timeline, and at this point we will provide comparable services. We will contact the previous school's case manager for the student and reach out to know that we are able to send someone to the transition meeting from our school to their site.

2. In accordance with Wright's Law, KCHS will request Child Find posters and brochures through the North Carolina Department of Public Instruction. These documents will be on the walls of the school in multiple places and at the front office desk. In addition, KCHS staff and the school counselor will use results of both formal and informal assessments to refer students the Student Assistance Program, where they will receive further interventions under the guidelines of Multi-Tiered Systems of Support (MTSS.) Data and progress monitoring will occur weekly and will be tracked to see if the student is responding to interventions. This will continue for approximately six weeks. If the intervention is ineffective, interventions may be altered and progress will continue to be monitored. If all interventions have been exhausted and the student is still making little to no growth, or progress monitoring graphs are stagnant, then the student will be referred Exceptional Children's Department for further evaluation. Professional development will occur bi-monthly with a team that consists of a counselor, member of the Exceptional Children's Department, and other trained staff skilled at implementing level II and III interventions in both academics and behavior. At this meeting, the team will review the student's progress with the teachers, and will discuss and suggest further interventions, implementations, and monitoring of progress.

3. All files will be kept in one central and secure location. The file cabinet with the records will be locked at all times and the room containing the files will also be locked. To receive access to the files, one must check out the key, and sign a log of entry and exit and indicate which files are being examined and the purpose for viewing them. what files they are looking at and the purpose, nor are they kept in classrooms, including

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copies of the files. Electronic copies for case managers to see will be kept on CECAS are accessible to the case manager only. Due to FERPA, IDEA, and HIPPA laws, no teacher will discuss the student(s) or their disability with any party, including those who work at the school, unless that staff member works directly with the student. The ECS will audit files as they are received by the school, and will periodically review files to ensure that all documentation is in the file.

Exceptional Children's Education Programming

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

1. Students with disabilities will be served under the least restrictive environment possible. KCHS will hire a licensed Exceptional Children's Specialist (ECS) to ensure student IEPs are met to ensure access to the general curriculum. The ECS will be required to attend state sponsored training and meetings, and will assist teachers in implementing accommodations. Where warranted, KCHS will provide a highly qualified special education teacher in co-taught settings, as well as resource settings, occupational course of study, and self-contained settings, including for students who may be on an alternate curriculum. Curriculum assistance classes should be offered as an elective to students with disabilities to take to learn organizational and specialized learning strategies, go over previous concepts, and work on assignments with a highly qualified special education teacher.

The ECS will be responsible for overseeing testing, the creation of new and implementation of existing IEPs, and teaching co-taught classes with teachers. Finally, the ECS will work with the administration to ensure teacher compliance with IEPs and 504s, as well as state and federal law.

KCHS will contract out services that the IEP team feels are necessary to meet a particular student's needs. Based on the population of enrolled students with disabilities, additional Exceptional Children's specialists may be hired. KCHS projects a SD high school population of 13.25%, based on reported Wake County Public School System 2013-2014 data.

2. Students will not be removed from the general education setting unless they are on an alternate curriculum for academics (will still attend lunch, specials, etc with their grade aged non-disabled peers) or if they need a resource setting that has been justified by the justification statement. Progress monitoring, such as curriculum based measures, running records and formal and informal assessments will help determine if the student needs to be removed to an EC classroom to receive services, or if they can access the curriculum in the general education setting with accommodations and specially designed instruction.

3. Students entering KCHS with existing IEPs and 504s will receive a review

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of services and benchmarks. IEP review meetings will be held among stakeholders: the ECS, an administrator, teachers assigned to the student, parents, and the student being reviewed. Progress reports on IEP goals will be sent home to the parent at least once a quarter (more frequently if deemed necessary by the team). The team will determine how to measure progress of all IEP goals, including but not limited to curriculum based measures, running records, behavior logs, etc. Data and growth will be tracked daily. These will be communicated with the parents via email or conference. If the student is not meeting their goals based upon the tools that are being used to measure progress, then the team will meet to amend the goal and ensure that the parent receives at least 7-10 days notice prior to all meetings.

4. The EC Director will work with the classroom teachers to oversee the implementing of accommodations, such as hard copies of notes, modifying assignments, extended time for tests, preferential seating, etc. KCHS will provide professional development to staff on different types of learning strategies, how to implement visual schedules, adhering to accommodations to give students access to the general curriculum, etc. Related service providers will be contracted including but not limited to speech, OT, PT, and transportation.

Student Performance Standards

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

1. All graduating Seniors will have completed a longitudinal portfolio of work that will enable them to be competitive for both college admission. This portfolio will feature a capstone project.

By year 2, Juniors will take the ACT. This will allow all students to meet the minimum requirement of taking one college admissions exam. Results will guide course planning for each student's final year of high school and future college admissions decisions. Data from the ACT will be used by the School Improvement Team (SIT) to guide targeted instruction by highlighting student strengths and weaknesses. Instructors will also use results from course assessments to inform PLTs, and provide recommendations to the SIT. The KCHS administration will also provide monthly updates on academic assessments to the Board. Increasing goals:

Percentage of KCHS students meeting ACT college readiness benchmarks over 5 years: Y1 - N/A%, Y2 - 19%, Y3 - 21%, Y4 - 23%, Y5 - 25%.

By year 3, the SAT participation rate of graduating Seniors will meet or exceed that of high schools in the Wake County Public School System (WCPSS).

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Increasing goals: Y1 - N/A%, Y2 - N/A%, Y3 - 65%, Y4 - 70%, Y5 - 75%.

By year 5, NC End-of-Course (EOC) average composite test scores will meet or exceed scores from high schools in WCPSS.

Increasing goals:

English 2: - 55%, Y2 - 57%, Y3 - 59%, Y4 - 61%, Y5 - 63%.

Algebra 1: Y1 - 28%, Y2 - 30%, Y3 - 32%, Y4 - 34%, Y5 - 36%.

Biology: Y1 - 38%, Y2 - 40%, Y3 - 42%, Y4 - 44%, Y5 - 46%.

The academic goals as proposed are based on WCPSS reported assessments. N/A has been used to indicate when there are no students enrolled for that grade at that time. All goals are a starting point for measuring the success of KCHS's educational plan.

2. The following assessments will be used to drive instruction and improve KCHS curriculum over time by the School Improvement Team:

Starting year 1, all Sophomores will take the ACT Aspire test. Data from the Aspire test will be used to improve instruction by noting areas of strength and weakness of the students. Also, completion of the career inventory will assist students in choosing courses that support their career goals.

3. The following KCHS policies and procedures for promoting students to the next grade, including students with special needs, will be communicated to students and parents via the student handbook and the school website:

Promotion to Grade 10 requires 6 credits.

Promotion to Grade 11 requires 12 credits total.

Promotion to Grade 12 requires 18 credits total.

Students who do not achieve passing grades in required core classes will be able to earn credit recovery over the summer(s.) Graduation requires 24 credits consisting of: 4 English, 4 Math, 4 Social Studies, 3 Science, 2 Foreign Language, 1 Healthful Living, and 6 electives.

The total number of required credits will be adjusted for students transferring in from other secondary institutions.

The Exceptional Children's Specialist (ECS) will interface with all students who require special services, their parents, and their teachers to help them achieve success. If alternate promotion standards are necessary, a plan will be established by the ECS, the student, the students parents and teachers to establish appropriate promotion standards and graduation requirements. Students with Disabilities who are unable to complete core curriculum may receive a certificate of completion and stay in the program until the age of 21 if the school is an appropriate setting for the student.

Students will receive the help they need to earn a high school diploma by meeting graduation requirements. The School Counselor will analyze assessments, progress reports, and report cards to identify students encountering difficulties.

Once an issue is identified, the SC will then work with the students

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teachers, starting with Level I strategies, to assist the student.

4. In addition to the graduation requirements stated above, all students are expected upon graduation to be eligible to attend a post-secondary institution. Therefore, students will also meet the following requirements in their Senior year:

All Seniors will graduate having completed a longitudinal portfolio of work. Students will begin developing their portfolio in their first year and will continually add to it with assistance from instructors.

All Seniors will complete a capstone project in an area of the students choosing. This project will be overseen by faculty and will be included in the portfolio.

All Seniors must complete a minimum of one intersession period in an internship with a local company. Students will have the opportunity to complete the internship during their senior year.

All Seniors that are considered "at-risk" will be expected to complete the longitudinal portfolio, capstone project, and participate in an internship.

Students with disabilities will participate as their abilities and interests allow.

Student Conduct:

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

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

Be sure to include:

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

Upon acceptance of entry to KCHS, students will be provided with a student handbook, and will sign and return the school honor code in the enrollment packet. Students will be expected to adhere to the honor code, and the rules and policies of the school. All rules will be based on mutual respect of self, others, and the environment. While the school promotes free and respectful exchanges between staff and students, inconsiderate, disruptive or offensive conduct will not be tolerated. Instructors and other staff will review the use of positive behavior in the classroom and a list of best practices for effective classroom management.

The KCHS disciplinary process consists of four levels:

Level 1: Minor infractions that can be handled by the teacher. The teacher

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corrects the behavior and reminds students that proper behavior is expected. If the inappropriate behavior continues, or is serious, the teacher will document the incident and notify the parents. Examples of Level 1 behavior include disrespect and disruptive behavior, failure to abide by school dress code, or having hand-held technology in non-approved use during class.

Level 2: More serious infractions which are referred to the Head of School and where parents will be notified. Examples of Level 2 offenses include violation of the school's tobacco policy, bullying or cyber-bullying, cheating or plagiarism, failure to be in class during assigned class times, and leaving school grounds without permission.

Level 3: Extremely serious infractions, or Level 2 infractions that persist when corrective action plans fail. The Head of School will meet with parents and the student. A corrective action may include an out of school suspension. Examples of Level 3 behavior are continuation of Level 2 infractions, fighting, possession of drugs or alcohol, repeated disobedience of school personnel, and destruction of property.

Level 4: Unlawful or harmful infractions, and/or repeated or escalated Level 3 infractions. The Head of School may recommend a long term suspension or expulsion. Examples of Level 4 behavior include making threats to others, sexual assault, distribution or sale of illegal drugs, assault of a school employee, bomb threats, and possession of a weapon.

All incidents, regardless of the level of offense, may be evaluated on a case-by-case basis.

When considering disciplinary actions for students with special needs, the Head of School and the student's IEP team will create a Behavior Intervention Plan (BIP.) This will occur as soon as negative patterns of behavior are observed, and the BIP will be reviewed every 3 to 6 weeks, as necessary. If the behavior continues, the IEP team and the Head of School will hold a manifestation determination meeting, where a psychologist/psychiatrist will also be present. The purpose of this meeting is to determine whether the behavior is a manifestation of the disability. If it is determined to be a manifestation, and all modifications and accommodations have been put into place, then a change in placement may be deemed necessary.

Appeals Process

In the event of a level four offense that results in a student being expelled from KCHS, the parent(s) of the students may file a formal written appeal with the Board of Directors within 14 days after the expulsion is issued. The appeal will be presented to the BOD for discussion, and the BOD will respond in writing within 5 days. The students will not be able to return to KCHS unless the appeal is resolved in favor of the student returning to school.

Section III: Education Plan		
Concerns and Additional Questions		
How will the portfolio be factored into the grading system? How will the progress of the portfolios be determined?	Brian Smith	Instructiona
How will the proposed approach lead to improved student performance for the school's targeted population?	Robin Kendall	Instructiona
What are the current partnerships available to meet the instructional program goal stated as follows, "These sessions may be taught by faculty or by visiting adjunct instructors and may include courses/events such as technology, sciences,creative or performing arts, culinary arts, educational trips, leadership workshops,and community service projects."	Tamara Thomas	Instructiona
Give more detail? will monitor student progress through traditional assessments like tests, reports, oral presentations, as well as strategies that encompass the KCHS mission. KCHS will supplement required state and classroom assessments with the completion of a longitudinal four-year portfolio that will serve as both a formative and summative evaluation instrument. This assessment process is for the learner to see the evolution of what has been learned and what has been advanced during the educational journey. This formative assessment will provide teachers with robust data concerning each student's academic growth and current ability level, and will provide a basis for early intervention for struggling students.	Joe Maimone	Instructiona
Does a partnership exist to facilitate the "adjunct visiting instructors" that are mentioned?	Jonathan Bryant	Instructiona
KCHS states that they will measure against AMO targets, but those are no longer official measurements by the state?	Shannon Stein	Curriculum a
Technology - How will KCHS manage student access to technology devices? Will devices be provided? Appendix B2 - "Students who enter KCHS already having credit for Math I must still take four math courses at KCHS, one per year." Math III and one course beyond Math III will be offered. How will the needs of students entering 9th grade with both Math I and Math II completed be met by KCHS? Will the missing units for the English I curriculum example be added for consideration? What is the reason behind Chemistry not being offered?	Tamara Thomas	Curriculum a
How will Exceptional Children students be accommodated based on their IEPs? How will AIG be accommodated for acceleration? How will you determine if students are needing remediation or making a choice to skip that for sports, morning yoga, etc.?	Brian Smith	Curriculum a
What are the primary instructional strategies that the school will expect teachers to master in a student-centered school? How is the curriculum focused to support the targeted student population?	Robin Kendall	Curriculum a
Listing the levels with descriptions for implementing school's program for "At Risk" Students is impressive.	Hilda Parlér	Special Prog
A great deal of focus has been put on the school counselor. What is the specific role of the Teacher or team in this tiered support system?	Glenn Allen	Special Prog
While there are processes being established for the interventions to occur. How will the SC determine whether a student needs special resources in Level II? What intensive interventions will be in place for Level II?	Brian Smith	Special Prog
The applicant states,"Once identified, AIG and AG students will be served multiple ways; through student-focused classroom instruction, access to a range of Advanced Placement and Honors classes,..." Which other ways will AG/AIG students in grades 9-10 be served since they will not be able to participate in AP courses at KCHS?	Tamara Thomas	Special Prog
There is no 90 day timeline in the re-evaluation process. The 90 day timeline begins at referral. If the child came from out of state there is the initial referral process that is done to determine if the child is eligible in NC.	Glenn Allen	Exceptional

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Wrights Law is not the authoritative source regarding child find. Please see Policies Governing Services for Children with Disabilities. How will the school handle a parent referral for testing or EC Services?		
The Applicant shares, "If the intervention is ineffective, interventions may be altered and progress will continue to be monitored. If all interventions have been exhausted and the student is still making little to no growth, or progress monitoring graphs are stagnant, then the student will be referred Exceptional Children's Department for further evaluation." What is the projected timeline for which a student will be monitored when the interventions prove ineffective?	Tamara Thomas	Exceptional
Adequate	Joe Maimone	Exceptional
Paragraph 1: The sentence says 'Where warranted, KCHS will provide a highly qualified special education teacher...'. This is confusing as all EC Teachers must be certified. #2: Clarification needed. Removal from a Regular Education class is based on an IEP Team recommendation and documented on the IEP. Removal does not always warrant an alternate curriculum but rather ways to meet the unique individual needs of a student.	Glenn Allen	Exceptional
In the alternative promotion, why isn't the administration a part of this decision?	Brian Smith	Student Perf
Would like clarification on "Students with Disabilities who are unable to complete core curriculum may receive a certificate of completion and stay in the program until the age of 21 if the school is an appropriate setting for the student." How will portfolios be assessed? Could a portfolio be cause for non-graduation or non-promotion?	Jonathan Bryant	Student Perf
Too low a bar? Percentage of KCHS students meeting ACT college readiness benchmarks over 5 years: Y1 - N/A%, Y2 - 19%, Y3 - 21%, Y4 - 23%, Y5 - 25%	Joe Maimone	Student Perf
The applicant shared, "By year 3, the SAT participation rate of graduating Seniors will meet or exceed that of high schools in the Wake County Public School System (WCPSS)." How is the participation rate relevant to the requirements when colleges/universities accept either or to fulfill the college application entrance criteria? The ACT is offered to 100% of WCPSS students in their 11th grade year free of cost. Will KCHS offer a comparable opportunity to its students? KCHS states, "Students who do not achieve passing grades in required core classes will be able to earn credit recovery over the summer(s)." Has KCHS selected a program for credit recovery that aligns to NC State Standards? If so, which one has been selected to fill this need area? Will KCHS share their rubric developed to demonstrate the specifications and ratings for the 'longitudinal portfolio' that Seniors must complete for graduation?	Tamara Thomas	Student Perf
Outside of state and national assessments, what specific evaluation tools and assessments will the school use to drive instruction and improve the curriculum over time?	Robin Kendall	Student Perf
Is the plan of KCHS to only have 25% of your students by college ready (per ACT)? What expectations will there be for transfer students to complete capstone and portfolio assessments for graduation?	Shannon Stein	Student Perf
How were the levels of discipline determined?	Brian Smith	Student Cond
Adequate	Joe Maimone	Student Cond
For students supported by Section 504, will an MDR occur for placement changes? If so, when will this be considered? What is the suspension length (range of days) for short term versus a long-term suspension? Where are students to report as the result of an expulsion?	Tamara Thomas	Student Cond
What is appeals and grievance process for a non-level 4 offense?	Robin Kendall	Student Cond
For student expulsion appeals, is 5 days enough time to convene the Board and give them a chance to respond?	Shannon Stein	Student Cond

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Do student get a chance to present evidence? (i.e. hearing)		
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Reviewer	Score
Alan Hawkes	
Brian Smith	Fail
Cheryl Turner	
Deanna Townsend-Smith	
Eric Sanchez	Fail
Hilda Parlér	Pass
Shannon Stein	Pass
Robin Kendall	Pass
Tamara Thomas	Fail
Mike McLaughlin	
Glenn Allen	
Joe Maimone	Pass
Jonathan Bryant	Pass
Robert McOuat	

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Kaleidoscope Charter High School

Mailing Address: 100 Airlie Court

City/State/Zip: Cary NC 27513

Street Address: 27513

Phone: 919-434-5769

Fax:

Name of registered agent and address: 100 Airlie Court

FEDERAL TAX ID: 47-1555496

Tax-Exempt Status 501 (c)(3)

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

X Yes (copy of letter from federal government attached: Appendix D)

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Janet Littlej	Chair	WAKE	Educator/P roject		

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ohn, MA Ed. Admin.			Manager		
Mark Stohlma n, CPA	Treasu rer	WAKE	CPA/Mayor of Morrisvill e		
Rupali Tayal, MBA	Secret ary	WAKE	Entreprene ur/Educati on Store Owner		
Nakenge Roberts on, MBA	Direct or	DURHAM	Business: Project Manager		
James Stout, MA	Direct or	WAKE	Educator/W riter		

Please provide the following in this location of the APPLICATION:

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

Kaleidoscope Charter High School (KCHS) will be governed by a board of no fewer than 5 members and no more than 9 members. As the school grows, The Board of Directors (BOD) will evaluate whether additional board members are needed. The Board will be made up of educators, business people, and community leaders who are dedicated to governing a public charter high school in Wake County, North Carolina.

The KCHS Board will provide governance and oversight for all operations of the charter school, including financial management, personnel, academic program, enrollment, and facilities. Each board member will be expected to serve as an ambassador, advocate, and community representative of the school. The Board is responsible for setting policies and procedures that ensure the schools program and operation are faithful to the terms of the charter.

The Board will hold monthly meetings and will make notes from those meetings available on the school's website.

Each board member will sign a conflict of interest statement and a board commitment statement annually. Each board member will undergo and pass a background check paid for by KCHS.

The Board will make sure that there is transparency and support for all the schools financial needs. The Board will ensure adequate resources by approving fundraising targets and goals and carrying out the development plan to raise funds to meet the school's mission.

The Board of Directors believes that part of a school's success depends on strong leadership. The Board will hire a Head of School (HOS) to oversee all educational matters, and a Director of Operations (DO) to oversee business matters and the other day-to-day operations of the school. A search

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committee, consisting of at least one member of the BOD and 2 or more Advisory Board members (made up of successful local business owners, parents, educators, and community members), will be formed to conduct the first round of searches. The HOS and DO positions will be advertised as soon as possible after final approval of the charter and will be nationwide. The opportunities will be posted for a minimum of 30 days and may be posted on sites such as the National Association of Secondary Schools, the North Carolina Public Charter School Association, K12 Job Spot, Ed Week, SchoolSpring, and more, if needed. Pending the number of applications received, the search committee may choose to narrow the list of candidates. These candidates will be reviewed by the search committee and the full Board of Directors and where possible, a shorter lists of candidates will be selected. Each member of the short list will be interviewed by the BOD and the search committee, or by a panel selected from the search committee and the BOD. Where necessary, the BOD will make virtual interviews available as an option, in order to keep the search open nationwide. After individually reviewing these interviews, the full committee may choose to narrow the list further before completing final interviews and making selections.

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

The current governing board of Kaleidoscope Charter High School is made up of six members, each of whom has knowledge and experience that will be beneficial in the governance of the school. Three of the members have education experience, one member serves as Mayor of the Town of Morrisville and is a CPA, two members are active business people in the area, and two members have technology careers. Most members have had volunteer experience with other non-profit organizations, and all the members join hands in the cause of delivering top-quality student-centered education to the Triangle area in form of Kaleidoscope Charter High School.

While ultimately responsible for oversight of all operations of the charter school, the Board will delegate these responsibilities to the Head of School and the Director of Operations. Both the HOS and the DO will prepare monthly reports in each of their areas and will present them at monthly meetings of the BOD. The Director of Operations reports to and will be evaluated by the Head of School.

To ensure that the best decisions are made, the Board will participate in continuing board development and use proven best practices. The Board will seek input from various sources including committees, contracted third-party services, the Department of Public Instruction, the Parent Teacher Student Organization (PTSO), the administration, and surveys of parents, teachers, and staff.

Both the HOS and DO will operate on a year-to-year contract. A personnel committee, made up of at least one parent, experienced educators and administrators will be created, and this committee will develop an evaluation process for the positions of Head of School and Director of Operations. The positions will be evaluated in the spring of each year. These evaluations will include multiple performance indicators and will be

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closely tied to the schools mission and goals. Based on the evaluation process, the Board will formally evaluate the Director each year in the spring. Pending review, the BOD will make a determination as to whether or not each of these contracts will be renewed.

Parents, staff, students, and community members will have several ways to be active participants in the overall health of the school. Once the PTSO is formed and officers are elected, one KCHS board seat will held by an officer of the PTSO. All BOD meetings will be open to the public and will have a public comment period. If stakeholders are not comfortable voicing their concerns to the public, the BOD will provide a non-threatening way for parents and other stakeholders to provide feedback. All teachers, parents, and students are invited to serve on appropriate committees or may form a committee, if needed. The BOD will ensure that the date and time of all board meetings will be publicized in advance via the schools website and social media and that an agenda is provided.

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

The idea for KCHS began many years ago, and some of the original board members are now serving on the advisory committee. Two remaining board members were originally recruited in 2013 by Lara Visser, founding Chair. In January of 2014, an article about the school and its mission was published in The News and Observer. This publicity led to several more members joining the Board. All members were evaluated based on how they could contribute, and all members shared the vision for and were enthusiastic about becoming involved with opening the first public high school in Morrisville, North Carolina.

Notice of vacancies were posted on the school's website, in other social media, and word of mouth. We were fortunate to find an experienced charter high school founder (Longleaf School of the Arts in Raleigh), and other board members with experience, who joined the Board. As vacancies arise, active board members will seek others with skill sets that match the school's current needs, and in how these will be of value to KCHS in fulfilling its mission.

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

The Board will meet monthly, with an annual planning session every June.

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

All new board members will be required to complete board training to ensure understanding of their roles as a board member. As of August 2015, all current BOD members have completed the required pre-application training. Upon joining the BOD, new members will be required to complete the same training.

All BOD members are expected to attend the DPI's training for new schools opening in 2017, and will be expected to attend at least one training session per year.

The Board will train new board members within the first three months of

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joining. Training is considered complete when the following topics have been covered: North Carolina charter school law, the specific charter for KCHS, board roles and responsibilities, preparation for the annual audit, how to read a financial statement for nonprofits, how to mediate in a difficult situation, how to address parent concerns, and how to evaluate and develop policies and procedures to support KCHSs mission.

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

All board members will sign the KCHS Board Conflict of Interest form and declare any known or potential conflicts of interest, to be updated annually. New board members must sign this form upon the completion of board training. Board members who apply for work at the school may not be voting members on the BOD. If necessary, the Boards counsel will determine if there are any actual conflicts of interest and if found, the board member will refrain from both discussing and voting on said matter. Accepting services or gifts from individuals or businesses will be strictly voluntary; at no time will any business or business interest of a KCHS board member receive payment for services from KCHS. Transparency is key in all Board business.

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

All decision making will be guided by North Carolina Charter School law. When considering school policies, The Board will collect information from all formed committees, reports from the HOS and the DO, and feedback received during the open comments portion of the meeting. Based on the information received, the BOD may open issues for discussion, and where applicable, may vote on and decide on a course of action. In some cases, policies may need to be amended and/or new policies created. Where required, the BOD may vote to go into a closed session for discussion and/or voting.

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

The Kaleidoscope Charter High School Board will form various committees to facilitate development and ensure the school fulfills its mission. These committees will include those for employee searches [HOS and DO only; all other searches will be conducted by Head of School and chosen staff, although Board members may join the search committee.], HOS and DO evaluations, financial, fundraising, including the capital campaign to raise larger funds for land and building projects, booster fundraising to raise funds for smaller cultural arts and school projects, curriculum, and marketing committees, and any others which may be warranted. In the future, other committees may be formed. Committees will report monthly to the Board.

A Parent Teacher Student Organization (PTSO) will operate separately from the Board. It will comprise parents, students, and staff members. The KCHS PTSO will report monthly to the Board. The PTSO may facilitate extracurricular and recreational activities, and assist KCHS in other ways to be determined. The PTSO will be run by a board elected by its members and will elect teacher representatives, officers, and committee chairs.

Per NC G.S.115C-105.2, a School Improvement Team (SIT) Committee will also be formed. The SIT Committee will follow the rules laid out in DPIs North Carolina School Improvement Planning Implementation Guide. The SIT Committee will include the Head of School and representatives of the Director of

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Operations, instructional personnel, instructional support personnel, and parents of KCHS students.

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

The Board sets the policies for grievances which are communicated in the staff, student, and parent handbooks. Any party with a grievance can first try to resolve the issue with a staff member before approaching either the HOS or the DO, where appropriate. If a complaint is specifically about the Head of School or the Director of Operations, the complaint may be taken directly to the Board of Directors. If requested, mediation will be provided. If the issue is not resolved, the dissatisfied party can outline the problem, in writing, as a formal grievance and submit it to the Board of Directors, and the BOD will respond in a timely manner. Where necessary, the BOD will make sure it has legal representation either through someone on the Board or independent representation. All Board decisions are final.

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

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

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In its first year, KCHS plans for the following staffing:

Head of School

Director of Operations

EC Director

Guidance Counselor

Data Manager/Testing Coordinator

Office Manager/Receptionist

9+ full-time classroom instructors

1-2 part-time instructors

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors at Kaleidoscope Charter High School knows that part of what makes a school successful is having the best possible teachers in the classrooms. Teaching positions will be advertised in National Association of Secondary Schools, the North Carolina Public Charter School Association, K12 Job Spot, Ed Week, SchoolSpring, and more, if needed. The HOS will oversee the searches and the interviewing processes for all teachers, including the EC Director and the Guidance Counselor. Where needed, the BOD and the HOS may elect to appoint a committee and/or advisory members to aid in the searches for teaching staff.

Priority may be given to teachers who currently hold or are in the process of obtaining a North Carolina Teaching License.

All applicants selected for an interview(s) will also be required to provide a minimum of three references, which will be thoroughly checked. Those candidates selected by the HOS for positions will be recommended for employment to the BOD, who will make final recommendations. KCHS offers all teachers a starting salary higher than the state average, full health and dental coverage over what is provided to State Employees, Life and AD& D, and retirement.

Throughout the year, all teachers will be observed and evaluated quarterly by the HOS or other mentors as assigned. Teachers with SP I status will be evaluated through the Beginning Teacher Support Plan, as outlined by the North Carolina State Board of Education.

Twice per year, teachers will be asked to complete a working conditions survey. The responses will be compiled by the Head of School and reported to the BOD. Both the HOS and the BOD will evaluate the responses and discuss whether changes need to be made.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

All KCHS employees work for Kaleidoscope Charter High School, Inc., which is governed by the Board of Directors. The Board will work directly with the Head of School, and the Director of Operations will report directly to the Head of School. All other employees will report directly to either the HOS or the DO, although all employees have the right to communicate directly with the BOD, if desired. Further detail is provided in the organizational chart (Appendix E).

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

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criminal background checks.

Employees selected for positions at KCHS will be offered contracts pending the passing of a criminal background check. KCHS has chosen Praesidium as the company to perform background checks, as this company has already completed background checks for all members of the Board of Directors.

All employee contracts will operate on a year-to-year basis. Throughout the year, all teachers will be observed and evaluated quarterly by the HOS and other mentors, where assigned. Teachers with SP I status will be evaluated through the Beginning Teacher Support Plan, as outlined by the North Carolina State Board of Education.

KCHS does not offer tenure. All evaluations for all teachers (SP I, SP II, and non-certified) will be compiled and the HOS will make year-end recommendations to the BOD as to whether employees should be recommended for renewal. These recommendations will be made at the April meeting of the BOD, and notification of renewal will be made to all employees at least 30 days before the end of the school year.

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

The Board of Kaleidoscope Charter High School (KCHS) proposes the following salary ranges and benefits. All full-time employees will receive a salary increase per year of service.

Salaries, can be negotiated, depending on years of experience:

- Head of School: \$75,000 - 80,000
- Director of Operations: \$65,000 - \$70,000
- EC Director \$50,000-\$53,000
- Counselor \$50,000 - \$53,000
- Classroom Teachers: \$45,000-\$50,000
- Office Staff: \$25,000-\$32,000

Custodial Services will be contracted separately

All full-time employees will be provided with Health Insurance and Dental Insurance, Life and AD&D, and participation in a 401k retirement plan.

KCHS will not participate in the State Retirement Plan.

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

The Board sets the policies for grievances which are communicated in the staff, student, and parent handbooks. Any party with a grievance can first try to resolve the issue with a staff member before approaching either the HOS or the DO, where appropriate. If a complaint is specifically about the Head of School or the Director of Operations, the complaint may be taken directly to the Board of Directors. If requested, mediation will be provided. If the issue is not resolved, the dissatisfied party can outline the problem, in writing, as a formal grievance and submit it to the Board of Directors, and the BOD will respond in a timely manner.

Staff members who feel they have been unfairly terminated may request a meeting with the BOD. All teacher evaluations from the past year must be provided by the Head of School to the BOD. Other supporting documentation may also be provided to the BOD. Where necessary, the BOD will make sure has legal representation either through someone on the Board or independent

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representation. All Board decisions are final.

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

At this time, the KCHS Board of Directors has not identified any positions that meet this criteria. Part of the idea of hiring a HOS and a DO is to keep those responsibilities separate, while still encouraging communication and teamwork. Funding for all positions is expected to come from local LEAs, the state of North Carolina, and the Federal Government.

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

To ensure the Exceptional Student and Academically (AIG) populations are served, the school will hire ELL, AIG, and ECS employees as needed, by following the same hiring plan used to hire other qualified employees.

The projected number of highly-qualified teachers and specialists to be hired is currently based on numbers reported for the local LEA, Wake County Public School System, during the 2013-2014 school year.

Thus, KCHS will hire enough staff to assist approximately 1.6% ESL, 13.25% SES, and 27.1%

AIG high school students will adjust staffing once acceptance applications with declared self-identifications have been received.

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

The Head of School (HOS) will supervise all school employees, and will ensure the school is complying with all state and federal laws, SBE policies, and testing requirements. The HOS will oversee all education-related matters at the school, including but not limited to curriculum development, professional development, teacher evaluation, teacher support, student discipline, facilitating and overseeing parent communication with teachers, and preparing all necessary reports as required for the operation of a charter school.

The Head of School will work collaboratively with the Board, the Director of Operations, school employees, and students to achieve school goals and fulfill the KCHS mission. The HOS must have a minimum of a Masters Degree, and hold either SP II Licensure, Board Certification, or an Administrator's License, and will have significant experience in school leadership, preferably at the high school level.

The Director of Operations will be responsible for managing all aspects of the day-to-day operations of the school, including but not limited to: student enrollment, marketing, fundraising, community outreach, facilities, summer programs, outside vendors, website and social media, and will work directly with the third part accountant to oversee payroll, preparing of invoices, and providing monthly financial reports. The DO will have a minimum of a Bachelor's degree, and three to five years experience. Classroom teachers will be responsible for teaching subject matter, maintaining safe and orderly classrooms, maintaining accurate records, communicating with parents, and working collaboratively with

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students, teachers, parents, and the administration to meet the school's mission. Teachers must demonstrate understanding of assigned subject matter and meet the requirements for highly qualified teachers in North Carolina. Non-licensed teachers who wish to become licensed will receive guidance and support from the HOS to help oversee the process.

The School Counselor (SC) will be tasked with supporting students in meeting the various requirements of school, and state assessments. The SC will also be tasked with assisting students in the selection of courses, academic planning, college entrance preparation, college admissions, and procuring college scholarships. The SC will oversee student assessment data and will collaborate with the HOS, support staff, and teachers to assist students needing academic intervention. The SC will be supervised by the HOS.

The Exceptional Children's Specialist(s) and ESL teacher(s) will identify and serve the need of students with special needs and those that cover a wide spectrum including English language learning. The ECS and ESL teachers will provide continuing instruction and ongoing evaluation of SD and ELL students. The ECS and ESL teachers will work collaboratively with subject teachers and the school administration to ensure all SD and ELL needs are met. They will also ensure KCHS compliance with all state and federal laws. The ECS and ESL teachers will be supervised by the HOS. Qualifications include a licensure in an exceptional children's area or English language learning and holding a NC teacher's license. Highly qualified teachers with Masters degrees will be given priority consideration for employment. If the student population for an ESL teacher does not warrant full-time staff, KCHS may contract this role out on a year-to-year basis, and task the ED with supervising the contractor.

Visiting instructors, along with KCHS employees, will be leading our bi-annual intersessions. These expert instructors will consist of area business leaders, teachers, college professors and other professionals, and all will have completed criminal background checks.

The Data Manager/Testing Coordinator (DM) will manage PowerSchool for all students. The DM will also maintain student records and attendance, and generate transcripts and report cards in PowerSchool. The DM will also coordinate the testing schedule(s) for all state tests, SAT, ACT, EOCs, etc.

The Office Manager/Receptionist will assist the HOS, DM, and DO and all other school personnel in serving the mission of the school. Tasks include but are not limited to: representing the face of the school and greeting guests, parents, and visitors, handling photocopying requests, ordering lunch, and managing day-to-day administrative tasks. Qualifications for the Office Manager and the Data Manager/Testing Coordinator include a Bachelor's degree, applicable experience, and demonstrable interest in the KCHS mission.

Staff Evaluation and Professional Development

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

The Head of School will ensure that the the school meets or exceeds the 50% licensure, and that teachers receive professional development to enhance their instructional practices with knowledge of "student-centered" teaching

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and learning.

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

At KCHS, the Head of School is tasked with coordinating mentoring and working to retain and evaluate staff.

Although the law allows flexibility to charter schools in hiring licensed teachers, KCHS will strive to maintain more than 50% licensed teachers at all times. Teachers with SP I Licensure will be evaluated through the Beginning Teacher Support Plan, as outlined by the North Carolina State Board of Education. SP I teachers and unlicensed teachers will be assigned experienced mentors. Formal teacher observations will be conducted once a quarter. Informal teacher observations such as classroom walk-throughs will also occur frequently, and assessment data will be provided to the teachers through a rubric to be developed by the HOS. New teacher mentors will also observe and provide feedback. All teachers will receive support either through sectional meetings or individual meetings with administration. Additional measures may be put in place by the HOS.

The retention of teachers and staff will be handled in several ways. A biannual survey of working conditions will be submitted to KCHS, with the survey results reported by the HOS to the Board. The Board can then take action on recommendations from the HOS. Employees will be invited to join the Parent Teacher Organization (PTO) and serve on committees that can make further recommendations for action to the Board. All full-time employees, pending evaluations, will receive a 2% raise each year. Teachers will be supported in excessively challenging situations involving students and parents. The KCHS Board also believes that all staff should have the opportunity to propose and lead extra-curricular activities such as clubs and field trips.

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

Our school's professional development program is based on:

On-going literacy training for maintenance of NC state license renewal;
Staying focused on what it means to be a successful teacher;
Growing as an individual and as a part of the school community;
Improving knowledge in new teaching, driving instruction and strategies for individually tailoring the delivery of academic content (differential and student-centered instruction) to ensure student success.

The Head of School will continually review and update the professional development offerings to ensure that KCHS continues to provide opportunities for its teachers to learn and improve their teaching practice. We believe that professional development is a key area for growth under a new charter.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

KCHS will hold two weeks of teacher training prior to school, which will

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consist of orientation to school equipment, protocol, safety, employment and student-care policies as well as reinforcing techniques of "Student-Centered" education and teaching (for those teachers new to these innovative techniques.) Where necessary, outside experts will be brought in to teach the entire staff to meet particular techniques, goals or requirements.

The proposed professional development prior to school opening, may consist of the following, which is subject to change:

- Day 1: Team building, Mission, Goals, Expectations
- Day 2: Meeting with Mentors, Professional Learning Teams
- Day 3: Staff Handbook & Employment Benefits
- Day 4: Departmental Meetings
- Day 5: Exceptional Children Expectations & Procedures
- Day 6: Evaluations, Testing, Grading
- Day 7: School Policy and Charter School Law
- Day 8: Departmental Meetings
- Day 9: Health & Safety Training (First Aid/CPR/AED), Planning
- Day 10: Final Meeting, Planning

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

The KCHS Board has set aside five early release days where teachers can have time for planning or professional development. Examples of courses for Professional Development may include:

- First Aid and CPR (mandatory)
- State Licensure Courses (off-campus)
- Courses for maintaining Highly Qualified Teachers status
- Technology in the Classroom
- Incorporating arts into core classes
- Exceptional Children
- Department of Public Instruction - Free Home-base online professional development modules courses
- DPI Summer Institute Videos and Courses/Transcripts via their web site.
- Student-Centered Learning/Inclusive Classroom Teaching
- Gifted and talented education (GATE)
- Prevention and Intervention
- Multicultural Education and Equal Access

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S. 115C-218.45(e)).

Kaleidoscope Charter High School has already forged strong relationships

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across the Cary/Morrisville area. The KCHS Board Chair, Janet Littlejohn, has nearly 35 years of experience in marketing and public relations.

In the last three (3) years, Ms. Littlejohn has organized over two dozen events specifically for KCHS, including appearances at the Morrisville Spring Festival, Morrisville East West Festival, Cary Lazy Daze Festival, and the Church Street Park.

Due to the high and growing interest in KCHS by the local Hindu community, KCHS has also participated in multiple public events with the Hindu Society of North Carolina.

The Mayor of Morrisville, Mark Stohlman, CPA, has been a member of the KCHS Board of Directors for over five years and is also assisting the school in community outreach.

Our Advisory Board also consists of the First Female Mayor of Morrisville, Margaret Broadwell, retired CFO, and expert in non-profit business, Edwin Norse, Architectural and Design Expert, Marian Hale, two Masters in Exceptional Children learning and Montessori education and numerous Morrisville business-owners who have a stake in this project, bringing the first Morrisville high school to fruition.

KCHS has accumulated an email list of over 400 people who receive our newsletters.

We have a full and vibrant social media following. We have a website, and an active phone line and email address already set up, with daily incoming calls and emails.

Pending approval of the charter, the school will hold monthly interest meetings, which will be advertised online and through local media, and through all of the connections already made in the community. In addition to the strong ties already forged, the school will advertise through the local media, churches, community events, branded videos, girls and boys clubs, and social media.

Parent and Community Involvement

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

1. Between receiving approval and the opening of the school, the KCHS Board will continue to implement the marketing plan as detailed above. Additionally, the Board will provide regular and frequent updates via the school's website, and through social media. The Board will also continue recruiting committee members to assist with the opening of the school.

2. Upon the school's opening, the school will send a weekly e-newsletter to all parents. Parents will be able to create a login for PowerSchool, so that they may track their child's progress. All teachers will maintain webpages which will be linked to the school's main website, and information about

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upcoming tests and assignments will be posted to these webpages regularly. Parents will be encouraged to volunteer with the school, and the school will provide robust opportunities through which parents may be involved.

Once the school opens, the Parent Teacher Student Organization (PTSO) will be formed. The PTSO will elect officers and form committees. The administration will encourage parents to join and contribute to the PTSO and will collaborate with the PTSO to design programs that contribute to a community atmosphere.

Admissions Policy

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

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

Any child eligible for public school in North Carolina may apply and be admitted to Kaleidoscope Charter High School. There is no tuition to attend KCHS. Applications for admission will consist of the student's name, address, contact information, and entering grade level only. Applicants who do not provide this application will have their applications deemed incomplete. Siblings who seek entrance will submit one letter of interest under the surname; if the surname is selected, all siblings will gain entrance.

All applicants must reside in North Carolina, but do not have to reside in Wake County. Families who do not have NC address at the time of the application will not be considered for enrollment at that time.

To remain somewhat aligned with the enrollment for other area schools, the open enrollment period for KCHS will open in early January of 2017. For the 2017-2018 school year, the school will enroll 9th and 10th graders only. All applicants will receive a lottery number. The open enrollment period will close after 45 days. If more applications are received than there are available spots, a public lottery will be conducted approximately one to two weeks after the open enrollment period closes. The publicly-held drawing will consist of random pulling of unidentified numbers sorted by grade, until all seats in each grade have been filled. The remaining numbers will all be pulled and placed in order on a waiting list. The lottery numbers will be drawn by an outside party not connected to KCHS. Applicants need not be present at the lottery to be accepted. All numbers drawn in the lottery, including those on the waiting list, will be posted within one business day to the schools website. Those who were selected, but were not in attendance, will have their acceptance letters mailed to them.

Upon drawing of numbers, applicants will have 10 business days to accept the

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seat, which must be submitted via a written acceptance letter provided by the school. KCHS cannot process acceptances received via phone or email. The student will remain on the school's roster until an official withdrawal form or a transcript request from another school has been received. Withdrawals or declinations to enrollment cannot be accepted over the phone or by email. KCHS will complete the transfer of records within one week.

Families who apply after the end of the open enrollment period will be placed on a waiting list in the order in which applications were received. As seats become available, offers will be made by proceeding in order on the waiting list. Students who decline an offer or enrollment who then wish to reapply will not be placed ahead of other applicants.

In the event that the school does not receive 110 applicants for any one grade level, more numbers will be drawn for the other grade until the total number of students reaches 230.

KCHS will offer the following enrollment preferences: children of board members and children of full-time staff if they number less than 15% of total enrollment, siblings of students currently enrolled, and sibling of alumni who attended all years.

In approximately the middle of May, the school will hold one or more registration sessions where students will register for classes and turn in a completed enrollment packet. Families who cannot attend a registration date will be scheduled for a separate appointment. The enrollment packet will be provided by KCHS and will include a home language survey, proof of address, address and emergency contact information, child's date of birth (for records requests) name and address of previous school, free and reduced lunch form, immunization records (or an exemption form) a form to self identify for and IEP, 504, AG, etc. To register for classes, KCHS must have the student's most recent report card. Students who have been home-schooled must provide attendance records and course descriptions. Students who have withdrawn may re-enroll through the lottery process.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: x

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.*
- 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.*

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If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools
 LEA #2 Durham Public Schools
 LEA #3 Chatham County Schools

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190
Grade 09	144	27	9	96	18	6	96	18	6	96	18	6	96	18	6
Grade 10	37	10	3	144	27	9	96	18	6	96	18	6	96	18	6
Grade 11	0	0	0	37	10	3	144	27	9	96	18	6	96	18	6
Grade 12	0	0	0	0	0	0	37	10	3	144	27	9	144	27	9
	181	37	12	277	55	18	373	73	24	432	81	27	432	81	27
	230			350			470			540			540		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
Will the PTSO officer seat on the BOD be a voting or non-voting one?	Hilda Parlér	Governance a
The current governing board of Kaleidoscope Charter High School is made up of six members, each of whom has knowledge and experience... Only five listed?	Joe Maimone	Governance a
The application states that the board is made up of 6 members, only 5 members are listed in the application, is a board member missing? What is the boards specific strategic calendar? Note: Applicant applied last year and dates in this current application have not been changed to reflect a new application cycle opening in 2018. Why is the applicant discussing voting in closed session? Applicant needs to review NC Open Meetings Law. Why is the board using a board member as its legal representation? What are the specifics of the school grievance policy? How many days will a grievance be resolved? How will the board ensure operational and academic success?	Robin Kendall	Governance a
Will your employees be "at-will"?	Shannon Stein	Staffing Pla
How will KCHS pay for salaries beyond the NC salary scale? Will any retirement plan be offered?	Jonathan Bryant	Staffing Pla
Outside of pay, what is the applicants strategy to retaining high quality teachers for all staffing needs? What are the specifics of a staff grievance? What is the timeline? Who will be involved with following through on the grievance?	Robin Kendall	Staffing Pla
Why are teachers not observed and evaluated more often than quarterly? Thus, KCHS will hire enough staff to assist approximately 1.6% ESL, 13.25% SES, and 27.1%-What does the 27.1% represent?	Hilda Parlér	Staffing Pla
Given the schools mission to be student-centered, what professional development will be provided to ensure the mission is achieved starting on day one in the classroom?	Robin Kendall	Staff Evalua
When will training on seclusion, restraint and bullying occur? How/by whom will this training be delivered?	Tamara Thomas	Staff Evalua
Where will the 2% raise money come from? On-going literacy training for maintenance of NC state license renewal is provided,what professional development will be provided for Math, Science, Social Studies?	Brian Smith	Staff Evalua
Excellent marketing work	Joe Maimone	Marketing Pl
How will the school market specifically to students to switch to a new high school?	Robin Kendall	Marketing Pl
Is 45 days enough time for open enrollment?	Jonathan Bryant	Admissions P

Reviewer	Score
Alan Hawkes	
Brian Smith	Pass
Cheryl Turner	
Deanna Townsend-Smith	
Eric Sanchez	Pass
Hilda Parlér	Pass
Jonathan Bryant	Pass
Joe Maimone	Pass
Glenn Allen	

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Mike McLaughlin	
Tamara Thomas	Pass
Robin Kendall	Pass
Robert McOuat	
Shannon Stein	Pass

V. OPERATIONS

Transportation Plan:

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

Kaleidoscope Charter High School will not provide traditional, full-service school bus transportation. KCHS has researched available transportation options and will implement at a minimum the following steps to ensure no child is denied access due to lack of transportation:

\$20,000 has been allocated for transportation. For students using the Triangle Transit bus service, transportation will be provided between the school and the Morrisville Triangle Transit bus stop.

Students who require transportation as part of their IEP will have transportation provided.

KCHS will assist families in setting up carpool options. If needed, the school will contract with a carpool organization service, such as Carpool Assist.

School Lunch Plan:

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

KCHS students will have the option to bring a lunch to school. Students who wish to order lunch through the school will be able to do so through an online ordering system, similar to those at other charter schools. A link to the order form will be posted on the school's website. Such a system is free to set up, and will be overseen by the Office Manager and/or the Director of Operations. These lunches will be prepared by outside vendors, and will include a variety of tastes and meat-free options. Students will order weekly, and will be billed monthly. Every student will have the same menu options, regardless of financial status.

All students who qualify for the National School Lunch Act's Free or Reduced-Price Lunch Program (FRL) run through the USDA will be able to order lunch online and receive a free or reduced-cost lunch. The FRL form is used as a guideline only. KCHS will not be participating in the National School Lunch program. The online ordering system will allow FRL students to maintain their privacy.

The school will maintain a pantry of healthy non-perishable foods so that students who forget lunch will be provided with a meal. The school's administration will implement additional policies to discourage abuse of this option.

The KCHS BOD used the criteria below to determine an annual cost of \$14,245 to provide lunch. (\$15,000 total is allocated in the budget.)

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

1) Based on local research of other area charter high schools, approximately half of the school's population will order lunch. The average cost of a lunch is \$4.00. The total up front cost to the school is approximately \$440.00 daily, or \$81,400 per year.

2) The school will sell lunches for \$5.50. Accounting for approximately 20% of all students qualifying for free lunch, the school will pay \$176.00 per day and after paying vendors, will collect \$99.00 per day. The total cost to the school per day is \$77.00. Therefore, the first year costs will be approximately \$14,245.

Civil Liability and Insurance (GS 115C-218.20):

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,400.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,385.00
Property Insurance	\$350,000		\$525.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$100,000	\$250,000	\$332.00
Other	\$2,000,000		\$7,615.00
Total Cost			\$12,438.00

*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.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

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

kaleidoscope 09/07/2016

(Board Chair Signature)

(Date)

Facility:

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

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

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The Board of Kaleidoscope Charter High School (KCHS) will lease a flexible commercial space in the Morrisville, North Carolina area. Such spaces typically feature modular walls, and are already fitted with sprinklers, alarms, and networking capabilities. Accordingly, KCHS has consulted with a commercial broker in the Morrisville, NC area. Once a facility has been leased, the minimal necessary modifications will be made to turn the space into an educational space. The school has allocated \$50,000 for up-fit costs.

The Board will obtain a certificate of occupancy from a local building inspector. The Board will then provide the Certificate of Occupancy for Educational Use over to the Office of Charter Schools.

Within the first five years, the Board will make a decision about whether building a permanent facility will better meet the needs of the school.

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.

KCHS is budgeting \$10-15/sq. ft., with an additional \$50,000 budgeted for up-fit costs. In comparison, WCPSS will open West Apex High School at a cost of \$153.31 per square foot (not including purchase price of the land).

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.*

If the commercial space the Board has chosen is not ready in time for the school's opening, the Board will work with a professional real estate service to rent temporary commercial space month to month until the leased space is available. It is not anticipated that this will be an issue since there is an abundance of flexible space in the Morrisville area. If there is an issue that results in being unable to enter the preferred leased facility on time, no programs will be impacted.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Is there a safe way to get from the Morrisville Triangle Transit bus stop to the school?	Shannon Stein	Transportati
Has there been consideration of helping students/families to coordinate carpool?		

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

Are you certain you will have the necessary parking for proposed student drivers?		
Having lived in Morrisville, I can assure you that triangle transit will be a challenge for students to get to school. How does the lack of transportation create a significant barrier for students to attend KCHS?	Robin Kendall	Transportati
Which vendor will provide transportation for IEP students?	Hilda Parlér	Transportati
What is meant by "students who require transportation as part of their IEP will have their transportation provided?" - by bus, carpool, etc.?	Jonathan Bryant	Transportati
Would like more information in this section.		
What do the students get in lunches that cost \$5.50? Will they be hot lunches?	Hilda Parlér	School Lunch
If the school is not participating in the FRL program, is \$15,000 reasonable to cover costs for all children?	Robin Kendall	School Lunch
Does not providing a clear FRL option create a barrier to students attending KCHS?		
Board chair did not sign the statement of providing a safety plan and policies to be shared with listed stakeholders.	Hilda Parlér	Healthy and
What happens if the school can not find a space that fits the school size, what is a true alternate facility contingency?	Robin Kendall	Facility and
Do you think \$50,000 is sufficient for minimal up-fit costs? Does the amount include labor?	Hilda Parlér	Facility and
How does KCHS account for the \$10-15/sq ft vs \$153.31/sq ft discrepancy? Will the KCHS facility be comparable?	Jonathan Bryant	Facility and
Isn't the contingency plan the same as the original plan?	Shannon Stein	Facility and

Reviewer	Score
Alan Hawkes	
Brian Smith	Pass
Shannon Stein	Pass
Robert McQuat	
Robin Kendall	Pass
Tamara Thomas	Pass
Mike McLaughlin	
Glenn Allen	
Joe Maimone	Pass
Jonathan Bryant	Pass
Hilda Parlér	Pass
Eric Sanchez	Pass
Deanna Townsend-Smith	
Cheryl Turner	

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the <u>Resource Manual Finance Section</u> for guidance on estimated funding amounts</i></p>	<p>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.</p> <ul style="list-style-type: none"> • In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides • In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 920 - Wake County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$4,873.23	181	\$882,054.63
	Local Funds	\$2,340.00	181	\$423,540.00
	Federal EC Funds	\$3,579.70	25	\$89,492.50
	Totals			\$1,395,087.13
	<p>LEA #2 320 - Durham Public Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,095.09	37	\$188,518.33
Local Funds	\$3,132.52	37	\$115,903.24	
Federal EC Funds	\$3,579.70	4	\$14,318.80	
Totals			\$318,740.37	
<p>LEA #3 190 - Chatham County Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$4,977.99	12	\$59,735.88	
Local Funds	\$3,167.00	12	\$38,004.00	
Federal EC Funds	\$3,564.76	2	\$7,129.52	
Totals			\$104,869.40	

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,130,309	\$1,511,030	\$2,028,880	\$2,330,330	\$2,071,405
-Local Per Pupil Funds	\$577,447	\$797,783	\$1,070,284	\$1,226,257	\$1,090,006
-Exceptional Children Federal Funds	\$110,941	\$161,666	\$218,362	\$257,738	\$229,101
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$2,500	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,821,197	\$2,470,479	\$3,317,526	\$3,814,325	\$3,390,512

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

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

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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.

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Head Of School	1	\$80,000	\$80,000	1	\$82,500	\$82,500	1	\$85,000	\$85,000	1	\$87,500	\$87,500	1	\$90,000	\$90,000
Director Of Operations	1	\$70,000	\$70,000	1	\$72,000	\$72,000	1	\$74,000	\$74,000	1	\$76,500	\$76,500	1	\$79,000	\$79,000
Powerschool/Data Manager	1	\$45,000	\$45,000	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,000	\$53,000	1	\$54,500	\$54,500
Clerical	1	\$32,000	\$32,000	1	\$32,500	\$32,500	1	\$33,000	\$33,000	1	\$33,500	\$33,500	1	\$34,000	\$34,000
A - Total Admin and Support:	4		\$227,000	4		\$237,000	4		\$243,500	4		\$250,500	4		\$257,500
Instructional Personnel:															
Core Content Teacher(s)	9	\$50,000	\$450,000	14	\$52,500	\$735,000	18	\$55,000	\$990,000	19	\$57,000	\$1,083,000	20	\$60,000	\$1,200,000
Electives/Specialty Teacher(s)	2	\$48,000	\$96,000	4	\$50,500	\$202,000	5	\$53,000	\$265,000	5	\$55,000	\$275,000	5	\$57,000	\$285,000
Exceptional Children Teacher(s)	1	\$53,000	\$53,000	2	\$54,500	\$109,000	2	\$56,000	\$112,000	2	\$59,000	\$118,000	2	\$61,000	\$122,000
Guidance Counselor	1	\$53,000	\$53,000	1	\$50,000	\$50,000	2	\$53,000	\$106,000	2	\$54,000	\$108,000	2	\$56,000	\$112,000
Part Time Instructors	2	\$25,000	\$50,000	2	\$25,000	\$50,000	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Visiting Instructors (Combined Salaries)	1	\$30,000	\$30,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000	1	\$20,000	\$20,000
Bonuses/Raises	0	\$0	\$0	1	\$10,920	\$10,920	1	\$17,017	\$17,017	1	\$23,478	\$23,478	1	\$26,296	\$26,296
B - Total Instructional Personnel:	16		\$732,000	25		\$1,176,920	29		\$1,510,017	30		\$1,627,478	31		\$1,765,296

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

A+B = C - Total Admin, Support and Instructional Personnel:	20		\$959,000	29		\$1,413,920	33		\$1,753,517	34		\$1,877,978	35		\$2,022,796
Administrative & Support Benefits															
Health Insurance	4	\$4,100	\$16,400	4	\$4,200	\$16,800	4	\$4,350	\$17,400	4	\$4,500	\$18,000	4	\$4,600	\$18,400
Retirement Plan--Other	4	\$1,500	\$6,000	4	\$2,600	\$10,400	4	\$2,700	\$10,800	4	\$2,800	\$11,200	4	\$2,900	\$11,600
Life And Disability	4	\$1,000	\$4,000	4	\$1,050	\$4,200	4	\$1,100	\$4,400	4	\$1,100	\$4,400	4	\$1,200	\$4,800
Medicare, Social Security, Unemployment	4	\$4,050	\$16,200	4	\$4,200	\$16,800	4	\$4,300	\$17,200	4	\$4,400	\$17,600	4	\$4,500	\$18,000
D - Total Admin and Support Benefits:	16		\$42,600	16		\$48,200	16		\$49,800	16		\$51,200	16		\$52,800
Instructional Personnel Benefits:															
Health Insurance	13	\$4,100	\$53,300	21	\$4,200	\$88,200	27	\$4,350	\$117,450	33	\$4,480	\$147,840	34	\$4,600	\$156,400
Retirement Plan--Other	13	\$1,500	\$19,500	21	\$2,550	\$53,550	27	\$2,550	\$68,850	33	\$2,600	\$85,800	34	\$2,700	\$91,800
Life And Disability	13	\$1,000	\$13,000	21	\$1,000	\$21,000	27	\$1,050	\$28,350	33	\$1,100	\$36,300	34	\$1,150	\$39,100
Medicare, Social Security, Unemployment	13	\$3,550	\$46,150	21	\$3,700	\$77,700	27	\$3,800	\$102,600	33	\$3,900	\$128,700	34	\$4,000	\$136,000
E - Total Instructional Personnel Benefits:	52		\$131,950	84		\$240,450	108		\$317,250	132		\$398,640	136		\$423,300
D+E = F - Total Personnel Benefits	68		\$174,550	100		\$288,650	124		\$367,050	148		\$449,840	152		\$476,100
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	20		\$269,600	20		\$285,200	20		\$293,300	20		\$301,700	20		\$310,300
B+E = H - Total Instructional Personnel (Salary & Benefits)	68		\$863,950	109		\$1,417,370	137		\$1,827,267	162		\$2,026,118	167		\$2,188,596
G+H = J - TOTAL PERSONNEL	88		\$1,133,550	129		\$1,702,570	157		\$2,120,567	182		\$2,327,818	187		\$2,498,896

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$12,000	\$18,000	\$25,000	\$25,000	\$25,000
	Computers & Software	\$10,000	\$5,000	\$2,500	\$2,500	\$2,500
	Communications & Telephone	\$20,000	\$24,000	\$25,000	\$27,500	\$27,500
	Copier leases	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
Professional Contract	Legal Counsel	\$5,000	\$6,000	\$7,000	\$7,300	\$7,600
	Student Accounting	\$18,000	\$25,000	\$32,000	\$35,000	\$35,000
Facilities	Facility Lease/Mortgage	\$300,000	\$360,000	\$380,000	\$400,000	\$420,000
	Upfit	\$20,000	\$20,000	\$5,000	\$5,000	\$5,000
	Maintenance	\$12,000	\$14,000	\$15,000	\$15,000	\$15,000
	Custodial Supplies	\$8,000	\$10,000	\$12,000	\$14,000	\$14,000
	Custodial Contract	\$15,000	\$15,000	\$16,500	\$18,000	\$18,000
	Insurance (pg19)	\$12,438	\$13,800	\$14,300	\$15,400	\$16,500
Utilities	Total	\$34,000	\$42,000	\$48,000	\$50,000	\$50,000
Transportation	Transportation Services	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Other	Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Child nutrition	\$15,000	\$17,845	\$19,555	\$22,015	\$20,100
	Travel	\$2,000	\$2,400	\$3,000	\$3,200	\$3,400
	K - TOTAL Administrative & Support Operations	\$510,238	\$599,845	\$631,655	\$666,715	\$686,400
	Instructional:					
Classroom Technology	Computers	\$20,000	\$8,000	\$5,000	\$2,500	\$2,500
	Instructional Technology	\$5,000	\$2,500	\$1,000	\$1,000	\$1,000
Books and Supplies	Instructional Materials	\$18,000	\$16,000	\$12,000	\$10,000	\$10,000
	Testing Supplies	\$6,500	\$8,500	\$13,000	\$15,000	\$15,000
Instructional Contract	Ec Services	\$15,000	\$22,000	\$30,000	\$32,000	\$34,000
	L - TOTAL Instructional Operations	\$64,500	\$57,000	\$61,000	\$60,500	\$62,500
	K+L = M - TOTAL OPERATIONS	\$574,738	\$656,845	\$692,655	\$727,215	\$748,900

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,133,550	\$1,702,570	\$2,120,567	\$2,327,818	\$2,498,896
M - TOTAL OPERATIONS	\$574,738	\$656,845	\$692,655	\$727,215	\$748,900
J+ M =N TOTAL EXPENDITURES	\$1,708,288	\$2,359,415	\$2,813,222	\$3,055,033	\$3,247,796
Z - TOTAL REVENUE	\$1,821,197	\$2,470,479	\$3,317,526	\$3,814,325	\$3,390,512
Z - N = SURPLUS / (DEFICIT)	\$112,909	\$111,064	\$504,304	\$759,292	\$142,716

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

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

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

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

Provide the break-even point of student enrollment.

The student enrollment was projected at 230 in year one to 540 by year four.*

Even at the school's highest enrollment, it will still have the feel of a smaller school community. The school has chosen 230 student in the first year, as this is the minimum number that the KCHS Board of Directors feels the school needs for the mission to be viable.

Because it is more difficult to recruit sophomores to a new high school, the BOD anticipates that the first year's freshman class will be substantially larger than its sophomore class. This 2017-2018 freshman class will "bubble" the total population until that first class graduates from KCHS. Therefore, the school population will be its largest in year four, before it levels out in year five.

The growing population of Wake County, plus the serious overcrowding of area schools does not leave families with many small public and charter school choices. The smaller size of KCHS, the student-centered focus of the school, combined with the intersessions, portfolios and capstone projects will provide a unique opportunity for students.

The break-even point in number of students is approximately 201 students. If KCHS does not meet its targeted enrollment of 230, or the break-even point of 201, the KCHS has a strong financial plan to meet the needs of the school at a lesser enrollment number.

(* We will insure we have open communication with our parent/student community, and if the need arises for a larger enrollment, we will request this from the Office of Charter Schools, in year three. Not growing larger than 600 students.)

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

The KCHS BOD will practice key strategies to avoid cash crises, such as vigorous marketing as soon as the charter is approved, partnering with charter friendly vendors who are known for extending fair terms, retaining flexibility with any facilities commitment until a balanced budget is assured, and close and consistent communication with ISIS provider, CPA & OCS consultant. In the event that the school does not meet enrollment, several of the core teacher positions could be reduced to part-time. With a smaller school population, the school would be likely to also reduce the costs of third-party services. The flexible commercial space will change with the size of the school population, so the school will not need to lease more space than it needs. More drastic measures beyond reducing staffing levels, etc. would include a renegotiation of any facilities commitment to defer two months rent and/or a renegotiation of staff salaries, beginning with the Head of School and the DO.

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

No, there are no revenues in the budget other than state and local ADM funds including a conservative estimate of EC funding

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

The ratio is 22 to 1

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

The Board will outsource such financial services as its LINQ, preparation of financial reports, payroll, state and federal reporting, and tax preparation, and has signed a contract with the NC Public Charter School Association. This contract is pending approval of the KCHS charter.

Financial representatives from NCPCSA will meet with the KCHS Board, as necessary. The NCPCSA was selected based on its positive reviews from other charters schools who also contract with the NCPCSA.

These services are based on a rate per student. In the school's first year, the estimated costs in the first year as \$18,000, which is based on the first year's enrollment of 220 students. KCHS will likely contract for EC services to complement any KCHS EC staff. The board will set contract authorization levels, and recognize the need for conflict of interest avoidance, for itself and for the Executive Director. All commitments exceeding predetermined amounts will require approval at different levels with the appropriate assignment of contract accountability placed also, to ensure the school receives the services and products contracted for and at the correct price.

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

KCHS plans to keep class sizes between 20 and 22 students per core class.

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov.

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This will require 8-9 core teachers in the first year of the school. Pending enrollment, the school will also hire one full-time music teacher, one full time world languages teacher, one full-time Health and PE, teacher and part or full-time teachers in technology and visual arts. Additional teachers will be added as the school population grows, and as student demand warrants for additional electives. Part of the school's education plan includes two 5-day intersessions per year. These intersessions will in part be led by KCHS teachers, and additional adjunct instructors will be contracted on a per-course basis. The KCHS budget includes an additional \$20,000 as compensation for all combined adjunct instructors. This is calculated at a rate of \$100 per day for 10 total days (two five day sessions) with an assumption of ten visiting lecturers per year. This rate will be adjusted as per need and as funding permits.

KCHS has been working with a commercial broker who has suggested that KCHS lease a flexible commercial space. Such a space will cost \$11-15 per square foot, and additional square footage can be added on as the school population grows. The school will lease only as much space as is needed. The estimate in the first year is for 20,000 square feet, with additional square foot leased each subsequent year, as needed. The Morrisville area is rich with such commercial spaces, most of which include a large parking area for staff and students. As a high school, KCHS expects that a large percentage of its population will be driving to school, so a large parking area is preferred.

Additional up-fit costs may or may not include wireless networking, sprinklers, and safety features. The BOD has allocated \$20,000 in up-fit costs.

As outlined in the transportation plan, the school is allocating \$20,000 for transportation needs.

The school will contract out for custodial services (approximately \$15,000-\$18,000 per year, as evidenced by other charter school similar in size to KCHS) as well as additional EC and ESL services, as needed.

The marketing and publicity costs to the school are set slightly lower than other schools, as there is a Public Relations specialist on the KCHS BOD, and this BOD member has offered her services to the school.

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

Describe how the school will develop the fund balance.

One goal is to build accumulated surplus of three month's operation expenditures by the fifth year.

So, rather than a percentage goal, the goal will be to accumulate that "Surplus" shown in the "Overall Budget" on the application page preceding this narrative.

This surplus can be generated if the school can save 8 cents out of every dollar in ADM pupil funding.

The use of surplus will, like most newer schools, be eventually used mostly for equity needed for purchasing or building facilities.

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

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

KCHS will always make lease versus purchase decisions based upon sound economics and professional financial analysis. For the first few years of operation, the school will lease a flexible commercial space. The BOD of KCHS understands that such a lease will likely require a deposit and first months rent, but that the funding for the school may not be released until as late as July of 2018, one month before the schools opening. As soon as the charter is approved, the BOD of KCHS will pursue a loan or a line of credit not to exceed \$100,000, to be paid back over the course of three to five years. Such lines of credits have been procured by other new charter schools in the area.

Some new charters are pursuing transactions through developers such as Funding the Gap, American Charter Development, HighMark, or other partners. These companies assist charters in locating facilities and then purchase them with term leases back to the charter. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility. If the school is not able to obtain a loan or a line of credit, the BOD will consider this second leasing option.

Some items such as office printers/copiers, etc. may be leased.

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

At this time, there are no substantial tangible resources. KCHS will solicit donations of goods and services in addition to an aggressive Raleigh regional business fundraising campaign and grant request project(s.)

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

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

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. KCHS will contract with a CPA firm via the North Carolina Public Charter School Association, and has already signed a one year contract for services, totaling \$18,000. KCHS will request from the CPA form an initial report on internal controls. This will include an evaluation of controls before opening of the school so that weaknesses may be discovered and can be corrected before the start of the school year.

KCHS will also contract with this same firm for the required services of the Integrated Solutions Information (ISIS.) Outsourcing for ISIS creates another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, KCHS will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount (to be set by the BOD) will require the signature of the designated party within the school, the Head of School or the Director of Operations.

Accounting records will be safe-guarded by use of daily locked files and appropriate password protections. Sensitive records will be shredded as necessary. The BOD Treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures at each monthly BOD meeting. As part of the CPA contract with the NCPSCA, the contracted CPA(s) will attend KCHS BOD meeting at least once per quarter.

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

KCHS has an aforementioned contract through the North Carolina Public Charter School Association. This is for services of LINQ, pupil funds, payroll, and accounts payable.

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

KCHS has selected Petway, Mills and Pearson for its annual audit.

Their complete contact information is:

806 N Arendell Ave, Zebulon, NC 27597

Phone - (919) 269-7405

Fax- (919) 269-8728

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
In the fifth year why did the funds decrease?	Brian Smith	Total Budget
Clarify Visiting Instructors Combined Salaries, but only 1 is noted, and why is the salary reduced by \$10K in 2019 to 2022-2023?	Hilda Parlér	Personnel Bu
Where is the mentioned EC Director? Is one EC teacher enough in year one? Is two EC teachers enough in years 2 - 5?	Robin Kendall	Personnel Bu
Where does the ESL teacher or EC director fit into this projection?	Brian Smith	Personnel Bu
Will students be allowed to use their own technology?	Tamara Thomas	Operations B
Are all KCHS students going to have technology access?		
Up-fit at \$20K? \$50K to up-fit was mentioned in Operations, Facility Section.	Hilda Parlér	Operations B
Marketing allotment seems low. Travels (\$2K) covers whom?		
Is \$15,000 enough to cover child nutrition?	Robin Kendall	Operations B
How will school technology mentioned in the description be covered? Is \$20,00 enough for computers and software for the entire school?		
Given that the school has a unique curriculum, where is the money to train teachers and provide professional development?		
What are plans for student tech use - is this a BYOD?	Jonathan Bryant	Operations B
Surpluses!	Hilda Parlér	Total Expend
Since KCHS is a smaller model, what is the plan to offer the appropriate number of activities (that are typical in HS)? Upfit costs include (but are not limited to) wireless infrastructure, sprinklers and safety measures - each of these individually may easily be over \$20K.	Jonathan Bryant	Budget Narra
Is 29 students a close enough break-even, given that students are often reluctant to attend a new high school?	Robin Kendall	Budget Narra
Why is the applicant already considering requesting an increase in enrollment?		
How will core teacher positions be moved to part-time? How will that affect the instruction and curriculum integrity?		
Is a 3 months surplus by year 5 sufficient?		
Is three months surplus, in year 5, enough to cover the school when there are state funding delays, gaps or enrollment concerns?	Shannon Stein	Budget Narra
The applicant shared, "Part of the school's education plan includes two 5-day intersessions per year. These intersessions will in part be led by KCHS teachers, and additional adjunct instructors will be contracted on a per-course basis. The KCHS budget includes an additional \$20,000 as compensation for all combined adjunct instructors. This is calculated at a rate of \$100 per day for 10 total days (two five day sessions) with an assumption of ten visiting lecturers per year. This rate will be adjusted as per need and as funding permits." Will the mission/vision to provide Professionals/Lecturers during the intersessions be driven by this vision or by the funding? How will KCHS manage fiscally in order to ensure that the vision/mission as per the Charter, will be attained?	Tamara Thomas	Budget Narra
The applicant shared, "KCHS will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures." Does this item appear in the budget supplied with this application?	Tamara Thomas	Financial Au

Reviewer	Score
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Alan Hawkes	
Robert McQuat	
Robin Kendall	Fail
Tamara Thomas	Fail
Mike McLaughlin	
Glenn Allen	
Shannon Stein	Pass
Jonathan Bryant	Pass
Hilda Parlér	Pass
Eric Sanchez	Fail
Deanna Townsend-Smith	
Cheryl Turner	
Brian Smith	Pass
Joe Maimone	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 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 the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).
kaleidoscope Date: 09/19/2016

Applicant Signature:

The foregoing application is submitted on behalf of Kaleidoscope Charter High School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-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: kaleidoscope

Board Position: Chairperson

Signature: _____

Date: 09/19/2016

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

Notary Public

Official Seal

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

My commission expires: _____, 20_____.

OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total External Evaluator Votes</u>	
No	Yes

Would you, as a subcommittee, recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

<u>Total Subcommittee Votes</u>	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

<u>CSAB Votes</u>	
No	Yes
5	4

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

Mission, Purposes, and Goals	Measurable? Within the first five years of operation, our students academic goals will have progressed and improved, with students developing an increased understanding of their own creative process - joseph_maimone
Education Plan	- esanchez
Governance and Capacity	- esanchez
Operations	- esanchez
Financial Plan	- esanchez
OVERALL	<p>The proposed grade levels and enrollment appear realistic. - dtsmith840</p> <p>Chair did not sign document. - joseph_maimone</p> <p>Measurable? Within the first five years of operation, our students academic goals will have progressed and improved, with students developing an increased understanding of their own creative process - joseph_maimone</p>

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> The mission statement states, "a creative and dynamic 21st-century curriculum," while the education need and targeted student population sections states, "students and teachers, based on the strengths and interests of each child, will design a curriculum that reflects the individuality of each child." How will the developed curriculum accomplish the task of reflecting the individuality of each student? - mrstamarathomas</p> <p><u>Mission Statement</u> Not sure how direct instruction is an innovative way of instruction. - jonathanbryant</p> <p><u>Mission Statement</u> Describe a "creative" and dynamic 21st century curriculum.</p> <p>Clarify. ...curriculum and educational opportunities are student-directed by the ability and interest of the student. - haparler</p> <p><u>Educational Need and Targeted Student Population</u> How will lecture-based instruction provide hands-on learning? - brian_smith2</p> <p><u>Educational Need and Targeted Student Population</u> In response to the overcrowding and the capped enrollment at Panther Creek, Apex Friendship High School was constructed. How will Kaleidoscope Charter HS ensure that enrollment is met each year while Cary High, Kestrel Heights and Research Triangle High School (Charter) are also able to service students from the 27560 zip code?</p> <p>The applicant shared, "Currently, there are no Wake County high school with a pedagogical focus of student-centered learning. Student-centered or learner-focused instruction method complements lecture-based instruction yet emphasizes student-based instructional practices such as hands-on learning, problem-based learning, team project-</p>
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	<p>based learning, and many more." What research has been conducted and which resources used to confirm the validity of this statement? Have any team members considered the use of Project Based Learning (PBL) and learner-focused methods at other WCPSS high schools?</p> <p>The applicant shared, "Additionally, students and teachers, based on the strengths and interests of each child, will design a curriculum that reflects the individuality of each child, allowing for self-expression and diverse interests." In essence, how many different curriculum possibilities will there be? Will it be possible to have different curricula for each student in a class of 20 students? How will one teacher manage multiple curricula designed to meet the needs of every student in one class, during each class period?</p> <p>With the focus being 'student-centered learning' and as shared, "Applicants with experience in student-centered pedagogy will be given priority consideration for employment, and all teachers will be provided with regular professional development in this area," which entity will provide the level and quality of professional development that aligns with the educational mission for KCHS? - mrstamarathomas</p> <p><u>Educational Need and Targeted Student Population</u> Attached for review purposes is a map outlining the current charter schools. Additionally, the map provides an overview of the general placement of proposed charter schools for the 2018 school year: http://www.dpi.state.nc.us/charterschools/schools/map. - dtsmith840</p> <p><u>Educational Need and Targeted Student Population</u> Currently, there is no public high school in Morrisville, NC. Panther Creek and Green Hope High School were noted. Charter schools are "public" schools.</p> <p>The school day was very detailed and descriptive. - haparler</p> <p><u>Educational Need and Targeted Student Population</u> there is no public high school in Morrisville, NC. Students who live in the area and who attend traditional public school are typically enrolled at Panther Creek or Green Hope High School, both of which are overcrowded. According to the Wake County Public School System's website, Panther Creek was capped in 2015, and is currently at 158% capacity - joseph_maimone</p> <p><u>Purposes of Proposed Charter School</u> Based on the way pedagogy and measurable student achievement results are managed at KCHS, how will students be offered the opportunity to compete with their non KCHS peers across the State with respect to each of the NC High School Diploma Endorsements?</p> <p>Were these 2 statements supposed to read the same intentionally? "This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. It also affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways." - mrstamarathomas</p> <p><u>Purposes of Proposed Charter School</u> KCHS students will take part in biannual week-long (five school days) intersessions, which will be taught by KCHS and/or visiting artists and adjunct lecturers. Each day of the intersession will be the length of one full school day. Part of student-centered learning</p>
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	<p>includes self-evaluation. Each marking period, students will be required to assemble representative examples of their work for evaluation by instructors, and this information will also be included in the longitudinal portfolio. This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. - joseph_maimone</p> <p><u>Goals for the Proposed Charter School</u> Based on the first paragraph how are the improvements going to be made? What are your expectations of student academics in the first 5 years? What will be the proficiency rates before year 5? - brian_smith2</p> <p><u>Goals for the Proposed Charter School</u> When the applicant shares, "By the end of the first year, and each year thereafter, the percent of students scoring proficient on Math I, English II, Biology End of Course (EOC) exams will increase, reaching a proficiency rate of at least 70 percent by Year 5. The percentage of students scoring proficient on all EOC exams offered will meet or exceed the average for WCPSS, each year over the first five years under the charter," what is the data source? Is there a baseline that has been shared for student performance in this locale outside of the data for sub-group performance of students currently attending Green Hope HS and Panther Creek HS?</p> <p>The applicant shares, "Each year, a minimum of 25 percent of all 11th and 12th grade students will take one or more AP courses because they will want to achieve college credit." Does this translate to a goal of 58 out of 234 students having this opportunity in year 3 while 66 out of 270 students have the opportunity to participate in AP courses in year 4? What will the remaining 204 11th and 12th grade students have to their credit in year 4? Why is KCHS's goal for their students 13% lower than the whole school AP participation rate at neighboring Green Hope HS and 7% lower than that of Panther Creek? How will KCHS position itself to compete in the goal area for college and career ready data points?</p> <p>"Students who are experiencing challenges or remediation will also be monitored very closely and their monthly results will be reported by our Exceptional Children's leadership." Does this statement infer that the students who experience challenges and need remediation at KCHS are only those who are supported through EC services? Will there be a student support services team? - mrstamarathomas</p> <p><u>Goals for the Proposed Charter School</u> How will students be encouraged to take the SAT since it is listed in the goals but not mandatory? - shannon_stein</p> <p><u>Goals for the Proposed Charter School</u> What are KCHSs goals related to school operations, finance, and governance? - rkadmin</p> <p><u>Goals for the Proposed Charter School</u> Measurable? Within the first five years of operation, our students academic goals will have progressed and improved, with students developing an increased understanding of their own creative process.. Unaggressive goal? By the end of the first year, and each year thereafter, the percent of students scoring proficient on Math I, English II, Biology End of Course (EOC) exams will increase, reaching a proficiency rate of at least 70 percent by Year 5. The percentage</p>
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Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

<p>Education Plan</p>	<p>of students scoring proficient on all EOC exams offered will meet or exceed the average for WCPSS, each year over the first five years under the charter. - joseph_maimone</p> <p><u>Instructional Program</u> How will the portfolio be factored into the grading system? How will the progress of the portfolios be determined? - brian_smith2</p> <p><u>Instructional Program</u> What are the current partnerships available to meet the instructional program goal stated as follows, "These sessions may be taught by faculty or by visiting adjunct instructors and may include courses/events such as technology, sciences,creative or performing arts, culinary arts, educational trips, leadership workshops,and community service projects." - mrstamarathomas</p> <p><u>Instructional Program</u> Does a partnership exist to facilitate the "adjunct visiting instructors" that are mentioned? - jonathanbryant</p> <p><u>Instructional Program</u> How will the proposed approach lead to improved student performance for the school's targeted population? - rkadmin</p> <p><u>Instructional Program</u> Give more detail? will monitor student progress through traditional assessments like tests, reports, oral presentations, as well as strategies that encompass the KCHS mission. KCHS will supplement required state and classroom assessments with the completion of a longitudinal four-year portfolio that will serve as both a formative and summative evaluation instrument. This assessment process is for the learner to see the evolution of what has been learned and what has been advanced during the educational journey. This formative assessment will provide teachers with robust data concerning each student's academic growth and current ability level, and will provide a basis for early intervention for struggling students. - joseph_maimone</p> <p><u>Curriculum and Instructional Design</u> How will Exceptional Children students be accommodated based on their IEPs? How will AIG be accommodated for acceleration? How will you determine if students are needing remediation or making a choice to skip that for sports. morning yoga, etc.? - brian_smith2</p> <p><u>Curriculum and Instructional Design</u> Technology - How will KCHS manage student access to technology devices? Will devices be provided? Appendix B2 - "Students who enter KCHS already having credit for Math I must still take four math courses at KCHS, one per year." Math III and one course beyond Math III will be offered. How will the needs of students entering 9th grade with both Math I and Math II completed be met by KCHS? Will the missing units for the English I curriculum example be added for consideration? What is the reason behind Chemistry not being offered? - mrstamarathomas</p> <p><u>Curriculum and Instructional Design</u></p>
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	<p>KCHS states that they will measure against AMO targets, but those are no longer official measurements by the state? - shannon_stein</p> <p><u>Curriculum and Instructional Design</u> What are the primary instructional strategies that the school will expect teachers to master in a student-centered school?</p> <p>How is the curriculum focused to support the targeted student population? - rkadmin</p> <p><u>Special Programs and "At-Risk" Students</u> While there are processes being established for the interventions to occur. How will the SC determine whether a student needs special resources in Level II? What intensive interventions will be in place for Level II? - brian_smith2</p> <p><u>Special Programs and "At-Risk" Students</u> The applicant states, "Once identified, AIG and AG students will be served multiple ways; through student-focused classroom instruction, access to a range of Advanced Placement and Honors classes,.. " Which other ways will AG/AIG students in grades 9-10 be served since they will not be able to participate in AP courses at KCHS? - mrstamarathomas</p> <p><u>Special Programs and "At-Risk" Students</u> A great deal of focus has been put on the school counselor. What is the specific role of the Teacher or team in this tiered support system? - kevin_allen</p> <p><u>Special Programs and "At-Risk" Students</u> Listing the levels with descriptions for implementing school's program for "At Risk" Students is impressive. - hparler</p> <p><u>Exceptional Children – Identification and Records</u> The Applicant shares, "If the intervention is ineffective, interventions may be altered and progress will continue to be monitored. If all interventions have been exhausted and the student is still making little to no growth, or progress monitoring graphs are stagnant, then the student will be referred Exceptional Children's Department for further evaluation." What is the projected timeline for which a student will be monitored when the interventions prove ineffective? - mrstamarathomas</p> <p><u>Exceptional Children – Identification and Records</u> There is no 90 day timeline in the re-evaluation process. The 90 day timeline begins at referral. If the child came from out of state there is the initial referral process that is done to determine if the child is eligible in NC.</p> <p>Wrights Law is not the authoritative source regarding child find. Please see Policies Governing Services for Children with Disabilities. How will the school handle a parent referral for testing or EC Services? - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> Paragraph 1: The sentence says "Where warranted, KCHS will provide a highly qualified special education teacher...". This is confusing as all EC Teachers must be certified.</p> <p>#2: Clarification needed. Removal from a Regular Education class is based on an IEP Team recommendation and documented on the IEP. Removal does not always warrant an alternate curriculum but rather ways to meet the unique individual needs of a student. - kevin_allen</p>
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<p><u>Exceptional Children – Education Programming</u> Adequate - joseph_maimone</p> <p><u>Student Performance Standards</u> In the alternative promotion, why isn't the administration a part of this decision? - brian_smith2</p> <p><u>Student Performance Standards</u> The applicant shared, "By year 3, the SAT participation rate of graduating Seniors will meet or exceed that of high schools in the Wake County Public School System (WCPSS)." How is the participation rate relevant to the requirements when colleges/universities accept either or to fulfill the college application entrance criteria? The ACT is offered to 100% of WCPSS students in their 11th grade year free of cost. Will KCHS offer a comparable opportunity to its students?</p> <p>KCHS states, "Students who do not achieve passing grades in required core classes will be able to earn credit recovery over the summer(s.)" Has KCHS selected a program for credit recovery that aligns to NC State Standards? If so, which one has been selected to fill this need area?</p> <p>Will KCHS share their rubric developed to demonstrate the specifications and ratings for the 'longitudinal portfolio' that Seniors must complete for graduation? - mrstamarathomas</p> <p><u>Student Performance Standards</u> Is the plan of KCHS to only have 25% of your students by college ready (per ACT)?</p> <p>What expectations will there be for transfer students to complete capstone and portfolio assessments for graduation? - shannon_stein</p> <p><u>Student Performance Standards</u> Would like clarification on "Students with Disabilities who are unable to complete core curriculum may receive a certificate of completion and stay in the program until the age of 21 if the school is an appropriate setting for the student."</p> <p>How will portfolios be assessed? Could a portfolio be cause for non-graduation or non-promotion? - jonathanbryant</p> <p><u>Student Performance Standards</u> Outside of state and national assessments, what specific evaluation tools and assessments will the school use to drive instruction and improve the curriculum over time? - rkadmin</p> <p><u>Student Performance Standards</u> Too low a bar? Percentage of KCHS students meeting ACT college readiness benchmarks over 5 years: Y1 - N/A%, Y2 - 19%, Y3 - 21%, Y4 - 23%, Y5 - 25% - joseph_maimone</p> <p><u>Student Conduct and Discipline</u> How were the levels of discipline determined? - brian_smith2</p> <p><u>Student Conduct and Discipline</u> For students supported by Section 504, will an MDR occur for placement changes? If so, when will this be considered?</p> <p>What is the suspension length (range of days) for short term versus a long-term</p>
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	<p>suspension?</p> <p>Where are students to report as the result of an expulsion? - mrstamarathomas</p> <p><u>Student Conduct and Discipline</u> For student expulsion appeals, is 5 days enough time to convene the Board and give them a chance to respond?</p> <p>Do student get a chance to present evidence? (i.e. hearing) - shannon_stein</p> <p><u>Student Conduct and Discipline</u> What is appeals and grievance process for a non-level 4 offense? - rkadmin</p> <p><u>Student Conduct and Discipline</u> Adequate - joseph_maimone</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The application states that the board is made up of 6 members, only 5 members are listed in the application, is a board member missing?</p> <p>What is the boards specific strategic calendar?</p> <p>Note: Applicant applied last year and dates in this current application have not been changed to reflect a new application cycle opening in 2018.</p> <p>Why is the applicant discussing voting in closed session? Applicant needs to review NC Open Meetings Law.</p> <p>Why is the board using a board member as its legal representation?</p> <p>What are the specifics of the school grievance policy? How many days will a grievance be resolved?</p> <p>How will the board ensure operational and academic success? - rkadmin</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Will the PTSO officer seat on the BOD be a voting or non-voting one? - haparler</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The current governing board of Kaleidoscope Charter High School is made up of six members, each of whom has knowledge and experience... Only five listed? - joseph_maimone</p> <p><u>Staffing Plans, Hiring, and Management</u> Will your employees be "at-will"? - shannon_stein</p> <p><u>Staffing Plans, Hiring, and Management</u> How will KCHS pay for salaries beyond the NC salary scale? Will any retirement plan be offered? - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> Outside of pay, what is the applicants strategy to retaining high quality teachers for all staffing needs?</p>

	<p>What are the specifics of a staff grievance? What is the timeline? Who will be involved with following through on the grievance? - rkadmin</p> <p><u>Staffing Plans, Hiring, and Management</u> Why are teachers not observed and evaluated more often than quarterly?</p> <p>Thus, KCHS will hire enough staff to assist approximately 1.6% ESL, 13.25% SES, and 27.1%-What does the 27.1% represent? - haparler</p> <p><u>Staff Evaluation and Professional Development</u> Where will the 2% raise money come from? On-going literacy training for maintenance of NC state license renewal is provided, what professional development will be provided for Math, Science, Social Studies? - brian_smith2</p> <p><u>Staff Evaluation and Professional Development</u> When will training on seclusion, restraint and bullying occur? How/by whom will this training be delivered? - mrstamarathomas</p> <p><u>Staff Evaluation and Professional Development</u> Given the schools mission to be student-centered, what professional development will be provided to ensure the mission is achieved starting on day one in the classroom? - rkadmin</p> <p><u>Marketing Plan</u> How will the school market specifically to students to switch to a new high school? - rkadmin</p> <p><u>Marketing Plan</u> Excellent marketing work - joseph_maimone</p> <p><u>Admissions Policy</u> Is 45 days enough time for open enrollment? - jonathanbryant</p>
<p>Operations</p>	<p><u>Transportation Plan</u> Is there a safe way to get from the Morrisville Triangle Transit bus stop to the school?</p> <p>Has there been consideration of helping students/families to coordinate carpool?</p> <p>Are you certain you will have the necessary parking for proposed student drivers? - shannon_stein</p> <p><u>Transportation Plan</u> What is meant by "students who require transportation as part of their IEP will have their transportation provided?" - by bus, carpool, etc.?</p> <p>Would like more information in this section. - jonathanbryant</p> <p><u>Transportation Plan</u> Having lived in Morrisville, I can assure you that triangle transit will be a challenge for students to get to school. How does the lack of transportation create a significant barrier for students to attend KCHS? - rkadmin</p> <p><u>Transportation Plan</u></p>

	<p>Which vendor will provide transportation for IEP students? - haparler</p> <p><u>School Lunch Plan</u> If the school is not participating in the FRL program, is \$15,000 reasonable to cover costs for all children?</p> <p>Does not providing a clear FRL option create a barrier to students attending KCHS? - rkadmin</p> <p><u>School Lunch Plan</u> What do the students get in lunches that cost \$5.50? Will they be hot lunches? - haparler</p> <p><u>Healthy and Safety Requirements</u> Board chair did not sign the statement of providing a safety plan and policies to be shared with listed stakeholders. - haparler</p> <p><u>Facility and Facility Contingency Plan</u> Isn't the contingency plan the same as the original plan? - shannon_stein</p> <p><u>Facility and Facility Contingency Plan</u> How does KCHS account for the \$10-15/sq ft vs \$153.31/sq ft discrepancy? Will the KCHS facility be comparable? - jonathanbryant</p> <p><u>Facility and Facility Contingency Plan</u> What happens if the school can not find a space that fits the school size, what is a true alternate facility contingency? - rkadmin</p> <p><u>Facility and Facility Contingency Plan</u> Do you think \$50,000 is sufficient for minimal up-fit costs? Does the amount include labor? - haparler</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> In the fifth year why did the funds decrease? - brian_smith2</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Where does the ESL teacher or EC director fit into this projection? - brian_smith2</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Where is the mentioned EC Director? Is one EC teacher enough in year one? Is two EC teachers enough in years 2 - 5? - rkadmin</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Clarify Visiting Instructors Combined Salaries, but only 1 is noted, and why is the salary reduced by \$10K in 2019 to 2022-2023? - haparler</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Will students be allowed to use their own technology?</p> <p>Are all KCHS students going to have technology access? - mrstamarathomas</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What are plans for student tech use - is this a BYOD? - jonathanbryant</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p>

	<p>Is \$15,000 enough to cover child nutrition?</p> <p>How will school technology mentioned in the description be covered? Is \$20,00 enough for computers and software for the entire school?</p> <p>Given that the school has a unique curriculum, where is the money to train teachers and provide professional development? - rkadmin</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Up-fit at \$20K? \$50K to up-fit was mentioned in Operations, Facility Section.</p> <p>Marketing allotment seems low. Travels (\$2K) covers whom? - haparler</p> <p><u>Total Expenditure Projections (Table)</u> Surpluses! - haparler</p> <p><u>Budget Narrative</u> The applicant shared, "Part of the school's education plan includes two 5-day intersessions per year. These intersessions will in part be led by KCHS teachers, and additional adjunct instructors will be contracted on a per-course basis. The KCHS budget includes an additional \$20,000 as compensation for all combined adjunct instructors. This is calculated at a rate of \$100 per day for 10 total days (two five day sessions) with an assumption of ten visiting lecturers per year. This rate will be adjusted as per need and as funding permits." Will the mission/vision to provide Professionals/Lecturers during the intersessions be driven by this vision or by the funding? How will KCHS manage fiscally in order to ensure that the vision/mission as per the Charter, will be attained? - mrstamarathomas</p> <p><u>Budget Narrative</u> Is three months surplus, in year 5, enough to cover the school when there are state funding delays, gaps or enrollment concerns? - shannon_stein</p> <p><u>Budget Narrative</u> Since KCHS is a smaller model, what is the plan to offer the appropriate number of activities (that are typical in HS)? Upfit costs include (but are not limited to) wireless infrastructure, sprinklers and safety measures - each of these individually may easily be over \$20K. - jonathanbryant</p> <p><u>Budget Narrative</u> Is 29 students a close enough break-even, given that students are often reluctant to attend a new high school?</p> <p>Why is the applicant already considering requesting an increase in enrollment?</p> <p>How will core teacher positions be moved to part-time? How will that affect the instruction and curriculum integrity?</p> <p>Is a 3 months surplus by year 5 sufficient? - rkadmin</p> <p><u>Financial Audits</u> The applicant shared, "KCHS will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures." Does this item appear in the budget supplied with this application? - mrstamarathomas</p>
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Kaleidoscope Charter High School - Kaleidoscope Charter High School students will benefit from a student-centered learning environment, a creative and dynamic 21st-century curriculum, preparing students for higher education and beyond.

OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> If you have 129 people who said that they are willing to enroll their students into the school, why are you still projecting 230 students in the first year? - brian_smith2</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Application not signed by the chairperson? (on behalf of the group) - shannon_stein</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Application is not signed by person authorized to submit the application. If 230 students are projected for year one, that is 115 per grade. The pattern does not continue. Why? What allowances were made for the remaining grades? - haparler</p>
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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	<p>Mr. Maimone reaffirmed the exact time Kaleidoscope Charter High School submitted its application and the reason additional consideration was provided to the applicant group. Mr. Maimone led the discussions and recapped each section of the application. Mr. Maimone reported that the goals in the application were not improved from the current and last application.</p> <p>Additionally, it was unprecedented to invite a group back for interview when not originally approved. Mr. Maimone stressed the importance of information in the application and applicants being accountable to the information in the application. Specifically, he questioned the board on the reasons why the goals were not changed and can an amendment to goals be approved at this point to begin Ready to Open.</p> <p>Ms. Reeves outlined she failed the Mission, Purposes, and Goals section as the goals were not specific and measurable according the CSAB established standards. Ms. Turner outlined that considering the schools around the proposed location, the goals were not ambitious and she was disappointed that the component was not changed from the prior application submission.</p> <p>Mr. Maimone recapped the student centered schools in Wake County and urged the board to fully explain its definition of student centered. Ms. Sutton outlined the proposed school had inputs but did not clearly outline outputs in the goals. Mr. Helton specifically communicated that the goals stated in the application over 5 years were projected low.</p> <p>Mr. Walker responded that while approved last year, feedback provided clearly outlined the goals were not rigorous and the applicant group did not make any adjustments. Ms. Parlr asked about the many different curriculums proposed in the application. Ms. Reeves communicated that she had difficulty truly understanding the proposed education plan and had to read that portion several times. She asked specifically for the proposed board to explain the plan as it relates to credit recovery, EC, OCS, etc.</p> <p>A proposed board member outlined they are keenly aware of their conservative goals and are in the process of trying to come up with some goals of 5% better than Wake County Schools. Mr. Maimone wanted to understand why this was not a priority. The proposed board member outlined it was an oversight. Also, the board was under the impression that since approved previously it was not a priority. The proposed board member outlined his research and their hope to reach at-risk students under the student center approach.</p>

	<p>The proposed board member outlined all the core subjects would be a part of the proposed school, but the student centered approach would help them determine how to motivate a child to accomplish their goals. Also, the proposed board member communicated they would be following the state standards and that the relational component will be a major part of what the school would accomplish.</p> <p>Ms. Turner questioned what was specifically changed between this and last years application and what will specifically be taught since the school proposes to follow the NCSCOS. The proposed board member responded that the teacher would drive the content and there would be direct instruction from the faculty. Additionally, there was some changing of goals; however, the changes were not significant. Not revising the goals was simply an oversight. Mr. Maimone confirmed that this model would be an extension of what one of the proposed board members was doing at Sterling Montessori. The proposed board member outlined the existing choices in the proposed location to which Mr. Maimone reiterated providing that strength and evidence would have strengthened the application.</p> <p>One proposed board member outlined that the school was not marketing itself as a Montessori for a variety of reasons; however, some of the concepts would drive what the school will do and the intercessions would support that point.</p>
<p>Education Plan</p>	<p>Mr. Helton asked specific questions around the goals of being college ready and what that meant for the school. The proposed BOD member outlined while they had not changed it in the application, they based their change on applicant groups who proposed rigorous goals who were not able to meet them. Mr. Maimone asked again about having a proposed goal of 1% to 4% being college ready. The board member outlined their strategy was to set the goal low and then "blow it out of the water." Mr. Walker outlined that the response given was a bad answer and communicated the mission of the CSAB to the applicant group. Mr. Walker asked a direct question on what a rigorous goal would be for the school. The board member responded that maybe 1% not going to college but would not put that in writing. Mr. Maimone again questioned what the exact goals were and another board member outlined that it would want to be 5 percentage points higher than Wake County.</p> <p>Mr. Walker outlined that the goals after 5 years were low especially with a school that was proposing to be college prep. How would the school sell this plan to the public? Also, there were strengths with the application; however, the goals are disappointing given the proposed mission/focus of the school. The proposed board outlined that maybe they needed to rethink their information. Ms. Turner reiterated the performance of Sterling Montessori and placed context on how her first year students at Sugar Creek performed on the ACT comparatively to Mecklenburg County.</p> <p>Mr. Maimone directed the boards attention to page 42 of the application and the job descriptions outlined to determine who would be the schools education leader. A proposed board member read from the application that the educational person would be the Head of School. Also, student achievement would be measured beyond test scores.</p>
<p>Governance and Capacity</p>	<p>Ms. Reeves questioned the technology plan. The Mayor outlined that the goal was to have a one to one initiative and the work they had done with a consultant in the area. He also outlined a proposed plan for those students who may not be able to afford the technology for the one to one initiative. Ms. Parlr voiced concerns about the students bringing personal technology and a proposed board member outlined the student would sign using</p>

	the schools website.
Operations	Mr. Maimone asked direct questions on the facility given the number of times the group has applied. Additionally, the school had proposed no principal but two other positions, and he wanted to know the specific reasoning. Ms. Reeves questioned the health benefits proposed in the application and the meal cost rationale. Ms. Parl wanted to know about the vendor identified to provide transportation for the EC student population.
Financial Plan	<p>Mr. Maimone asked about the surplus and the rationale for the significant drop in year four. Additionally, Ms. Reeves talked about the expenses of operating a high school program and addressed her concerns with the budget as currently proposed. Additionally, she stressed the misalignment between the budget and the budget narrative.</p> <p>The Mayor of Mooresville, proposed board member, outlined the facility questions posed by Mr. Maimone. He outlined that the market changes quickly and that there was a great deal of flex space in line with the proposed square footage outlined in the application. He is confident that the space would not be a problem. It would take a minimum of 6 months to obtain a facility. He also addressed the surplus concerns and the drop in the last year. Mr. Maimone reiterated his concerns with the proposed budget and the message it would communicate to the future stakeholders. Additionally, Mr. Maimone outlined what the board could potentially be sacrificing with the current financial plan.</p>
OVERALL	<p>Mr. Walker asked if the board would be amenable to making the changes as a stipulation. The board member outlined that they got the message. Mr. Hawkes reiterated many of the CSAB concerns to the applicant group. Mr. Maimone stated the group had the opportunity to make proposed changes before submitting he did not feel good about the onus of correcting this information being on OCS. This should be on the proposed board. Specifically, the proposed board needed to prepare a better application to open in 2018-19 under acceleration.</p> <p>Mr. Walker stated the potential reasoning to approve the board. Ms. Turner outlined the board continues to justify the goals as written and that was concerning. Ms. Reeves made a motion not to move the applicant group forward to begin Ready to Open. Ms. Sutton seconded. Mr. Maimone stated what the motion meant and that the group would have the opportunity to reapply under the revised acceleration policy. Mr. Helton communicated he will vote against the motion, but an applicant group would lose a lot of support when you propose goals as written in the application. He stated we were not putting charter schools in place to be equal to traditional public schools. Mr. Maimone stated he would support Ms. Reeves motion and he felt the acceleration process would allow the group to open on its originally proposed timeline. Ms. Gibbs asked Mr. Walker what his alternate motion would be if the motion failed. Mr. Hawkes outlined he understood the reasoning, but would vote against the motion. The motion passed 5 to 4 with Mr. Hawkes, Ms. Gibbs, Mr. Walker, and Mr. Helton dissenting.</p>

Overall Summary

Initial Screening 09/30/2016	<p>The Office of Charter Schools deemed this application incomplete on September 30, 2016. The following is needed for the application evaluation:</p> <p>(1) Appendix M is missing to support the Working Capital funds identified in 2018-19.</p>
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	Applicant responded to the incomplete submission request on October 5, 2016.
Application Review	<p>OCS provided a brief overview of the proposed application including the enrollment over five (5) years, proposed county, and mission of the proposed school. 1 board member and 4 advisory board members were present for the clarification opportunity. The Performance Committee (PF) drilled the advisory committee and the board chair for the proposed school on the role of the advisory board and the services they would provide for the board. Mr. Maimone outlined if forwarded to interview, the expectation was that the board members were present.</p> <p>Ms. Turner outlined concerns regarding the goals outlined in the proposed application in relation to the schools the group outlined it would draw students. Mr. Maimone outlined that possibly the need outlined was not clear in the application. The PF drilled the true need for the school and the evidence provided with the application. Mr. Sanchez outlined the response to need was not substantial as the evidence provided was actually 129 responses. Mr. Maimone commented he is trying to understand the innovation and what will separate this school from its counterparts. Mr. Sanchez echoed the sentiments of Ms. Turner and outlined the goals outlined in the application were modest, vague, and not rigorous. Mr. Maimone reminded the committee of the importance of meeting enrollment numbers and truly evaluating need based on past experiences. Mr. Parler outlined the outfit cost seemed rather low. Mr. Maimone also questioned if the facility costs projected was appropriate based on the county.</p> <p>Mr. Sanchez discussed the lunch plan and how the school plans to overcharge students to accommodate for any students needing FRL. The board chair responded to the questions on need and outlined Mooresville is a growing area and they plan to pull students because there is overpopulation and there would be a smaller community like school instead of the larger school and they planned to have a student focus. Also, the board chair outlined they want an alternative to the traditional public high schools for their parents. The board chair provided new information and indicated someone is holding a facility but did not want to provide that information in the submitted application.</p> <p>Mr. Maimone asked direct questions on the goals outlined in the application and the board chair outlined because the proposed model is "Montessori like." they wanted to set realistic goals. One of the advisory board members outlined the school will not use the term Montessori as the staff will not be Montessori certified. However, the student centered approach allows the student and teacher to have close relationships and based on her research most high schools are still teacher centered which makes this model innovative.</p> <p>Mr. Maimone drilled how the board will know if the school is successful with the proposed goals outlined in the application given the performance of surrounding schools. The advisory board member outlined her experience in charter schools and how most charter schools attract student who may not be performing as they should and noted they did not include the evidence in their application. Mr. Hawkes expressed his concern with the Montessori concept or student centered approach outlined in the application.</p> <p>Mr Sanchez outlined he is concerned about moving the application forward based on the lack of information and the goals outlined in the application. Also, there is a lack of clarity and he has concerns with the financial plan as outlined along with some of the external evaluators. Mr Maimone would like to hear more on true need as currently the need presented is overcrowding. Ms. Turner outlined she still has concerns related to the goals proposed in the application. Mr. Sanchez outlined that the external evaluators did not pass each section and this raises concerns as schools typically fail for financial</p>

	<p>reasons.</p>
<p>Application Interview</p>	<p>The Office of Charter Schools provided a brief update on the proposed school. 5 proposed board members, one of which was newly added to the proposed board and 4 of their advisory board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Kaleidoscope Charter High School.</p>
<p>OVERALL</p>	<p>Mr. Sanchez made a committee motion not to recommend the applicant for an interview as the application needs more work and refinement. Additionally, he communicated the CSAB must take and consider applications based on the merits and not on the boards charisma. Ms. Parler seconded. Mr. Hawkes wants to understand the rationale for the motion based on the responses provided by the board chair. Ms. Turner reiterated the goals component outlined was concerning and applicant goals must be rigorous.</p> <p>Mr. Maimone outlined he was troubled by the goals and since this is a rewrite, the application should have been stronger. Mr. Hawkes argued for the group to move forward to interview. Mr. Sanchez outlined that moving to the next stage is a privilege. A member of the advisory board outlined her experience with the Wake Men's Leadership Academy and the population the school eventually enrolled to support why they wrote the goals as outlined in the application. Also she outlined its hard to explain an innovative program and encouraged the CSAB to move from its comfort zone. The motion passed 4 -2.</p> <p>Mr. Maimone made a motion to the full CSAB not to recommend an interview for Kaleidoscope Charter High School. Ms. Turner seconded. Mr. Walker outlined he will support the vote of the committee. Mr. Hawkes reminded the CSAB of its mission and encouraged the group to give the group a chance. Mr. Maimone outlined that based on merit, the application is not in a place to move forward. Mr. Quigley encouraged the CSAB to be rigorous in its evaluation process as taxpayer dollars are at risk. Mr. Maimone encouraged the proposed group to reapply and write a strong application during its next submission. The motion passed 10 1 with Mr. Hawkes dissenting.</p> <p>Interview Vote - Ms. Reeves made a motion not to move the applicant group forward to begin Ready to Open. Ms. Sutton seconded. Mr. Maimone stated what the motion meant and that the group would have the opportunity to reapply under the revised acceleration policy. Mr. Helton communicated he will vote against the motion, but an applicant group would lose a lot of support when you propose goals as written in the application. He stated we were not putting charter schools in place to be equal to traditional public schools. Mr. Maimone stated he would support Ms. Reeves motion and he felt the acceleration process would allow the group to open on its originally proposed timeline. Ms. Gibbs asked Mr. Walker what his alternate motion would be if the motion failed. Mr. Hawkes outlined he understood the reasoning, but would vote against the motion. The motion passed 5 to 4 with Mr. Hawkes, Ms. Gibbs, Mr. Walker, and Mr. Helton dissenting.</p>