

Kaleidoscope Art and Technology Charter - Kaleidoscope Art and Technology Charter High School will prepare students for postsecondary career success in the fields of art and technology. Students will create a portfolio of work while becoming artists and innovators.



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:

Kathryn Mullen Upton
Becky Taylor
Alan Hawkes
Brian Smith
Steven Walker
Cheryl Turner
Kristen Vandawalker
Alex Quigley
Carol Ann Hudgens

Date of Review:

10/24/2014

Kaleidoscope Art and Technology Charter - Kaleidoscope Art and Technology Charter High School will prepare students for postsecondary career success in the fields of art and technology. Students will create a portfolio of work while becoming artists and innovators.



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Kaleidoscope Art and Technology Charter

Public charter schools opening the fall of 2016

Due by 5:00 pm, September 26, 2014

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

2014 Application Process

To open a charter school in the 2016-2017 school year

APPLICATION DUE DATE/TIME

September 26, 2014 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 26, 2014 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. **An incomplete application will result in the elimination of the application.**
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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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Kaleidoscope Art and Technology Charter

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 School, Inc.*

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

Name of contact person: *Lara Visser*

Title/Relationship to nonprofit: *Chairman of the Board*

Mailing address: 131 Maldon Drive
Cary NC 27513

Primary telephone: 919-744-9160 Alternative telephone: 919-434-5769

E-Mail address: lara@laranjillzart.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: X

If so, provide the name of the third party person or group. NC Public Charter Schools Association (NCPCSA)

List the fee provided to the third party person or group. \$24,000

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

The Board of Kaleidoscope Art and Technology Charter High School (KATCHS)

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contracted with the NC Public Charter Schools Association for guidance during all parts of the charter approval process.

The NCPCSA provided guidance, advice, resources, administrative assistance, and editing for this application. The mission, vision, and ideas contained in the application are the board's. The NCPCSA will provide guidance and assistance to the board through the evaluation and interview process and CSAB approval. Subsequently, and until State Board of Education (SBE) approval, the NCPCSA will help with marketing, including helping design and implement presentations for prospective parent meetings, designing and driving social media, assisting with public relations including press releases, continuing the development of employee policies including head of school search, and attendance at all board meetings.

The fee will be provided to NCPCSA only upon the successful opening of a charter school in 2016. Assistance under the contract continues through the State Board of Education approval, however it is understood that support through the school opening and its first year of operation is available on an as requested basis.

While the vast majority of this application's content was written by the KATCHS, there is language and terminology that the NCPCSA assisted with and which may appear in other charter school applications. That content is therefore original source content of this applicant when provided by the NCPCSA.

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

No:

Yes:

Submit the following evidences (Appendix A) to support the conversion of the traditional public to a charter school:

- *Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school*
- *List of current staff receiving compensation from the traditional public school*
- *Current school enrollment*
- *Parent support of the conversion*

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

<i>Financial History YR2011</i>	<i>Financial History YR2012</i>	<i>Financial History YR2013</i>
---------------------------------	---------------------------------	---------------------------------

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

No:

Yes:

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

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

Grade Levels Served and Total Student Enrollment:

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Projected School Opening: Year 2016

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	220
Second Year	09,10,11	300
Third Year	09,10,11,12	400
Fourth Year	09,10,11,12	400
Fifth Year	09,10,11,12	400

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

I certify that I have the authority to submit this application, 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

Board Chair _____
Title

kaleidoscope _____
Printed Name

09/26/2014 _____
Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>This coversheet contains language which appears verbatim in several other applications supported by NCPCSA, which indicates that plagiarism is likely to be evident.</u>	<u>Kristen Vandawalker</u>	<u>Cover Page</u>
<u>The survey information in Appendix A1 does not show the number of survey respondents, nor does it indicate whether respondents intended to enroll their children in the proposed school.</u>	<u>Kathryn Mullen Upton</u>	<u>Grade Levels</u>
<u>this is a very small school size. what is the logic for having larger founding classes? how are these split? why is the incoming class in year 2 smaller? or are they assuming 10% attrition from year 1?</u>	<u>Kristen Vandawalker</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Kathryn Mullen Upton</u>	<u>Pass</u>
<u>Becky Taylor</u>	
<u>Alan Hawkes</u>	
<u>Brian Smith</u>	<u>Pass</u>
<u>Steven Walker</u>	
<u>Cheryl Turner</u>	
<u>Kristen Vandawalker</u>	<u>Pass</u>
<u>Alex Quigley</u>	
<u>Carol Ann Hudgens</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 Art and Technology Charter High School will prepare students for postsecondary career success in the fields of art and technology. Students will create a portfolio of work while becoming artists and innovators.

Clearly describe the mission of the proposed charter school:

Preparing high school students for careers in art and technology through: core curriculum enhanced by art and technology, hands-on training in cutting-edge applications, student-centered philosophy, exceptional adjunct instructors, Advanced Placement and Honors classes, accelerated intersession periods exploring special topics, building Visual and Digital Art Portfolios, an Educational Technology Specialist integrating technology advances, and creative studio environments.

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.*

KATCHS's target population are students with a passion for art and technology entering secondary grades nine through twelve. Using art and technology, students will prepare for post-secondary or artistic vocational programs, and leave endowed with the experience and tools needed to share their unique gifts in a diverse community.

KATCHS will be the first high school located in Morrisville, North Carolina and the only Arts and Technology high school to be located in the Raleigh-Durham metropolitan area. Using a curriculum focus of art and technology in a location adjacent to Research Triangle Park will enable students to access relevant resources of global technology, as well as unique resources such as funding, subject-matter experts, and collaborative internships.

Morrisville, North Carolina is one of the most culturally diverse communities in North Carolina. An analysis of the town's demographics according to the 2010 U.S. Census reveals the town is made up of 27% Asians, 13% African-Americans, 6% Latinos, and 54% Whites. 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

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KATCHS students. A high school located in Morrisville would provide students in North Carolina with the opportunity to receive a core education and specialized skills that would assist them in gaining the globally competitive skills needed to obtain local jobs in the digital arts.

Enrollment in the Wake County Public School System (WCPSS), North Carolina's largest school district, has been growing at an accelerated rate and WCPSS's student enrollment projections only show an increase for years to come. In spring of 2014, multiple western Wake County elementary, middle school and high schools were capped as a result of growing population numbers. The number of students enrolling in WCPSS has, and will continue to exceed planned capacity. This charter high school of 400 students will help to ease the facility burden on WCPSS, and has a size that was specifically chosen to foster community.

- 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).*

KATCHS projects a total enrollment of 400 students, a benchmark that will be reached at the beginning of the third year of operation. As of the 2013-2014 school year, the projected Average Daily Membership for 9-12 graders in WCPSS is 44,624. An enrollment of 400 students at KATCHS 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).*

Unlike existing WCPSS curriculum, the education plan of KATCHS has an added pedagogical focus on creativity through art and technology. This planned focus offers students at KATCHS enhancements to the state of North Carolina's core curriculum that will help prepare them for careers in digital and applied arts.

Here are distinctive features of the KATCHS education plan:

Start Time: Per the recommendation of the American Academy of Pediatrics, the KATCHS school day will begin with a later start time almost two hours different from WCPSS high schools. To accommodate family schedules, school doors will open one hour prior to instruction for studio time, study hall, and extracurricular club time.

Learning Environment: Campus spaces will reflect real world working environments; with individual, group, and open spaces for collaboration and cooperative learning, with studios dedicated to art and labs for technology.

Teaching Staff: The KATCHS teaching staff will consist of highly-qualified educators teaching core subjects while visiting subject-matter experts in art and technology will be contracted as adjunct instructors to provide additional digital arts curriculum in a cooperative-learning educational environment.

In addition, an Educational Technology Specialist (ETS) will assist all teachers in integrating the latest technology software into lesson plans.

Social Environment: Cafe kitchen areas and lounge areas will be situated around the school allowing for freedom of movement and casual meeting space.

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Learning Materials/Equipment: Outfitted with cutting-edge technology and materials, students will have an opportunity to create, explore, problem-solve and peer-review, while using art, technology and academics to build a portfolio of work.

Intersessions: Twice a year, an intersession worth half a credit will be offered to students in all grades. Teachers will have the opportunity to suggest and teach interdisciplinary topics in-depth during these sessions.

KATCHS Student Gallery and Store: Spiritwear and student-created art and technology will be sold to generate income for the school, special student projects, and designated charitable outreach. Art and technology displays will be open to the community periodically.

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

2. KATCHS will be held accountable for meeting measurable student achievement results in several ways. Students will take NC End-Of-Course (EOC) tests for core curriculum, meet course syllabus requirements, and other state and national tests like the ACT and the SAT. All student achievement measurements will comply with the NC Standard Course of Studies and core curriculum as set forth by the North Carolina Legislature. Core classes will be evaluated by rubric, projects, and mastery learning. Art and technology curriculum will be measured using artwork and digital projects maintained in a portfolio, that meet course assignments.

3. KATCHS will provide an expanded choice to the types of educational opportunities available within the public school system. Wake County Public School System (WCPSS) does not offer a high school dedicated to teaching art and technology nor does WCPSS operate a high school located in Morrisville,

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North Carolina. An approved charter will allow KATCHS to offer a local and differentiated educational opportunity to North Carolina students. Examples of how KATCHS are differentiated are in the accomplishments of every student who graduates. All graduates will have completed a senior digital art capstone project, a longitudinal portfolio spanning all years of academic and artistic work, an internship with a local business, and twice-yearly intersessions that immerse teachers and students in relevant topics, in addition to standard state requirements.

6. KATCHS will encourage the use of different and innovative teaching methods in several ways: through an expanded curriculum that draws on advances in technology, the staffing of an Educational Technology Specialist to promote the use of technology in coursework and in the classroom, and the staffing of adjunct instructors who are leaders in digital and applied arts. This will provide teachers with opportunities to integrate technology, teach interdisciplinary coursework, and develop coursework related to visual and digital arts in a supportive environment. Examples of coursework utilizing innovative teaching methods: the use of animation to explain a timeline of the Civil War, assigning an art project that illustrates the math of fractals, or using a simulation program to model predator-prey relationships. The inclusion of the longitudinal portfolio as a graduation requirement will serve as both a formative and summative evaluation instrument of each student's growth.

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.*

Specific and measurable goals for the first five years of Kaleidoscope Art and Technology Charter High School's (KATCHS) operation:

* Beginning year 1, art and technology will be integrated into all subjects. Students will be encouraged to be creative in their completion of assignments while teachers in all subjects will demonstrate successful integration through lesson planning and observation by the school administration. Teachers will receive yearly development training.

* By year 3, all graduating Seniors will have completed a longitudinal portfolio of both academic and digital arts work that will enable them to be competitive for both college admission or employment upon graduation. This portfolio will feature a capstone project in the field of art and technology. Periodically, students and teachers will share samples of student work with the Board, parents, and the community.

* By year 2, all 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. Increasing goals: Percentage of KATCHS 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

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exceed that of high schools in the Wake County Public School System (WCPSS). 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: Y1 - 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%.

Every year the KATCHS Board will use the approved annual budget and periodic financial reports from the financial management company to assess the financial health of the school and verify it is sound through transparency and the use of sound fiscal management. This will be measured by the passing of a yearly audit.

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 KATCHS's educational plan. The Board will review all results periodically with the school administration and other stakeholders and adjust goals as needed.

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

The Board will receive monthly reports from the Executive Director (ED), the Parent Teacher Organization (PTO), and other stakeholders as appropriate, such as the School Improvement Team (SIT). Based on student performance in relationship to the goals laid out, the Board will revise and update school goals as needed after receiving recommendations from all stakeholders.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
How are art and tech related? is this a STEAM program? ir is this design specific art?	Kristen Vandawalker	Mission Stat
As noted in the previous section, the information contained in A1 indicates there is some community interest in the school, but it is unclear whether these are families that would enroll.	Kathryn Mullen Upton	Educational
<p>The target population demographics are unclear.</p> <p>VERIFY: is the location firm? what is research triangle park, and why are these "unique resources" available because of proximity? How does proximity breed funding?</p> <p>why are census demographics and not school district stats used? are district stats for 2013 available? how do thy compare to the numbers presented?</p> <p>What will the FRL and SPED populations look like?</p> <p>Why are there no apostrophes?</p> <p>What is the basis/evidence supporting these statements: Enrollment in the Wake County Public School System (WCPSS), North Carolina's largest school district, has been growing at an accelerated rate and WCPSSs student enrollment projections only show an increase for years to come. In spring of 2014, multiple western Wake County elementary, middle school and high schools were capped as a result of growing population numbers. The number of students enrolling in WCPSS has, and will continue to exceed planned capacity. This charter high school of 400 students will help to ease the facility burden on WCPSS, and has a size that was specifically chosen to foster community."?</p> <p>what is the closest arts or tech school?</p> <p>What is the basis for asuming that the non-traditional physical environment will work for these students?</p> <p>While the applicant details specific activities completed to date, there is no specific data to support the assertions, and interest and educational need are two very different things, and applicant demand is also very different, none are concretely demonstrated in the appendix.</p>	Kristen Vandawalker	Educational
The narrative did not address improved student outcomes.	Kathryn Mullen Upton	Purposes of
How are SMART goals being used?	Brian Smith	Goals for th
<p>The process for how the board will monitor progress is very general. There is no indication that financial health will be monitored on an ongoing basis, which is critical.</p> <p>Performance goal #1 is not a goal; rather, it is part of the basic school design.</p> <p>Goals 3 - 5 are low, and do not lend themselves to significantly improving student outcomes or college readiness.</p> <p>The financial health metrics are scant (passing an annual audit), and there are no governance goals.</p>	Kathryn Mullen Upton	Goals for th
<p>Overall the goals are not expressed in SMART terms and lack rigor.</p> <p>The first two items listed are just program implementation milestones, not really goals.</p> <p>Why are test-taking numbers used as goals? are these tests optional in NC?</p> <p>why are the ACT college readiness goals so incredibly low?</p> <p>why is the EOC goal not expressed as exceeding in all years? what unit are the figures expressed in? Percent proficient? percent outperforming? percentage points above the district? why ate these numbers do low, and why are more subjects not included? are these all freshman year EOGs?</p> <p>the board response is wholly inadequate. Reviewing information does noty indicate on what basis the board will judge progress or success? what are the</p>	Kristen Vandawalker	Goals for th

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specific measures and benchmarks that will indicate success and why?		
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Reviewer	Score
Kathryn Mullen Upton	Fail
Carol Ann Hudgens	
Cheryl Turner	
Steven Walker	
Alan Hawkes	
Brian Smith	Fail
Kristen Vandawalker	Fail
Alex Quigley	
Becky Taylor	

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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 goal of the Kaleidoscope Art and Technology Charter High School (KATCHS) instructional program is to enhance the basic coursework required of North Carolina high school students by viewing both core and elective subjects of study through the lens of art and technology. This focus will be incorporated into all coursework so that students who plan to pursue digital or applied arts at a postsecondary level will understand and benefit from the interconnected nature of their studies.

The KATCHS program will respect and follow the student in order to tailor coursework to individual needs. Courses will be student-centered with teachers using traditional instructional methods such as lecture, discussions, group work, and independent study. Additionally, innovative instructional methods that align with KATCHS's mission and values will be integrated. By using instructional methods that incorporate art and technology, core lessons will connect with students in meaningful ways that will deepen understanding, enhance life experiences, and inspire work.

Coursework will be designed to maximize real world connections between what students study and the work adults produce. Through instructor-led activities, students will understand the material, and more importantly, why it is important. At the same time, students will receive exposure to many styles of digital and applied arts, and gain confidence from building new artistic skill sets.

Teachers will monitor student progress through traditional assessments like tests, reports, oral presentations, as well as strategies that encompass the KATCHS mission like video projects, art montages, and animation.

An Educational Technology Specialist will be tasked with assisting teachers in incorporating technology into coursework. This includes, but is not limited to, setting up access to specific educational or artistic websites, teaching demonstration lessons on new technology, and investigating and disseminating information on best practices for technology integration into lesson planning.

KATCHS will supplement required state and classroom assessments with the completion of a longitudinal portfolio that serves as both a formative and summative evaluation instrument. It will feature a capstone project to be completed during a student's senior year. Each marking period, students will be required to assemble representative examples of their work for evaluation

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by instructors. Students will self-evaluate their work and set goals for the next marking period. Instructors will provide written and oral feedback on student portfolios for each marking period. This formative assessment will provide teachers with robust data concerning each student's academic growth, current ability level, and provide a basis for early intervention for struggling students.

Instructors will work in supportive Professional Learning Teams (PLT) in order 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.

To promote interdisciplinary learning, KATCHS will follow a block schedule that features four classes a day, each class lasting ninety minutes, with an earning potential of 32 credits. With the addition of a full intersession credit each year, graduating Seniors will complete 36 credits of coursework. Ninety minute blocks were chosen to allow students to become fully immersed in their studies and thereby gain competency of subject matter.

This instructional program at KATCHS will meet the needs of the local student population by providing a rigorous academic program that will prepare students for postsecondary success in college settings or working as digital or applied artists by providing KATCHS students with the advanced digital arts and technological skills needed in today's rapidly changing world.

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 Art and Technology Charter High School (KATCHS) will be based on the traditional one instructor teaching one subject with up to 30 students in an alternating day A/B schedule that features four ninety minute blocks per day. However, KATCHS will remain inclusive of smaller group needs such as independent study and larger groups needs such as intersessions. Combining the alternating day A/B schedule with ninety minute blocks will allow more time for the completion of activities as well as additional teaching time for instructors. The addition of bi-annual intersessions will also allow teachers and students to explore interdisciplinary topics that foster creativity. Classes will span the academic year and planning is for class sizes up to 30 students. Report cards will be made available quarterly.

The school day will feature a later start time and subsequent later end time, with doors opening an hour prior to allow for tutoring or studio time, and before-school club time.

To ensure student learning in the proposed environment, instructors will be encouraged to use a variety of instructional techniques. These methods will include, but not be limited to: direct instruction, discussion, small group presentations, student reports, and modeling through various media.

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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 foundation of curriculum at KATCHS is based in the core subjects of English, Math, Science, Social Studies, Physical Education, and Foreign Language. Layered on top of this will be coursework in art and technology. Completion of core subjects will ready students for college and technical proficiency. Completion of a senior capstone project as the centerpiece of a longitudinal portfolio of work collected over four years will showcase acquired artistic and technical skills.

Combining core requirements with classes in art and technology will attract a student population that is interested in a non-traditional high school experience that revolves around creativity, community, and exploration. Students who are interested in computers and technology will learn how to use art to reflect and interpret what they see in the world around them, while student artists who work in visual arts will learn to present and distribute their ideas through technology. All students will learn to use art and technology as tools that will further their postsecondary education and subsequent careers.

The curriculum will meet the NC READY Accountability model by ensuring that all KATCHS students meet core course completion requirements as required by state law, and meet student performance goals, such as the EOC minimums, laid out by the State Board of Education.

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 primary instructional strategies that instructors at KATCHS are expected to master encompass not only traditional strategies such as lectures, discussions, and assignments, but also new strategies that incorporate the use of visual arts and digital applications. By supporting direct instruction with experiential learning, interactive instruction, and project-based independent study, students may learn core subject matter in an engaging manner that requires direct participation, problem-solving, and creativity.

An Educational Technology Specialist (ETS) will assist instructors with incorporating new activities, such as the use of video cameras or flow-charts, into lesson plans. Development time has been built into the school calendar for ongoing technology education. Instructors will be encouraged to use this creative, technology-oriented environment to not only educate the whole child but to challenge each high school student to greater academic

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success.

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 KATCHS will ensure student readiness for college and other postsecondary opportunities through the following:

- * Students will meet North Carolina's high school graduation requirements including two years studying a foreign language and obtain an NC Future-Ready Core diploma.

- * Students will graduate having met the UNC Board's Minimum Admissions Requirements for entering a four year college or university in the state of North Carolina.

- * Students will have the opportunity to earn college credit for coursework through Advanced Placement (AP) classes. Dual enrollment will also be supported.

- * Students will graduate with a longitudinal portfolio showcasing a capstone project. This portfolio will make KATCHS graduates competitive for admission to arts programs across the country as well as demonstrate marketable skill sets and experience.

- * Students will graduate having completed an internship with a local company.

- * Students will graduate having demonstrated they know how to produce, market, and sell their own work. Through the meeting of these goals, KATCHS students will graduate prepared for the next step.

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 how grade-point averages will be calculated?*

KATCHS 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 a second language, and one credit in Physical Education. In addition to the Future-Ready Core requirements, there is a minimum art requirement. Students must complete a minimum of four credits in Visual Arts. These minimum requirements total twenty-two credits for graduation.

Each credit is earned by achieving a passing grade at the end of a course, with the exception of intersessions which are worth half a credit each.

Grade point averages will be calculated based on the following sample scale:

- * An "A" grade will be awarded for the numeric range of 93-100, worth 4 quality points

- * A "B" grade will be awarded for the numeric range of 85-92, worth 3 quality points

- * A "C" grade will be awarded for the numeric range of 77-84, worth 2 quality points

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* A "D" grade will be awarded for the numeric range of 70-76, worth 1 quality point

* A "F" grade will be awarded for the numeric range of 69 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 grades earned, and the quality points earned. They will list both weighted and unweighted GPAs. In addition, all scores from state tests like NC End-of-Course tests 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.*

The proposed KATCHS school calendar is representative of the school's mission to prepare students for career success while meeting state requirements. The calendar will meet the state mandated minimum of 185 school days or 1,025 hours and as proposed consists of 179 days and 1,074 hours. It features an earlier August start date with the school year extending into June to accommodate two intersessions per school year. The first year features 20 teacher work days with 10 days upfront to give instructors adequate time to prepare for the school's opening; subsequent years will feature 15 teacher work days. While this is double the number of teacher work days provided by local education agencies, the KATCHS Board values regularly scheduled work days and believes this time will support crucial tasks such as lesson planning, Professional Learning Team meetings, teacher-to-teacher mentoring, and professional development.

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 Art and Technology Charter High School (KATCHS) 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 KATCHS community. In addition, multiple levels have been put in place to assist students who struggle.

Day-to-day assessment by the teacher is the Level I. 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

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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).

The School Counselor is Intervention Level II. 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:

- 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 KATCHS'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 open to all children eligible to attend a North Carolina public school but is needs-blind, KATCHS will request ELL students to self-identify in a home language survey when they turn in their completed acceptance application. 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.

2. Based on the needs of the student population, KATCHS 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/

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504 discussions, discipline meetings and home visits.

KATCHS will seek to identify LEP families in the KATCHS 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, KATCHS expects 3.5% of KATCHS students will be classified as LEP, with 1.6% requiring ESL services.

3. Finally, ELL students will be closely monitored and evaluated, even after exit from the ESL program, by all KATCHS's staff to ensure they are meeting requirements as demonstrated through classroom discussions and other assessments.

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 KATCHS will not only have their needs met, they will be challenged to excel. In keeping with the schools mission, Artistically Gifted (AG) students will also be identified, receive specialized programming, and be challenged.

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.

Portfolios will be reviewed by a PLT led by the Art Director, and will be assessed for artistic talent using indicators such as the following: high technical proficiency, imagination, motivation, perceptual acuity, and aesthetic intelligence.

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, advanced art and technology classes, twice-yearly interdisciplinary intersessions, the integration of art and technology into coursework, and additional educational opportunities

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provided by adjunct instructors. Dual enrollment in local postsecondary programs for academic and art instruction will also be supported.

The AIG program will be run by a teacher on staff recommended by the Executive Director. The qualifications of this teacher will meet the Personnel Committees approval. This teacher will monitor not only the programs offered, but both traditional and non-traditional assessments for the AIG population.

KATCHS 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.

The AG program will be run by the Art Director, who will work with the department Professional Learning Team (PLT) to monitor and design appropriate challenges for artistically gifted students.

Exceptional Children

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

Identification and Records

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

Kaleidoscope Art and Technology Charter High School (KATCHS) has a plan for identifying previously identified and unidentified students eligible for special education services, managing their records, and meeting federal and state laws regarding student admission to public charter schools as set out in North Carolina General Assembly Statute G.S.115C-238.29F(g)(5).

1. After gaining admission to KATCHS through the needs-blind lottery, students will be asked to self-identify when they complete the acceptance application. Using transcripts and student records, KATCHS will review and confirm the status of identified students in need including Exceptional Children (EC), Students with Disabilities (SD), English Language Learners (ELL), Academically and Intellectually Gifted (AIG) and Artistically Gifted (AG) children.

2. KATCHS staff and the School Counselor (SC) will use the results of both

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formal and informal assessments to refer students for testing. All teachers will receive ongoing training and will stay in compliance with Child Find guidelines of quality intervention, observation, screening, and referral of students. Parents can also contact the school to request that their student be tested for giftedness, learning disabilities, autism, or other health impairments. With this process, Students with Disabilities (SD) will be identified in accordance with current Federal IDEA and North Carolina Exceptional Children's Program guidelines.

KATCHS will hire a licensed and highly qualified Exceptional Children's Specialist (ECS) who will refer students for formal evaluations. The ECS will suggest and implement Level I classroom interventions and Level II services such as Individualized Education Plans (IEP), 504 Plans, and other special education services.

3. All student and staff records will be properly and confidentially managed. Local digital records will be kept online as appropriate, password-protected and behind suitable firewalls with secure offsite backup to meet disaster recovery requirements. Physical records will be kept in locked, fire-proof file cabinets in a secure, dedicated records room. Only approved personnel will receive password access to digital records or be able to examine physical records onsite. Records may not be removed from the school.

All student and staff information is private and should be treated with strict confidentiality. Parents may examine their students records online.

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. KATCHS will deploy multiple educational programs and strategies including, but not limited to, the following: classroom strategies like adjusting teaching style, extended time, testing in a separate setting, pull-outs, one-on-one teaching; school-based strategies like small groups, after-hours strategies like mentored study hall and tutoring before school when the building is open to students; and technology-based solutions like online learning applications. Additionally, all Students with Disabilities (SD) will be served in the least restrictive environment possible. A full continuum of delivery models will be available to SDs, models which may include physical, occupational, and speech therapy.

KATCHS will hire a licensed Exceptional Children's Specialist (ECS) to ensure student are instructed by methods which enable them to perform at the highest level possible. The ECS will be required to attend state sponsored training and meetings, and assist teachers in implementing accommodations. The ECS will be responsible for overseeing testing, the creation of new and implementation of existing IEPs, and teaching inclusion classes in concert with classroom teachers. An Individualized Education Plan (IEP) and/or 504

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Plan will be maintained and developed by the ECS for every student at KATCHS eligible for receiving special education services. Finally, the ECS will work with the administration to ensure teacher compliance with IEPs and 504s, as well as state and federal law. KATCHS will contract out services that the IEP team feels are necessary to meet a particular student's needs. Additional Exceptional Children's Specialists will be hired based on the population of enrolled Students with Disabilities (SD). KATCHS projects a SD high school population of 13.25%, based on reported Wake County Public School System 2012-2013 data.

2. While individual Students with Disabilities (SD) will be served by their IEPs and 504s, the ECS, in conjunction with classroom teachers, will closely monitor and re-evaluate the education plan of each student who receives EC services on a regular basis to ensure federal IDEA requirements of component Free and Appropriate Public Education are met by: providing special education and related services at public expense under guidance to students; that children with disabilities are provided modifications, accommodations, and support services under their IEPs and 504s; a coordinated program that satisfies procedural IDEA requirements in addressing unique needs of individual students and ensures they will make progress; and provides equal access to nonacademic and extracurricular activities.

3. Students entering KATCHS with existing IEPs and 504s will receive a review of services and benchmarks. For students already enrolled, IEP and 504 meetings will be held annually. IEP review meetings will be held between stakeholders; the ECS, an administrator, teachers assigned to the student, parents, and the student being reviewed. The family may bring others to the meeting if they provide advance notice to the review team. The family may also request translation services be provided if the family is previously identified as LEP. The school may invite experts if deemed appropriate and with advance notice to the review team. The type and frequency of communication for the team will be agreed upon at the IEP review meeting. Once an IEP is agreed upon, the ECS will monitor the student's progress with the aid of the student's teachers. All benchmarks will be recorded and communicated to the entire team.

4. Any related services a student may qualify for that are not accommodated by the school's staff will be contracted out by KATCHS to an appropriate, licensed professional. This includes but is not limited to speech, occupational therapy, physical therapy, and psychological services.

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.*

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1. All students at Kaleidoscope Art and Technology Charter High School (KATCHS) will be provided a rigorous course of study designed to meet all parts of the schools mission and be challenged to excel. To ensure this goal is met, these requirements have been put in place:

* Beginning year 1, art and technology will be integrated into all subjects. Students will be encouraged to be creative in their completion of assignments while teachers in all subjects will demonstrate successful integration through lesson planning and observation by the school administration.

* By year 3, all graduating Seniors will have completed a longitudinal portfolio of both academic and digital arts work that will enable them to be competitive for both college admission or employment upon graduation. This portfolio will feature a capstone project in the field of art and technology.

* By year 2, all 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 KATCHS 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). 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: Y1 - 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 KATCHSs educational plan.

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

* Throughout the year, all students will be assessed by educational and adjunct instructors, by using benchmark, testing each student to insure appropriate student learning. Professional Learning Teams (PLT) will be using the data from these assessments, as well as other formative assessments, to enhance instruction.

* 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.

* By year 2, all Juniors will take the ACT. Data from the ACT will be used

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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 KATCHS administration will also provide monthly updates on academic assessments to the Board.

3. The following KATCHS 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 8 credits

- * Promotion to Grade 11 requires 16 credits

- * Promotion to Grade 12 requires 24 credits

- * Graduation requires 32 credits consisting of: 4 English, 4 Math, 4 Social Studies, 3 Science, 2 Foreign Language, 1 Healthful Living, and 4 Visual Arts. The total number of required credits will be adjusted for students transferring in from other secondary institutions.

The Exceptional Childrens 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 student's 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 attend a postsecondary institution or enter a globally competitive workforce. Therefore, students will also meet the following requirements in their Senior year:

- * All Seniors will graduate having completed a longitudinal portfolio of academic and digital artwork. 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 the field of art or technology. 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, preferably one doing business in digital or applied arts. 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.

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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.*

1. Kaleidoscope Arts and Technology Charter High School (KATCHS) will promote a culture of respect and sense of community. All stakeholders (staff, students, parents, and the Board) should work together to solve problems as they arise.

Upon acceptance of entry to KATCHS, students will sign and return the school honor code in the enrollment packet. Students will be provided with a student handbook laying out the rules and policies of the school, also posted to the school website. 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.

2. The disciplinary process that includes a list of offenses will consist of four levels:

Level 1: Minor infractions that can be handled by the teacher. The teacher will correct the behavior and remind 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 include talking out of turn, failure to complete homework, and refusal to participate.

Level 2: Serious infractions referred to the Executive Director (ED). The ED will meet with the parents and student to agree upon a corrective action plan that may include disciplinary measures. Possible disciplinary measures include but are not limited to in-school suspension, detention, suspension from extracurricular activities. Examples include noncompliance with dress code, disrespect, disruptive behavior, and leaving school grounds without permission.

Level 3: Infractions that are considered extremely serious. These may be Level 2 infractions that persist when corrective action plans fail or new

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infractions that require a period of suspension. The ED will meet with parents and the student to agree upon a corrective action plan that includes an out of school suspension of no more than 10 days. Examples include the bullying or harassing others, academic dishonesty, disobedience of school personnel, and destruction of property.

Level 4: These infractions consist of unlawful or harmful infractions, and escalated Level 3 infractions. The ED may recommend a long term suspension or expulsion to the Board of Directors. Examples include making threats to others, assault, or possession of drugs or weapons.

3. KATCHS will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S. 115C-238.29F(g)(5). During the enrollment process, students with disabilities (SD) will be provided with the student handbook which covers due process and their rights and contains the procedures for filing a complaint. SDs may receive accommodation for their special situations. However, if their behaviors are repeatedly a threat to themselves or others and they are unable to work within the school community, they may be expelled.

4. In the event of a Level 3 or 4 disciplinary action, the ED will notify and release the student to the parents. The parents will receive a written Incident Report detailing the offense(s). A student may return to school within 24 hours only when accompanied by the students parents for an initial conference with the administration. A decision will be made to continue the suspension or expulsion or to return the student to class. Any student not returned to class may file a formal written appeal with the ED within 24 hours of the conference taking place. The Board of Directors will hear the appeal within one week. Parents will be notified with the time, date and place of the appeal. All decisions by the Board of Directors will be final.

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Section III: Education Plan Concerns and Additional Questions		
<p>Descriptions are very general. While there is a course list, there is no information on content.</p> <p>There is little assessment other than at the end of each marking period. This seems insufficient to identify and help students that might struggle.</p> <p>There is no evidence included that the proposed approach will lead to improved student outcomes.</p>	Kathryn Mullen Upton	Instructiona
<p>How will this program benefit students who don't intend to pursue the arts or technology in their post secondary careers?</p> <p>What are the specific duties of the education tech specialist?</p> <p>are there only 6 hours of instruction daily? what are the four blocks each day? can the school meet requirements for instructional seat time with such a short school day?</p>	Kristen Vandawalker	Instructiona
<p>There is no detail regarding content; rather, a list of course titles.</p> <p>Especially regarding core content, there is no information on what specific curriculum materials, software, etc., will be used.</p>	Kathryn Mullen Upton	Curriculum a
<p>What is the basis supporting class sizes up to 30 students with this program and these students?</p> <p>Can we see a copy of the daily schedules?</p> <p>The teacher workdays/PD prior to the start of school seem low, how will four days be sufficient to create culture, provide PD, etc., especially in year 1?</p> <p>Appendix B does not thoroughly address the request for a curriculum sample in sufficient detail. Is a non academic core sufficient for this example? it is difficult to assess the applicant's ability to plan for core academics.</p> <p>What is the basis for assuming that sufficient teachers can be staffed to teach enough sections of each subject?</p>	Kristen Vandawalker	Curriculum a
<p>In appendix C the amount of days required by GS115C-84.2 is 185 days or 1025 hours. How is this being met by the calendar supplied?</p>	Brian Smith	Curriculum a
<p>Question for interview: is one staffer and the Art Director enough to run the AIG and AG programs where fully 1/3 of the students are likely to qualify as AIG/AG, especially where the staffer and Art Director have other duties?</p>	Kathryn Mullen Upton	Special Prog
<p>The description of RtI strategies is vague and underdeveloped. Provide details clarifying this statement: "proven traditional methodologies and new approaches will be used to keep students engaged, motivated, and connected to the overall KATCHS community. In addition, multiple levels have been put in place to assist students who struggle."</p> <p>The RtI plans are not timebound, clear, and grounded in adjustments to the curriculum. The plan for addressing the needs of ELLs is underdeveloped and lacks detail. At what point will the school be able to determin sufficient need to hire ELL teachers? is this budgeted?</p> <p>is the SC salary high enough to be comepetitive given the significant number of areas of responsibility? What else is this role responsible for?</p> <p>Are translators, on staff? where are they in the budget?</p> <p>why is the ED responsible for the identification of the AG coordinator? is this person provided compensation for the extra work? is this part of a job description from the get go?</p>	Kristen Vandawalker	Special Prog
<p>Please add more details about how the records for students with disabilities will be obtained from the previous LEA. More detail is needed for the Child Find description - several references are made regarding the referral source but details are missing about the process.</p>	Carol Ann Hudgens	Exceptional
<p>How are student's confidential record protected if placed online for parents to examine as stated in the last sentence?</p>	Brian Smith	Exceptional
<p>Is the ECS hired in year one, or does the SC bear some of these reponsibilities?</p>	Kristen Vandawalker	Exceptional
<p>There is no detail regarding the level I and level II interventions. Questions for interview: what constitutes interventions at these levels?</p>	Kathryn Mullen Upton	Exceptional
<p>The applicant provides a description of the accommodations that can be provided to</p>	Carol Ann Hudgens	Exceptional

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<p>students but there is little to no description of the continuum of services. The applicant should consider all confidentiality requirements (IDEA, FERPA, HIPPA) with regard to the statement "parents may examine their students records online". The applicant should consider the types of professional development that may need to be provided to general education and special education staff regarding the implementation of IEPs.</p>		
<p>In part three of the exceptional children's programming, it states that students already at the school, that has EC status, will have meetings annually. IEP's happen throughout the year and have deadlines according to the existing IEP. Parents can also request an IEP meeting whenever they want one and school's have a certain timeframe to respond to that request. Are you suggesting that the meetings will only happen one time a year?</p>	<p>Brian Smith</p>	<p>Exceptional</p>
<p>Are there other steps that will be taken before the end of the year? Why is the school counselor in charge of the data such as report cards and progress reports and not the school administration? What rubric will be used to assess the Senior project that is both universal and shows growth?</p>	<p>Brian Smith</p>	<p>Student Perf</p>
<p>this section is underdeveloped. Goals are not addressed in SMART terms. these are academic goals, not student performance standards, no further detail is provided. what is the ACT Aspire? the standards for the school as a whole and individual students are unclear. No growth or absolute performance scores are indicated. Can students graduate without the visual arts credits? it is unclear how the various assessments and portfolios will work together, how often data will be reviewed, and how the data will drive differentiation and curriculum decisions.</p>	<p>Kristen Vandawalker</p>	<p>Student Perf</p>
<p>The response to #1 does not expound on the overall academic goals in response to question 2 in Mission, Purpose and Goals. Please also see notes in that section regarding goals. There is not specific detail on what assessments will be used throughout the year, nor is there any detail on the feedback cycle to teachers.</p>	<p>Kathryn Mullen Upton</p>	<p>Student Perf</p>
<p>There are not clear rules for discipline. While there are four levels of infractions, the conduct that qualifies for the different levels in some cases could be level one or two. For example, level I infractions of "talking out of turn" or "refusal to participate" could be level II infractions of "disrespect" or "disruptive behavior." Additionally, there is no uniform set of expectations, and what could constitute "taking out of turn" in one classroom might be construed as "disrespect" in another. This leads to confusion regarding expectations for students (and teachers) and ultimately weaken the school culture. The lack of detail regarding discipline procedures for students with disabilities is a significant concern. The narrative cites the IDEA, but does not discuss in-depth how the proposed school will handle these situations. Without showing a thorough understanding of the rules/procedures in this area, the statement that students with disabilities could be expelled under certain circumstances is a significant issue. Question for interview: please describe in detail how the school will handle discipline situations regarding students with disabilities.</p>	<p>Kathryn Mullen Upton</p>	<p>Student Cond</p>
<p>The student handbook book does not include any information on students with disabilities ~ particularly the discipline of students with disabilities and the requirement to provide services in the event a disciplinary removal constitutes a change in placement.</p>	<p>Carol Ann Hudgens</p>	<p>Student Cond</p>
<p>It sounds as if regular students may be expelled but EC students will be based on behavior. Is this correct? In #3. the student can be expelled if behaviors are repeatedly a threat to themselves or others. Is this correct? Is there a homebound option that should be included?</p>	<p>Brian Smith</p>	<p>Student Cond</p>
<p>this section, including the draft handbook is vague and underdeveloped. there are no actionable plans for culture setting or encouraging positive behavior. It is unclear how the mission will be manifest in the culture and discipline plans. Dress code violations and disrespect rise to the level of suspension?</p>	<p>Kristen Vandawalker</p>	<p>Student Cond</p>

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<p>does the board make suspension decisions as well as expulsion decisions? the narrative response does not clearly demonstrate the ability to protect student rights and due process, especially for students with IEPs, 504 plans, etc. sections of the handbook seem to be very similar to other handbooks reviewed in this application cycle.</p>		
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Reviewer	Score
Kathryn Mullen Upton	Fail
Steven Walker	
Becky Taylor	
Brian Smith	Fail
Kristen Vandawalker	Fail
Alan Hawkes	
Cheryl Turner	
Alex Quigley	
Carol Ann Hudgens	Fail

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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 School, Inc.

Mailing Address: 131 Maldon Drive

City/State/Zip: Cary NC 27513

Street Address:

Phone: 919-744-9160

Fax:

Name of registered agent and address: Lara Visser

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:

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Kelly Schaeff	Board Member	WAKE	School Administra		

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er			tor		
Margaret E. Broadwell	Board Member	WAKE	NC Elected Official and Business Owner		
Mark Stohlman	Treasurer	WAKE	Accounting		
Janet L. Salvio-Littlejohn	Secretary	WAKE	Teacher		
Lara Visser	Chairman	WAKE	Art Teacher and Business Owner		

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 Art and Technology Charter High School (KATCHS) will be governed by a board of no fewer than 5 members and no more than 7 members. The Board will be made up of parents, educators, business people, and community leaders who are dedicated to governing a public charter high school in Morrisville, North Carolina.

The KATCHS Board will hold the ultimate responsibility for all operations of the charter school including financial management, personnel, academic program, and facilities. The Board is responsible for setting policies and procedures that ensure the schools program and operation are faithful to the terms of the charter, and that the school is a viable organization. The Board will provide for a written annual report and public presentation that details KATCH's mission, programs, financial condition and progress made toward charter goals.

Every KATCHS board member will be expected to fully participate in the governance of the school. Each board member will serve on a minimum of one committee. Each board member will sign a conflict of interest statement and a board commitment statement annually. Each board member will be expected to serve as an ambassador, advocate, and community representative of the school. Each board member will make an annual financial contribution. Board member term limits will last no longer than three years and board members will be limited to serving a maximum of three consecutive terms. Each board member will undergo and pass a background check paid for by KATCHS.

The Board will make sure that there is transparency and support for all the school's 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 may choose to

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sign loans on behalf of Kaleidoscope Schools, Inc., the non-profit organization governing the school.

The Board will use sound financial management strategies to ensure the success of the school. Every year KATCHS will be audited to measure the success of these strategies.

The Board will hire an Executive Director (ED) to oversee the day-to-day operations of the school and implement the adopted policies and procedures of the Board. The Board will recruit an Executive Director (ED) who believes in and will serve the philosophy of the school. The personnel committee will be tasked with recruiting the ED and making a recommendation to the full board. The Board will use a variety of methods to recruit the ED, which will include advertising on the schools website, social media, and contacting local graduate schools of education. Until an appropriate Executive Director is identified, an interim leader will be employed. The Board will review an evaluation plan with the ED when that person accepts the position. This evaluation will be reviewed frequently. The Board hires and fires the ED, and all staff.

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.*

a) The governing board of Kaleidoscope Art and Technology Charter High School is made up of five 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, two members served as Mayor of the Town of Morrisville, several members are active business people in Morrisville, several members have artistic side businesses, and one member is a CPA. Most members volunteer with other non-profit organizations, and all members share a passion for seeing Kaleidoscope Art and Technology Charter High School serve students who want to pursue their interests in art and technology.

The KATCHS Board will be organized into smaller committees and then come together and present recommendations to the full board to ensure the academic and operational success of the school as measured against the charter. While ultimately responsible for all operations of the charter school, the Board will delegate day-to-day operation to the Executive Director (ED). The ED reports to the Board on all aspects of the health of the school: academics, finances, facilities, staff, policies or procedures that need to be instilled or revised, and any issue that may involve the Board, excepting day-to-day operations. 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 stakeholders including the Parent Teacher Organization (PTO), the administration, and surveys of parents, teachers, and staff. The Board will receive regular reports from the Executive Director and board committees that will keep the Board informed of all areas of school performance.

b) The Personnel Committee will develop an evaluation process for the position of Executive Director that includes multiple performance indicators and is closely tied to the the schools mission and goals. Based on the

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evaluation process, the Board will formally evaluate the Director each year in the spring. The EDs contract and compensation will be based at least in part on the annual evaluation.

c) Parents, staff, students, and community members will have several ways to be active participants in the Boards decision making process. This meeting is open to the public and will have a public comment period. Board members will be available between meetings, and stakeholders will serve on board committees and the PTO. The Board will ensure that the date and time of all board meetings will be publicized in advance via the schools website and social media.

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 founding board consists of individuals who heard about Kaleidoscope Art and Technology Charter High Schools mission in several different ways. The first board members to join learned directly of the school in 2013 from Lara Visser, founding Chairman. Then an article was published in The News and Observer newspaper in January 2014 about the school and its mission. This publicity led to another member joining the Board. All members were evaluated based on how they could contribute, and all members were found to be able and enthusiastic about becoming involved with opening the first high school in Morrisville, North Carolina.

New members will be recruited as positions become vacant. The board members will all recruit new members, who will then receive board training. Of importance will be an individuals skillsets and how these will be of value to KATCHS in meeting its mission, as well as meeting board goals of experience, passion, and diversity.

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 a 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 (Board Policies Draft: Appendix J).*

All new board members will be required to complete board training to ensure understanding of their roles as a board member of a non-profit public school. Of importance will be how to maintain legal and ethical integrity, and accountability. Board members may show that they already have board experience, however all board members will attend training.

The ongoing health of the Board must be a priority. The Board will train new board members within the first three months of joining. The training will include how to read a financial statement for nonprofits, what the roles of the board are and are not, how and when to mediate a situation, and how to evaluate policies and procedures as to whether they support KATCHS's 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 KATCHS Board Conflict of Interest form and

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declare any known or potential conflicts of interest annually. New board members must sign this form upon the completion of board training. Board members who apply for work at the school must resign from the Board. 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. At no time will any business or business interest of a KATCHS board member receive payment for services from KATCHS. Transparency is key in all Board business.

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

The Board will collect information from all stakeholders such as the Executive Director (ED) and administration, Parent Teacher Organization (PTO), student representatives, and board committees to determine if a policy is congruent with the mission of the school. Since the school's mission and overall health is the primary goal of the Board, the Board will then weigh all positions and vote.

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 Art and Technology Charter High School Board will form various committees to facilitate development and ensure the school meets its mission. These committees will include financial, fundraising, curriculum, and marketing committees, among others, who will report monthly to the Board. Other committees may be formed in the future; all committees report to the Board monthly.

A Parent Teacher Organization (PTO) will operate separately from the Board. It will be comprised of parents, students, alumni, and staff members. The KATCHS's PTO will report monthly to the Board. The PTO will facilitate extracurricular and recreational activities, and assist KATCHS in other ways to be determined. The PTO will be run by a board elected by its members and will elect teacher representatives, officers, and committee chairmen.

The School Improvement Team (SIT) Committee will also be set up. The SIT Committee will include the Executive Director, the Assistant Director, instructional personnel, instructional support personnel, and parents of KATCHS's 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. A party with a grievance can approach the person with whom they have an issue, or they can present the issue to the Executive Director (ED) for resolution. If the party with a grievance is not satisfied, the dissatisfied party can outline the problem in writing as a formal grievance and submit it to the Chairman of the Board, who will then schedule a meeting with the Review Committee of the Board.

The ED will collect and present evidence as required. The ED, the staff member or parent and student or a representative will be able to present their grievance. After a presentation with findings by the Review Committee to the Board, the Board will then vote on the issue. The Board will make sure it has legal representation either through someone on the Board or independent representation.

All Board decisions are final.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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.

Here is a list of positions anticipated to be needed for the successful running of KATCHS:

- * Executive Director
- * Assistant Director
- * Educational Technology Specialist
- * School Counselor
- * Exceptional Children's Specialist
- * Full-time teachers
- * Expert adjunct instructors
- * Office Manager
- * Office staff

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Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

All staff at Kaleidoscope Art and Technology Charter High School (KATCHS) will serve the school's mission, be provided opportunities for professional growth, and receive the support they need to be successful. The staff will be provided with stakeholder status through the Parent Teacher Organization.

The Board, through the Personnel Committee, will recruit qualified staff members for KATCHS. The Board will choose an Executive Director (ED), ideally with a background in high school management, appreciation for art and technology, business and leadership skills, conflict management experience, and an entrepreneurial spirit. The Board will set the policies and procedures of how school staff will be hired as well as approve the hiring and firing of any staff, with recommendations provided by the Personnel Committee of the Board and the ED, once hired.

The Personnel Committee will perform a comprehensive search to find the best candidates. Positions will be posted on the schools website, social media, and with local graduate schools of education. The ED, once hired, will assist in interviewing core subject teachers as well as the Educational Technology Specialist, office staff, technology staff, and adjunct instructors.

The Board will work to put policies in place that promote a supportive, professional work environment for all.

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

All KATCHS employees work for Kaleidoscope Schools, Inc. which is governed by the Board of Directors. Staff are hired by the Board at the recommendation of the Personnel Committee and the Executive Director. They are also fired by the Board, at the recommendation of the Executive Director. The Board will set out policies and rules that the Executive Director will enact. The Board will supervise the ED who in turn, with the help of other administrators as appropriate, will supervise all KATCHS staff.

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

Here are the KATCHS Board's procedures for hiring and dismissing school personnel, and the conditions for conducting criminal background checks:

To hire employees, the Personnel Committee and Executive Director will locate qualified applicants using a variety of different methods. Applicants will then be vetted, interviewed, and pass a criminal background check. The Executive Director, in conjunction with the Personnel Committee, will then make a recommendation to the Board. The Board will then make an offer of employment.

When an employee is fired, it will be done by the KATCHS Board, at the recommendation of the Executive Director. As all employees are supervised by the Executive Director, the ED will make the recommendation to terminate an employee to the Board. With the exception of egregious or illegal acts, the

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ED will use available resources to remediate or develop the staff member to meet clear expectations with a formal plan set with the employee. If the employee fails to demonstrate improvement and/or meet these expectations, the ED may make a recommendation for termination to the Board. If a terminated employee would like to appeal the decision, they may appeal to the Board by following the formal employee grievance policy laid out in the staff handbook.

All KATCHS board members, employees, and volunteers will pass criminal background checks. Board members will pass a background check before formally joining the board. Employees will pass a background check prior to being formally hired. All school volunteers will pass a background check once a year at the beginning of the school year. KATCHS will be responsible for all background checks.

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

The Board of Kaleidoscope Art and Technology Charter High School (KATCHS) proposes the following salary ranges and benefits:

Executive Director: \$75,000 - \$95,000 in the first 5 years

Assistant Director: \$55,000 - \$65,000 in the first 5 years

Teachers: \$36,000 - \$50,000 per year

Staff Specialists: \$40,000 - \$55,000 per year

Specialists, Adjunct Instructors, and Coaches: \$15.00 - \$60.00 per hour

Office Staff: \$25,000 - \$40,000 per year

Health Insurance: \$3,500 - \$5,000 per employee per year

North Carolina State Employees Retirement: after the second school year, employees will receive a salary match of 2%.

At the end of each school year, the Board of Directors will review salaries and retirement contributions to see if they can be raised. The Board of Directors will also identify opportunities to provide employees with merit-based bonuses.

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

As laid out in the KATCHS staff handbook, here is the process for resolving employee grievances:

The employee grievance policy exists to offer employees resolution when they feel they have been wronged. In the event that an employee seeks resolution, they should speak to their immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction, the employee may submit a written account of the grievance to the Executive Director. If the Executive Director (ED) cannot resolve the issue to the employee's satisfaction, the employee may submit a written request to the ED requesting the matter be submitted to the Personnel Committee of the Board. If the Personnel Committee does not resolve it to the employee's satisfaction, the employee may submit a written request to have the matter heard by the entire Board of Directors within 5 business days. All Board decision are final.

When an employee is fired, it will be done by the KATCHS Board. As all employees are supervised by the Executive Director, the ED will make the recommendation to fire an employee to the Board. With the exception of egregious or illegal acts, the ED will use available resources to remediate or develop the staff member to meet clear expectations with a formal plan

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set with the employee.

If the employee fails to demonstrate improvement and meet these expectations, the ED may make a recommendation for termination to the Board. If a terminated employee would like to appeal the decision, they may appeal to the Board by following the formal employee grievance policy laid out above.

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

The KATCHS Board of Directors has not identified any positions that meet this criteria at this time. 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 needs of special needs populations are met at KATCHS, the school will hire ELL, AIG, and ECS employees by following the same hiring plan used to hire other qualified employees. The Personnel Committee and Executive Director will locate qualified applicants using a variety of different methods. Applicants will then be vetted, interviewed, and pass a criminal background check. The Executive Director, in conjunction with the Personnel Committee, will then make a recommendation to the Board. The Board will then make an offer of employment. 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 2012-2013 school year. Thus, KATCHS will hire enough staff to assist approximately 1.6% ESL, 13.25% SES, and 27.1% AIG high school students and 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 Executive Director (ED) will be responsible for managing all day-to-day aspects of the school at the request of the KATCHS Board. The ED will implement policies approved by the Board of Directors and will be responsible for all aspects of school operations. The Executive Director will supervise all school employees and ensure the school is complying with all state and federal laws, SBE policies, and testing requirements. The Executive Director will work collaboratively with the Board, school employees, and students to achieve school goals and fulfill the KATCHS mission. The Executive Director will report monthly on the state of the school to the Board. Qualifications include professional education experience, licensure in NC, and a Master's degree in school administration.

The Assistant Director (AD) will act as support staff for the Executive Director and KATCHS employees. The AD will be supervised by the ED, and perform duties delegated by the ED. The AD will also assume the ED's duties when the ED is in absence. The AD will also collaborate with the Board, school employees, and students to achieve school goals and fulfill the KATCHS mission. Qualifications include professional education experience, licensure in NC, and a Master's degree in school administration.

Teachers will be responsible for teaching subject matter, maintaining safe and orderly classrooms, maintaining accurate records, and working collaboratively with students, teachers, and the administration to meet the

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school's mission. Teachers must demonstrate understanding of assigned subject matter and if not highly qualified, have the ability to become so. Teachers will be supervised by the ED and AD. Qualifications for teaching core subjects includes a Bachelor's degree. Teachers licensed in the state of North Carolina will receive preference.

The Educational Technology Specialist (ETS) will be tasked with vetting, procuring, and introducing new technology and applications to students and teachers. A primary role will be to support teachers in finding technology solutions to assist in lesson planning and applying technology integration into coursework. The ETS will also train teachers and students on deployed applications as necessary. The ETS will be supervised by the ED. Qualifications include a Bachelor's degree, licensure in the state of North Carolina, and further specialization in an area of technology education.

The School Counselor (SC) will be tasked with supporting students in meeting the various requirements of school, and state assessments, after the first school year. 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 also be tasked with reviewing student assessment data and collaborating with the ED and teachers to assist students needing academic intervention. The SC will act as the ESL coordinator until the ESL population is large enough to hire a full-time ESL teacher. The SC will be supervised by the ED. Qualifications include applicable experience, licensure as a school counselor in NC, and a Masters degree. Highly qualified applicants will be given preference.

The Exceptional Children's Specialist(s) and ESL teacher(s)(if necessary) will be tasked with identifying and serving the need of students with special needs 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 KATCHS's compliance with all state and federal laws. The ECS and ESL teachers will be supervised by the ED and AD. Qualifications include a Master's degree in an exceptional children's area or English language learning and holding a NC teacher's license. Highly qualified teachers with Masters degrees will receive preference. If the student population for an ESL teacher does not warrant full-time staff, KATCHS may contract this role out on a year-to-year basis, and task the ED with supervising the contractor.

Expert Adjunct Instructors (AI) will be tasked with teaching about their own digital or applied arts work; sharing their body of work, reviewing what went into creating the work, and outlining what they had to learn, including formal education, in order to create their work. AIs may also contract to teach non-core subjects based on demonstrated subject matter expertise in applicable artistic or technical work. In this way, the introduction of working artists may not only inspire KATCHS's students, but demonstrate how the combination of creating digital and applied art may overlap with financial reward and assist students in meeting KATCHS's educational goals. The Art Director will recruit, schedule, and supervise AIs in conjunction with the ED and Personnel Committee. Qualifications include the ability to connect with high-school age students, body of work, and how this body of

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work aligns with the KATCHS mission. AIs will be paid a standard rate by the hour for short periods of time; longer periods of time will be contracted for a negotiated lump sum. AIs will have completed criminal background checks.

The Office Manager and office personnel will be tasked with assisting the Executive Director, the Assistant Director, 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. An Office Manager will be hired. The Office Manager will be responsible, at the discretion of the ED, for managing student data, upkeep of facilities, and setting office procedures that facilitate the day-to-day needs of the entire school. The Office Manager and personnel will be supervised by the ED and AD. Qualifications for the Office Manager include a Bachelor's degree, applicable experience, and demonstrable interest in the KATCHS mission. The qualifications for office personnel are applicable experience.

The KATCHS Board may add additional roles as required to meet the school's goals and mission.

Staff Evaluation and Professional Development

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

At the discretion of the Board, the Executive Director will be responsible for maintaining teacher licensure requirements and coordinating professional development.

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 KATCHS, the Executive Director is tasked with coordinating mentoring and working to retain and evaluate staff.

The Executive Director will be asked by the Board to set up a teacher mentor program. New teachers will be assigned experienced mentors for the first three years of licensure. All teachers will receive support either through sectional meetings or individual meetings with administration. Additional measures may be put in place by the ED.

The retention of teachers and staff will be handled in several ways. An biannual survey will be submitted to KATCHS's employees every year, with the survey results reported by the ED to the SIT Committee and the Board. The Board can then take action on recommendations from the ED and the SIT Committee. 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. As funds allow, the Board will also consider employee bonuses. The KATCHS Board also believes that all staff should have the opportunity to propose and lead extracurricular activities such as clubs and field trips.

Employee evaluations will be led by the Executive Director (ED), who will receive assistance from the Assistant Director (AD). Evaluations will be

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based on several components. Formal teacher observations will be conducted once a quarter. Informal teacher observations such as classroom walk-throughs will also occur frequently. New teacher mentors will also observe and provide feedback to the administration on a quarterly basis. In addition, an evaluation rubric including formal and informal observations, student test scores, community participation, and additional roles and responsibilities will be developed by the ED and AD. Rubric results will factor into annual bonuses and raises for teachers. Non-teaching staff will be evaluated according to job roles and requirements. In addition, annual contracts will be offered to instructors of core subjects.

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.*

The KATCHS Board believes all employees deserve opportunities for professional development. To implement these opportunities, the Executive Director will be tasked with coordinating professional development. It will consist of the following components:

* Professional development requires time. The KATCHS Board has built 20 teacher work days into the first year's calendar, and retained 15 teacher days for subsequent years allowing for sufficient uniform time for professional development to occur.

* Weekly small group teacher development during sectional meetings and monthly whole staff meetings will take place internally and uniformly.

* Outside professional development as approved by the ED. Individual staff members who attend outside training will be asked to share this learning.

* Outside experts brought in to teach the entire staff to meet particular goals or requirements.

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.*

While in the planning stage, key personnel will be developed, with a focus on identifying the Executive Director, Assistant Director, and the Educational Technology Specialist. During this time, KATCHS will continue to hone integrated programming, forge key relationships with teaching professionals, develop relationships with other programs to share ideas, and finalize internal training for staff. Key personnel will be part of the creative process working with the mission of the school to develop a comprehensive program.

Proposed professional development prior to school opening:

- * Day 1: Team building, Mission, Goals, Expectations
- * Day 2: Meeting with Mentors, Professional Learning Teams
- * Day 3: Staff Handbook & Employment Benefits
- * Day 4: Health & Safety Training (First Aid/CPR/AED), Planning
- * Day 5: Exceptional Children Expectations & Procedures
- * Day 6: Evaluations, Testing, Grading
- * Day 7: Technology Training
- * Day 8: Technology Training

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* Day 9: Art Training

* 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 KATCHS Board has set aside 20 full teacher work days for the first year of operation, retaining 15 full teacher work days for subsequent years. The Board feels this generous allotment will encourage professional development as overseen by the Executive Director. The calendar is able to accommodate these days by setting aside 5 days prior to the opening of school (10 days the first year), and 1 day every month the school is open except for April and June. The calendar is structured to include these days by meeting the state requirement of 185 or 1,025 hours of instruction as the KATCHS calendar is 179 days of instruction with 1,074 hours while including two intersession periods. The daily schedule reflects a later start time that meets the development needs of high school-aged children and accordingly will end later in the day. To accommodate family schedules, the school doors will open one hour prior to instruction start time to allow for additional studio or lab time, study hall, or extracurricular club time.

While the school is open, employees of KATCHS will staff the facility. The early doors hour will be staffed by parent volunteers coordinated by the PTO and faculty. The daily schedule will accommodate a rotation of departmental meeting during the week with a rotation of duty during study hall or tutoring time or lunch hours.

Enrollment and Marketing:

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

Marketing Plan

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

The Admissions Committee of the Kaleidoscope Art and Technology Charter High School Board will use multiple strategies to publicize the mission and lottery admissions status of the school in order to attract interested students. While the school will reside in Morrisville, entrance is via lottery, the Board will still take steps to encourage a diverse student body. Strategies will include actions the Board has already taken: word of mouth from KATCHS board members, following up with local news media like The News & Observer to provide strategic updates, participating in town festivals, providing updates of interest on social media and the school's website, building an email list of over 300+ interested parties who filled out surveys of interest, creating branded videos, surveying interest at local farmers markets, hosting fundraising evenings, making a presentation to the Morrisville Town Council at Town Hall, and continuing to host Parent Information Nights throughout the Triangle Region.

In addition, new strategies of marketing will be employed, such as:

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advertising in key markets, attending local school fairs, identifying and placing advertising with Asian and African-American churches, hosting an art and technology program that meets Girl Scout or Boy Scout badge requirements, mailing a postcard to all Morrisville residents, hosting multiple Parent Information Nights in Wake and Durham Counties, and working with local arts organizations.

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.*

Kaleidoscope Art and Technology Charter High School (KATCHS) will seek to engage parents and community members and will do so in several ways both before the school opens and afterward.

1. Between receiving approval and the opening of the school, the KATCHS Board will continue to work the marketing plan as detailed above. Additionally, the Board will provide monthly updates via social media and email newsletters. The Board will also continue recruiting Committee members to assist with the workload of opening a charter school.

2. The Parent Teacher Organization (PTO) will form once the school opens. The KATCHS Board will task the PTO with inviting all parents, employees, and volunteers to join. The PTO will elect officers and form committees that meet some component of the school's mission, including the Early Doors Committee which will organize parent staffing of the school facility in the hour prior to instruction. The administration will encourage parents to join and contribute to the PTO and will collaborate with the PTO to design programs that contribute to a community atmosphere at KATCHS such as a school picnic, and group attendance at local art events. To assist the PTO, the PTO will receive designated space within the facility for PTO work.

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.*

1. The tentative dates for Open Enrollment are the following:

The Open Enrollment period will open as soon as the final approval for a charter is received in January 2016. The Open Enrollment period will close

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after 30 days have passed. After two weeks, the public lottery will be held at Morrisville Town Hall after 5pm. Lottery results will be made available the next day. Two days after the lottery results have been announced, KATCHS will accept Enrollment Packets. If any spots remain available, the next applicants on the list will receive notification.

2. KATCHS lottery and admission procedures:

Any child eligible for public school in North Carolina may apply and receive entrance free of charge. Thus, the application will only contain basic contact information and will NOT include any questions related to race, gender, family income, test scores, or disabilities. Each student applying will receive a number and the procedures for the lottery, including the time, date, and place where results will be posted. The publicly-held drawing will consist of pulling unidentified numbers sorted by grade at random, until all numbers have been pulled. The honor of drawing numbers will be offered first to the Mayor of Morrisville every year. Enrollment will be offered to the first 110 entering Freshmen and the first 110 Sophomores less the number of spaces permitted by statutory enrollment preferences. Lottery results will be posted on the KATCHS's website along with the requirements for the Enrollment Packet. After a minimum of 30 days, Enrollment Packets will be due. KATCHS will verify all forms and determine how many spaces remain within 7 days. KATCHS will then notify wait-listed students of available space. Subsequent rounds of wait-listed students will have no less than 30 days to turn in completed Enrollment Packets.

KATCHS 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; after the first year, siblings of students enrolled the previous year.

Siblings who seek entrance will submit one letter of interest under the surname; if the surname is selected, all siblings will gain entrance if space is available.

3. Further policies and procedures guiding KATCHS's lottery waiting lists, withdrawals, re-enrollment, and transfers:

Lottery waiting lists will consist of all numbers drawn in public in random order. As space becomes available, offers will be made in order of the numbers drawn. KATCHS requests that families submit a request in writing to withdraw from KATCHS. The student will remain on the school's roster until an official withdrawal form or a transcript request from another school has been received. KATCHS will complete the transfer of records within one week. Students who have withdrawn may re-enroll through the lottery process. KATCHS will offer available space to wait-listed students until all spaces are filled.

4. There are no known pre-admission activities for students at this time. There is one post-admission activity students must complete, and that is the Enrollment Packet.

KATCHS requires information about students between the time of the lottery and the day school opens in order to plan appropriately. Examples of the type of information requested will be the self-identification of existing

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IEP or 504 accommodations, ELP or ELL language status, identification of Free or Reduced Lunch status, and a student-completed representative fine art or digital artwork. Under NO circumstances will this information be used to rescind a student's admission offer won through the lottery.

5. KATCHS requests that families submit a request in writing to withdraw from KATCHS. The student will remain on the school's roster until an official withdrawal form or a transcript request from another school has been received. KATCHS will complete the transfer of records within one week.

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PROJECTED ENROLLMENT

2016-17 through 2020-2021

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.

	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	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	88	17	5	88	17	5	88	17	5	88	17	5	88	17	5
Grade 10	88	16	6	80	15	5	80	15	5	80	15	5	80	15	5
Grade 11	0	0	0	72	13	5	80	15	5	80	15	5	80	15	5
Grade 12	0	0	0	0	0	0	72	13	5	72	13	5	72	13	5
	176	33	11	240	45	15	320	60	20	320	60	20	320	60	20
	220			300			400			400			400		

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Section IV: Governance and Capacity <u>Concerns and Additional Questions</u>	Reviewer	Page Reference
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Reviewer	Score
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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 Art and Technology Charter High School (KATCHS) 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:

- * The PTO will be tasked with coordinating carpool groups based on student geography.

- * There is only one Triangle Transit bus stop located in Morrisville. Since Morrisville covers ten square miles, additional bus transportation will be provided from the school to the Triangle Transit bus stop at least 2 times a day by a local bus company.

- * KATCHS will also provide Triangle Transit regional bus passes to any child who qualifies for the National School Lunch Act's Free or Reduced-Price Lunch Program (FRL) run through the USDA. KATCHS estimates 29.0% of the student population will be eligible for bus passes. This number is based on Wake County Public School System's high school FRL data for 2012-2013.

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.

Here are the details for the offered school lunch plan:

- * Students will have the option to bring a lunch to school.

- * Students and parents will have the option every school morning to place an order online by a set deadline, selecting from one of approved vendors and from an approved menu that meets a variety of tastes.

- * Lunch vendors will be assigned a specific day of the week for the entire school year, and menus will be posted online.

- * Payment will be handled online, so students will not need to carry cash.

- * Teachers and staff will also be able to order lunch through this plan.

- * 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 online ordering system will allow FRL students to maintain their privacy.

- * Students who forget to bring or order lunch will receive a free lunch

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provided by the school. The Executive Director will implement additional policies to discourage abuse of this option.

* Office personnel will coordinate the ordering, payment, and delivery of lunches with the vendors.

* While the KATCHS Board intends to fund the cost of FRL and forgotten lunches through the price of lunches to students and staff, a conservative contingency has been budgeted for the entire cost for the opening year of operation. Based on WCPSS declared 2012-2013 data for high schoolers, KATCHS projects 29.0% of enrolled students will qualify for FRL.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,404.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,381.00
Property Insurance	\$350,000		\$525.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$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 P) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

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

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

kaleidoscope 09/26/2014

(Board Chair Signature)

(Date)

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Facility:

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

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

The Board of Kaleidoscope Art and Technology Charter High School (KATCHS) will lease a commercial space for the first three years of operations. Accordingly, KATCHS consulted with Colliers International out of Atlanta, GA to identify suitable office space in Morrisville, NC. As of August 2014, of 69 available properties for lease, around a dozen had space of 40,000+ square feet. After receiving approval, the Board will use the assistance of a professional real estate service to identify a suitable space at a suitable price in the town of Morrisville, and will lease that temporary space for a minimum of three years.

Once a facility has been leased, modifications will be made to turn the space into an educational space. 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 to suit is appropriate at that time.

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.

KATCHS is budgeting \$17/sq foot for leased property. For comparison, our professional real estate broker has quoted property between \$17 and \$20 per sq. ft. in Morrisville.

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 no permanent facility is being built prior to the school's opening. However, if there is an issue that results in being unable to enter the leased facility on time, no programs will be impacted.

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Concerns and Additional Questions		Reference
<p>VERIFY: how is this reflected in the budget, and is the estimate reasonable. Why would the PTO(A?) be tasked with a critical task like ensuring student safety and attendance by creating carpools? Also, can sufficient student data for this task be shared without violating FERPA? What are the "at least two times" that bus service from the school to the triangle transit stop would be provided? Has this strategy been successful at other schools?</p>	Kristen Vandawalker	Transportati
<p>Transportation is a critical area, especially for students who may not be FRL, but who may not have bus access. This responsibility should be handled directly by the school, not a PTO which may or may not be able to devote sufficient financial and managerial resources to the service.</p>	Kathryn Mullen Upton	Transportati
<p>The transportation plan does not include details for students with disabilities that require special transportation as part of the related services on their IEPs.</p>	Carol Ann Hudgens	Transportati
<p>More detail is needed about the online system; specifically, which one, its costs, whether it tracks student meal information, etc.</p>	Kathryn Mullen Upton	School Lunch
<p>It is unclear whether the applicant is eligible (or believes they are eligible, for FRL reimbursement for the fed. Are they, is this included in the budget? Is online ordering used successfully at other schools? why must this be done daily? could it not be done weekly or monthly? what is the basis for believing that all families will have access to the system? How will the applicant handle higher than expected numbers of lunches provided to students who forget to order? This section does not provide a concrete plan.</p>	Kristen Vandawalker	School Lunch
<p>There is little detail on the plan to lease property, and no potential locations are identified, potential zoning issues raised, etc. The contingency plan is to identify another leased location; however, no possible locations are included. A last minute arrangement could result in a facility that needs a lot of work, or an exorbitantly high lease.</p>	Kathryn Mullen Upton	Facility and
<p>Why is the building plan starting with a temporary facility? There is no indication of a plan for renovations, which will be required in a commercial space. Why would the applicant not simply look for a solution that will work long term with options to buy or build. As presented, there is no detail, no actionable plan. The applicant seems unaware that a month to month lease of a different space that is not set up as a school is an insufficient contingency plan, and will increase the budget, possibly substantially. This also impacts, possibly significantly, students' ability to get to the school. There is no evidence that the applicants understand the gravity of this decision, nor that they understand the significant amount of time that securing and preparing a property takes.</p>	Kristen Vandawalker	Facility and

Reviewer	Score
Cheryl Turner	
Carol Ann Hudgens	
Kathryn Mullen Upton	Fail
Becky Taylor	
Alex Quigley	
Kristen Vandawalker	Fail
Brian Smith	Pass
Alan Hawkes	
Steven Walker	

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 2016-17

<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>			
	LEA #1 920 - Wake County Schools			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$4,501.95	176	\$792,343.20
	Local Funds	\$2,048.00	176	\$360,448.00
	Federal EC Funds	\$3,768.11	18	\$67,825.98
	Totals			\$1,220,617.18
	LEA #2 320 - Durham Public Schools			
	Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017
	State Funds	\$4,759.31	33	\$157,057.23
Local Funds	\$3,086.19	33	\$101,844.27	
Federal EC Funds	\$3,768.11	3	\$11,304.33	
Totals			\$270,205.83	
LEA #3 190 - Chatham County Schools				
Revenue	2014-2015 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2016-2017	
State Funds	\$4,542.01	11	\$49,962.11	
Local Funds	\$2,955.96	11	\$32,515.56	
Federal EC Funds	\$3,752.38	1	\$3,752.38	
Totals			\$86,230.05	

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Total Budget: Revenue Projections 2016-17 through 2020-2021

INCOME: REVENUE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
-State ADM Funds	\$999,363	\$1,359,134	\$1,811,726	\$1,811,726	\$1,811,726
-Local Per Pupil Funds	\$494,808	\$672,939	\$897,028	\$897,028	\$897,028
-Exceptional Children Federal Funds	\$82,883	\$112,721	\$150,257	\$150,257	\$150,257
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,577,053	\$2,144,794	\$2,859,011	\$2,859,011	\$2,859,011

***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 S.

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Personnel Budget: Expenditure Projections 2016-17 through 2010-2021

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	2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	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:															
Executive Director	1	\$75,000	\$75,000	1	\$78,000	\$78,000	1	\$81,000	\$81,000	1	\$83,000	\$83,000	1	\$85,000	\$85,000
Assistant Director	1	\$56,000	\$56,000	1	\$58,000	\$58,000	1	\$60,000	\$60,000	1	\$62,000	\$62,000	1	\$65,000	\$65,000
Office Manager	1	\$28,000	\$28,000	1	\$33,000	\$33,000	1	\$37,000	\$37,000	1	\$39,000	\$39,000	1	\$42,000	\$42,000
Office Staff	1	\$26,000	\$26,000	1	\$28,000	\$28,000	2	\$31,000	\$62,000	2	\$34,000	\$68,000	2	\$36,000	\$72,000
Custodians	1	\$20,000	\$20,000	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$27,000	\$27,000	1	\$29,000	\$29,000
Counselor	1	\$38,000	\$38,000	1	\$40,000	\$40,000	1	\$42,000	\$42,000	1	\$44,000	\$44,000	1	\$46,000	\$46,000
A - Total Admin and Support:	6		\$243,000	6		\$262,000	7		\$308,000	7		\$323,000	7		\$339,000
Instructional Personnel:															
Core Content Teacher(s)	8	\$38,000	\$304,000	11	\$40,000	\$440,000	13	\$42,000	\$546,000	13	\$44,000	\$572,000	13	\$46,000	\$598,000
Adjunct Instructors	1	\$40,000	\$40,000	4	\$42,000	\$168,000	6	\$44,000	\$264,000	6	\$46,000	\$276,000	6	\$48,000	\$288,000
Exceptional Children Teacher(s)	1	\$44,000	\$44,000	1	\$46,000	\$46,000	2	\$48,000	\$96,000	2	\$50,000	\$100,000	2	\$52,000	\$104,000
B - Total Instructional Personnel:	10		\$388,000	16		\$654,000	21		\$906,000	21		\$948,000	21		\$990,000
A+B = C - Total Admin, Support and Instructional Personnel:	16		\$631,000	22		\$916,000	28		\$1,214,000	28		\$1,271,000	28		\$1,329,000
Administrative & Support Benefits															

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Health Insurance	6	\$4,100	\$24,600	6	\$4,200	\$25,200	7	\$4,350	\$30,450	7	\$4,500	\$31,500	7	\$4,600	\$32,200
401k Retirement Plan	6	\$2,500	\$15,000	6	\$2,600	\$15,600	7	\$2,700	\$18,900	7	\$2,800	\$19,600	7	\$2,900	\$20,300
Medicare, Social Security, Unemployment	6	\$4,050	\$24,300	6	\$4,200	\$25,200	7	\$4,300	\$30,100	7	\$4,400	\$30,800	7	\$4,500	\$31,500
Life & Disability Insurance	6	\$1,000	\$6,000	6	\$1,050	\$6,300	7	\$1,100	\$7,700	7	\$1,100	\$7,700	7	\$1,200	\$8,400
D - Total Admin and Support Benefits:	24		\$69,900	24		\$72,300	28		\$87,150	28		\$89,600	28		\$92,400
Instructional Personnel Benefits:															
Health Insurance	10	\$4,100	\$41,000	16	\$4,200	\$67,200	21	\$4,350	\$91,350	21	\$4,480	\$94,080	21	\$4,600	\$96,600
401k Retirement Plan	10	\$2,500	\$25,000	16	\$2,550	\$40,800	21	\$2,500	\$52,500	21	\$2,600	\$54,600	21	\$2,700	\$56,700
Medicare, Social Security, Unemployment	10	\$3,550	\$35,500	16	\$3,700	\$59,200	21	\$3,800	\$79,800	21	\$3,900	\$81,900	21	\$4,000	\$84,000
Life & Disability Insurance	10	\$1,000	\$10,000	16	\$1,000	\$16,000	21	\$1,050	\$22,050	21	\$1,100	\$23,100	21	\$1,150	\$24,150
E - Total Instructional Personnel Benefits:	40		\$111,500	64		\$183,200	84		\$245,700	84		\$253,680	84		\$261,450
D+E = F - Total Personnel Benefits	64		\$181,400	88		\$255,500	112		\$332,850	112		\$343,280	112		\$353,850
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	30		\$312,900	30		\$334,300	35		\$395,150	35		\$412,600	35		\$431,400
B+E = H - Total Instructional Personnel (Salary & Benefits)	50		\$499,500	80		\$837,200	105		\$1,151,700	105		\$1,201,680	105		\$1,251,450
G+H = J - TOTAL PERSONNEL	80		\$812,400	110		\$1,171,500	140		\$1,546,850	140		\$1,614,280	140		\$1,682,850

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Operations Budget: Expenditure Projections
2016-17 through 2020-2021

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Administrative & Support:					
Other	Audit	\$7,500	\$7,700	\$7,900	\$8,100	\$8,300
	Insurance	\$12,438	\$13,800	\$18,300	\$18,400	\$18,500
	Travel	\$2,000	\$2,400	\$3,000	\$3,200	\$3,400
	Office Expense, Supplies, Postage	\$12,000	\$18,000	\$25,000	\$26,000	\$27,000
	Legal Fees	\$5,000	\$6,000	\$7,000	\$7,300	\$7,600
	I S I S, Powerschool, And Admin Support Fees	\$47,000	\$25,000	\$28,000	\$29,000	\$30,000
	Marketing	\$4,000	\$4,200	\$4,500	\$4,700	\$4,900
	Communications, Website, Admin Software	\$28,000	\$25,000	\$34,000	\$37,000	\$40,000
	Facility Rent	\$300,000	\$340,000	\$360,000	\$380,000	\$400,000
	Facility Repairs & Maintenance	\$12,000	\$18,000	\$22,000	\$24,000	\$25,000
	Facilities Utilities	\$34,000	\$42,000	\$48,000	\$50,000	\$52,000
	Student Transportation	\$25,000	\$35,000	\$45,000	\$4,700	\$5,100
	Student Meals	\$20,000	\$30,000	\$40,000	\$42,000	\$44,000
	Technology, Equipment, F & F	\$30,000	\$24,000	\$30,000	\$33,000	\$36,000
	Miscellaneous	\$8,000	\$12,000	\$18,000	\$20,000	\$22,000
	K - TOTAL Administrative & Support Operations	\$546,938	\$603,100	\$690,700	\$687,400	\$723,800
	Instructional:					
Other	Books & Materials	\$27,000	\$36,000	\$40,000	\$42,000	\$44,000
	Classroom Technology & Software	\$42,000	\$80,000	\$90,000	\$92,000	\$94,000
	Curriculum	\$31,000	\$35,000	\$42,000	\$44,000	\$46,000
	E C Contracted Services	\$15,000	\$22,000	\$30,000	\$32,000	\$34,000
	Instruction Contracted Services	\$8,000	\$12,000	\$16,000	\$18,000	\$20,000
	Staff Development	\$10,000	\$15,000	\$22,000	\$24,000	\$26,000
	Testing & Fees	\$6,500	\$8,500	\$13,000	\$15,000	\$16,000
	Miscellaneous	\$9,000	\$13,000	\$19,000	\$20,000	\$21,000
	L - TOTAL Instructional Operations	\$148,500	\$221,500	\$272,000	\$287,000	\$301,000
	K+L = M - TOTAL OPERATIONS	\$695,438	\$824,600	\$962,700	\$974,400	\$1,024,800

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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
J - TOTAL PERSONNEL	\$812,400	\$1,171,500	\$1,546,850	\$1,614,280	\$1,682,850
M - TOTAL OPERATIONS	\$695,438	\$824,600	\$962,700	\$974,400	\$1,024,800
J+ M =N TOTAL EXPENDITURES	\$1,507,838	\$1,996,100	\$2,509,550	\$2,588,680	\$2,707,650
Z - TOTAL REVENUE	\$1,577,053	\$2,144,794	\$2,859,011	\$2,859,011	\$2,859,011
Z - N = SURPLUS / (DEFICIT)	\$69,215	\$148,694	\$349,461	\$270,331	\$151,361

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.

Enrollment: The student enrollment was projected, at 220 in year one to a maximum of 400 in year three, to be small in order to offer parents and students a specialized arts and technology education and to be an alternative to the larger WCPPS high schools.

Demand: Since the focus of the education plan is integrated with digital and applied arts the high school will be attractive to a smaller segment of the population yet, will be in demand since it will only make up less than 1% of the Wake County high school population and there are no arts and technology focused high schools in the district.

Breakeven: The breakeven point in number of students was calculated by dividing non- variable costs (fixed costs) by margin, or revenue less variable costs per student. That number was estimated to be 193 students to break even. Fixed costs of about \$500,000, including some emergency interim facilities should enrollment fall under expectations, would be reasonable. If the marginal per pupil revenue is about \$2,587 (per pupil revenue (\$7,168) less all costs less the fixed costs mentioned) then $\$500,000 / \$2,587$ suggests that the school could break even if committed to fixed costs of no more than \$500,000 and 193 students enrolled.

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

Some keys to avoiding cash crises are:

1. Vigorous marketing generating application interest early.
2. Dealing with charter friendly vendors extending fair terms.
3. Retaining flexibility with any facilities commitment until a balanced budget is assured.
4. Close and consistent communication with ISIS provider, CPA & OCS consultant.

More drastic measures beyond reducing staffing levels, etc. would include:

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1. A renegotiation of any facilities commitment to defer two months rent, \$50,000.
2. Remove Assistant Director position, savings \$56,000.
3. \$70,000 has been estimated for infrastructure, IT, capital assets, telephones, laptops, desks, etc. Leases would defer 75% of that or \$52,500.
4. The audit fee is actually not be payable in the initial 12 months, deferral \$7,500.
5. The NCPCSA development fee will be deferred to 2017 if the ADM enrollment is less than 75% of that projected, deferral \$24,000.
6. Vendors who understand charter finance challenges will often defer charges.

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.

Students to teachers: 25 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 contracted with the NC Public Charter Schools Association to help develop the planned school and application. The agreement calls for a \$24,000 fee payable in year one only if a charter is awarded. The arrangement also allows for a deferral of the fee if fewer than 75% of the projected students enroll. More details of the contract and services are in the application section, "Application Contact Information."

The Board will outsource its Integrated Solutions Information Systems (ISIS) services but has not selected a provider. However, in the budget there is estimated for ISIS, \$18,000, the development contract mentioned above, \$24,000, and \$5,000 for PowerSchool and possible other administrative services, totaling \$47,000.

KATCHS will likely contract for EC services to complement our two full time 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.*

Since Art and Technology are specialized subjects in high school, costs will be higher for equipment, software and instruction. The Art and Technology curriculum will feature enhancements, blended with the NC State Standards.

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Art and Technology will be incorporated into all core curriculum, where possible. Various new teaching and learning techniques (software, hardware and visual aid), will also be incorporated by teachers and adjunct instructors. Classes will be taught by expert educators and instructors in the fields of artistic and creative technological subjects.

Transportation of students, via carpool and/if need be, public transit, will be a collaborative venture, whereby the KATCHS community will support students and their families and these community members will support our school - becoming an important part of their familial community.

KATCHS's smaller community school will be student-centered and forward-thinking. No student will be left behind. The school will be a second home for KATCHS's young people! The school will be housed in a simple, yet artistically beautiful and clean facility commensurate to the creative and technologically advanced nature of the school. At first it will reside in a leased property with the short-term goal of building a contemporary facility for 400+ individuals and staff. KATCHS will insure each property will have a warm community-feel, adequate classrooms and a large open meeting place to hold large gatherings, celebrations, presentations and business meetings.

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.

A goal is to build accumulated surplus of three month's operation expenditures by the fifth year. That would be approximately \$675,000.

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. That added surplus is predictably more in years 2-5 than in year one. Surplus, after five years, will be \$989,000. 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.

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

KATCHS will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of the school leases may be required, whereas in subsequent years KATCHS will be able to avoid the financing costs.

The initial facilities will be leased, with Colliers International engaged as KATCHS's agent, with consideration of purchasing between years 5 and 10 as a surplus is built to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and KATCHS. Another, and more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Funding the Gap, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then

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purchasing them with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buy out. 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.

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*

There are no substantial tangible resources at this time. KATCHS will solicit donations of goods and services in addition to an aggressive Raleigh regional business fundraising campaign and grant request project.

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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. Not only is KATCHS at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

KATCHS will contract with a CPA firm (see below) to provide the annual audit but in addition will request from them an initial report on internal controls. This will include an evaluation of controls before opening of the school so that any weaknesses are discovered and corrected before the school year begins.

KATCHS will contract for the DPI required services of the Integrated Solutions Information System with a provider after receiving more quotes. Outsourcing ISIS creates another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll.

Internally, KATCHS 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 will require the signature of the Executive Director.

Accounting records will be safeguarded by use of daily locked files and to the extent practical secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) at each regularly held board meeting and an explanation to board members for questions. Additionally, at least quarterly the ISIS provider and or the auditors will be asked to attend board meetings.

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

KATCHS has a contract with the NCPCSA, mentioned earlier in the "Application Contact Information" section, for assistance with the development of the school plans, the application, and subsequent support. The NCPCSA also provides the state required ISIS accounting services. The NCPCSA has related to the KATCHS board that there is no obligation for the board to contract with them for ISIS or any other services and the NCPCSA has advised KATCHS to solicit bids and interview other providers for this important decision.

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.

KATCHS has solicited audit bids from CPA firms qualified by the Local

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Government Commission. The board has discussed the audit and fees with two firms who agreed that it would be in KATCHS's interest to negotiate fees closer to the school opening. The firms gave tentative estimates of \$8,500 and \$10,000 are:

Rives & Associates, LLP, 212 West Center St., Lexington, NC , 919-832-6848
919-832-7288

Potter & Company, CPAs, 434 Copperfield Blvd. NE, Concord, NC 28025, 704-786-8189 704-786-4447

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
There appear to be other funds of \$1,200 (see appendix S), but those are not included in this section. Question: is the omission for purposes of budgeting conservatively, or simply an oversight?	Kathryn Mullen Upton	Total Budget
Plans for contracted services (occupational therapists, speech therapists, psychological services) are not found.	Carol Ann Hudgens	Personnel Bu
The number of adjuncts seems low given the number of specialized courses in the curriculum attachment. Question: please provide the rationale for the adjunct FTEs.	Kathryn Mullen Upton	Personnel Bu
All position titles from the previous list are included. 8 core teachers in year one yields a ratio of 27.5:1, what is the rationale supporting this relatively large class size? has this worked for other arts schools?	Kristen Vandawalker	Personnel Bu
Legal, marketing, technology and software, and staff development appear low, especially for a first year school with a heavy technology focus.	Kathryn Mullen Upton	Operations B
<p>What is the basis for the increases in the insurance line?</p> <p>What is the basis for the office expense line? and its increases year over year? what is included? are classroom supplies and paper included?</p> <p>The marketing line seems significantly low, although it is difficult to understand given the lack of detail presented in the plan.</p> <p>what is included in the communications line? what is the basis for the significant jump between year 2 and 3?</p> <p>facility line indicates a space at 17647 in year one, what is the basis for believing this is sufficient for 220 students? Is 80 SF/student sufficient for HS?</p> <p>What is included in the repairs line and utilities line? how were these calculated?</p> <p>what is the basis for the transportation line and the the weird year over year increases and decreased, especially in years four and five. These two cells appear to be missing a zero, which means a gap in the budget of 42300 and 45900, respectively.</p> <p>what is included in the tech and FFE line? what is the basis for this line, and the increases and decreases?</p> <p>What is the miscellaneous lines, and why do they continue to increase after the student population levels out?</p> <p>what is the basis for the increases in books and materials year over year? how are these aligned with student population increases? how is this different from curriculum? What can be provided using the EC and instructional services contact lines?</p> <p>What is the basis for the staff development line. Why is it lowest for founding staff?</p> <p>what is the basis for the student teach line? why does it nearly double in year 2?</p>	Kristen Vandawalker	Operations B
VERIFY: surpluses in years 4/5 will be lower by ~50K	Kristen Vandawalker	Total Expend
While it is good that the proposed school is building up its fund balance, it is worrisome that the balance takes a significant hit in year five. Question for interview: what is the plan to rebuild the balance?	Kathryn Mullen Upton	Total Expend
<p>Concern: Cutting staff and attempting to renegotiate contracts can help in the short term, but can be potentially damaging to the overall program.</p> <p>Question for interview: should the worst case scenario occur, and the school have 193 students and \$500K in fixed costs, how does that affect programming? What constitutes the fixed costs?</p>	Kathryn Mullen Upton	Budget Narra
<p>what are the "fixed costs" included in the 500k?</p> <p>these contingency plans are identical to those in other proposals supported by the NCPCSA. This indicates lack of understanding/capacity to develop and execute a realistic contingency plan/deal with shortfalls. additionally it is unclear whether any of the strategies named are possible, and several, such as not hiring a key staff member, is not solid practice.</p> <p>Are the specials and adjusts included in the student teacher ratio? because there is no way to get to 25:1 with the core teachers indicated.</p> <p>Given the art and tech specialty, and lack of detail provided here, it is likely that the classroom tech expenditures are too low. it looks like in year one about \$200 per student is budgeted. this does not afford even a chromebook per student, let alone the</p>	Kristen Vandawalker	Budget Narra

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<p>advanced technology one would expect. the surplus numbers here are WAY off from the numbers on the previous pages. (over 500k)--why the financing response is also identical to other applications supported by NCPCSA.</p>		
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Reviewer	Score
Alex Quigley	
Alan Hawkes	
Becky Taylor	
Carol Ann Hudgens	
Kristen Vandawalker	Fail
Brian Smith	Fail
Steven Walker	
Kathryn Mullen Upton	Fail
Cheryl Turner	

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) 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 26, 2014 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 26, 2014 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

kaleidoscope

Date: 09/26/2014

Applicant Signature:

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

Print/Type Name: kaleidoscope

Board Position: Board Chair

Signature: _____

Date: 09/26/2014

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

Notary Public Official Seal

My commission expires: _____, 20____.

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OVERALL ASSESSMENT

Would you as the Advisory Board deem this application complete? The decision of the Advisory Board regarding completeness is final. 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 Initial Screening Votes</u>	
No	Yes
0	11 AH, JM, PG, HN, SR, AQ, ES, TS, BT, CT, SW

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
3	0

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

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

<u>Initial Screening</u>

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Mission, Purposes, and Goals	- djuan70
Education Plan	- djuan70
Governance and Capacity	- djuan70
Operations	- djuan70
Financial Plan	- djuan70
OVERALL	- dtsmith840 - djuan70 - djuan70

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> How are art and tech related? is this a STEAM program? ir is this design specific art? - kvandawalker</p> <p><u>Educational Need and Targeted Student Population</u> As noted in the previous section, the information contained in A1 indicates there is some community interest in the school, but it is unclear whether these are families that would enroll. - kmullenupton</p> <p><u>Educational Need and Targeted Student Population</u> The target population demographics are unclear. VERIFY: is the location firm? what is research triangle park, and why are these "unique resources" available because of proximity? How does proximity breed funding? why are census demographics and not school district stats used? are district stats for 2013 available? how do thy compare to the numbers presented? What will the FRL and SPED populations look like? Why are there no apostrophes? What is the basis/evidence supporting these statements: Enrollment in the Wake County Public School System (WCPSS), North Carolina's largest school district, has been growing at an accelerated rate and WCPSSs student enrollment projections only show an increase for years to come. In spring of 2014, multiple western Wake County elementary, middle school and high schools were capped as a result of growing population numbers. The number of students enrolling in WCPSS has, and will continue to exceed planned capacity. This charter high school of 400 students will help to ease the facility burden on WCPSS, and has a size that was specifically chosen to foster community."? what is the closest arts or tech school? What is the basis for asuming that the non-traditional physical environment will work for these students? While the applicant details specific activities completed to date, there is no specific data to support the assertions, and interest and educational need are two very different things, and applicant demand is also very different, none are concretely demonstrated in the appendix.</p>
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	<p>- kvandawalker</p> <p><u>Purposes of Proposed Charter School</u> The narrative did not address improved student outcomes. - kmullenupton</p> <p><u>Goals for the Proposed Charter School</u> The process for how the board will monitor progress is very general. There is no indication that financial health will be monitored on an ongoing basis, which is critical.</p> <p>Performance goal #1 is not a goal; rather, it is part of the basic school design.</p> <p>Goals 3 - 5 are low, and do not lend themselves to significantly improving student outcomes or college readiness.</p> <p>The financial health metrics are scant (passing an annual audit), and there are no governance goals.</p> <p>- kmullenupton</p> <p><u>Goals for the Proposed Charter School</u> Overall the goals are not expressed in SMART terms and lack rigor. The first two items listed are just program implementation milestones, not really goals. Why are test-taking numbers used as goals? are these tests optional in NC? why are the ACT college readiness goals so incredibly low? why is the EOC goal not expressed as exceeding in all years? what unit are the figures expressed in? Percent proficient? percent outperforming? percentage points above the district? why are these numbers so low, and why are more subjects not included? are these all freshman year EOGs? the board response is wholly inadequate. Reviewing information does not indicate on what basis the board will judge progress or success? what are the specific measures and benchmarks that will indicate success and why? - kvandawalker</p> <p><u>Goals for the Proposed Charter School</u> How are SMART goals being used? - brian_smith2</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Descriptions are very general. While there is a course list, there is no information on content.</p> <p>There is little assessment other than at the end of each marking period. This seems insufficient to identify and help students that might struggle.</p> <p>There is no evidence included that the proposed approach will lead to improved student outcomes. - kmullenupton</p> <p><u>Instructional Program</u> How will this program benefit students who don't intend to pursue the arts or technology in their post secondary careers? What are the specific duties of the education tech specialist? are there only 6 hours of instruction daily? what are the four blocks each day? can the school meet requirements for instructional seat time with such a short school day? - kvandawalker</p> <p><u>Curriculum and Instructional Design</u></p>

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	<p>There is no detail regarding content; rather, a list of course titles.</p> <p>Especially regarding core content, there is no information on what specific curriculum materials, software, etc., will be used. - kmullenupton</p> <p><u>Curriculum and Instructional Design</u> In appendix C the amount of days required by GS115C-84.2 is 185 days or 1025 hours. How is this being met by the calendar supplied? - brian_smith2</p> <p><u>Curriculum and Instructional Design</u> What is the basis supporting class sizes up to 30 students with this program and these students? Can we see a copy of the daily schedules? The teacher workdays/PD prior to the start of school seem low, how will four days be sufficient to create culture, provide PD, etc., especially in year 1? Appendix B does not thoroughly address the request for a curriculum sample in sufficient detail. Is a non academic core sufficient for this example? it is difficult to assess the applicant's ability to plan for core academics. What is the basis for assuming that sufficient teachers can be staffed to teach enough sections of each subject? - kvandawalker</p> <p><u>Special Programs and "At-Risk" Students</u> Question for interview: is one staffer and the Art Director enough to run the AIG and AG programs where fully 1/3 of the students are likely to qualify as AIG/AG, especially where the staffer and Art Director have other duties? - kmullenupton</p> <p><u>Special Programs and "At-Risk" Students</u> The description of RtI strategies is vague and underdeveloped. Provide details clarifying this statement: "proven traditional methodologies and new approaches will be used to keep students engaged, motivated, and connected to the overall KATCHS community. In addition, multiple levels have been put in place to assist students who struggle." The RtI plans are not timebound, clear, and grounded in adjustments to the curriculum. The plan for addressing the needs of ELLs is underdeveloped and lacks detail. At what point will the school be able to determine sufficient need to hire ELL teachers? is this budgeted? is the SC salary high enough to be competitive given the significant number of areas of responsibility? What else is this role responsible for? Are translators, on staff? where are they in the budget? why is the ED responsible for the identification of the AG coordinator? is this person provided compensation for the extra work? is this part of a job description from the get go? - kvandawalker</p> <p><u>Exceptional Children – Identification and Records</u> How are student's confidential record protected if placed online for parents to examine as stated in the last sentence? - brian_smith2</p> <p><u>Exceptional Children – Identification and Records</u> Is the ECS hired in year one, or does the SC bear some of these responsibilities? - kvandawalker</p> <p><u>Exceptional Children – Identification and Records</u> Please add more details about how the records for students with disabilities will be obtained from the previous LEA. More detail is needed for the Child Find description -</p>
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several references are made regarding the referral source but details are missing about the process. - carolann_hudgens

Exceptional Children – Education Programming

There is no detail regarding the level I and level II interventions. Questions for interview: what constitutes interventions at these levels? - kmullenupton

Exceptional Children – Education Programming

In part three of the exceptional children's programming, it states that students already at the school, that has EC status, will have meetings annually. IEP's happen throughout the year and have deadlines according to the existing IEP. Parents can also request an IEP meeting whenever they want one and school's have a certain timeframe to respond to that request. Are you suggesting that the meetings will only happen one time a year? - brian_smith2

Exceptional Children – Education Programming

The applicant provides a description of the accommodations that can be provided to students but there is little to no description of the continuum of services. The applicant should consider all confidentiality requirements (IDEA, FERPA, HIPPA) with regard to the statement "parents may examine their students records online". The applicant should consider the types of professional development that may need to be provided to general education and special education staff regarding the implementation of IEPs. - carolann_hudgens

Student Performance Standards

The response to #1 does not expound on the overall academic goals in response to question 2 in Mission, Purpose and Goals. Please also see notes in that section regarding goals.

There is not specific detail on what assessments will be used throughout the year, nor is there any detail on the feedback cycle to teachers.

- kmullenupton

Student Performance Standards

Are there other steps that will be taken before the end of the year?
Why is the school counselor in charge of the data such as report cards and progress reports and not the school administration?
What rubric will be used to assess the Senior project that is both universal and shows growth? - brian_smith2

Student Performance Standards

this section is underdeveloped. Goals are not addressed in SMART terms.
these are academic goals, not student performance standards, no further detail is provided.
what is the ACT Asipre?
the standards for the school as a whole and individual students are unclear. No growth or absolute performance scores are indicated.
Can students graduate without the visual arts credits?
it is unclear how the various assessments and portfolios will work together, how often data will be reviewed, and how the data will drive differentiation and curriculum decisions. - kvandawalker

Student Conduct and Discipline

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	<p>There are not clear rules for discipline. While there are four levels of infractions, the conduct that qualifies for the different levels in some cases could be level one or two. For example, level I infractions of "talking out of turn" or "refusal to participate" could be level II infractions of "disrespect" or "disruptive behavior." Additionally, there is no uniform set of expectations, and what could constitute "taking out of turn" in one classroom might be construed as "disrespect" in another. This leads to confusion regarding expectations for students (and teachers) and ultimately weaken the school culture.</p> <p>The lack of detail regarding discipline procedures for students with disabilities is a significant concern. The narrative cites the IDEA, but does not discuss in-depth how the proposed school will handle these situations. Without showing a thorough understanding of the rules/procedures in this area, the statement that students with disabilities could be expelled under certain circumstances is a significant issue. Question for interview: please describe in detail how the school will handle discipline situations regarding students with disabilities. - kmullenupton</p> <p><u>Student Conduct and Discipline</u> It sounds as if regular students may be expelled but EC students will be based on behavior. Is this correct? In #3. the student can be expelled if behaviors are repeatedly a threat to themselves or others. Is this correct? Is there a homebound option that should be included? - brian_smith2</p> <p><u>Student Conduct and Discipline</u> this section, including the draft handbook is vague and underdeveloped. there are no actionable plans for culture setting or encouraging positive behavior. It is unclear how the mission will be manifest in the culture and discipline plans. Dress code violations and disrespect rise to the level of suspension? does the board make suspension decisions as well as expulsion decisions? the narrative response does not clearly demonstrate the ability to protect student rights and due process, especially for students with IEPs, 504 plans, etc. sections of the handbook seem to be very similar to other handbooks reviewed in this application cycle. - kvandawalker</p> <p><u>Student Conduct and Discipline</u> The student handbook book does not include any information on students with disabilities ~ particularly the discipline of students with disabilities and the requirement to provide services in the event a disciplinary removal constitutes a change in placement. - carolann_hudgens</p>
<p>Governance and Capacity</p>	<p><u>Private Non-Profit Corporation</u> Question for interview: the Articles of Incorporation indicate that the corporation will have members - why? - kmullenupton</p> <p><u>Tax-Exempt Status 501 (c)(3)</u> Appendix E not included; tax exempt status could be pending. Question for interview: what is the status? - kmullenupton</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> This section is wholly underdeveloped and seriously lacking in most areas. What is the rationale for the small range of board size (which makes it difficult to remain in compliance) and small variance? Why is a maximum of seven members sufficient to garner the breadth of experience and skills/expertise needed.</p>

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	<p>This section is largely the same as other sections supported by the association. That the applicant requires support to write the section that they will live as the governing board does not inspire confidence.</p> <p>What is the rationale for hiring an interim ED?</p> <p>There is no actionable or sufficiently detailed plan for recruiting, hiring, or overseeing an ED presented.</p> <p>It is unclear whether the applicant fully understands the difference between the roles of the board and of the school's staff.</p> <p>Committee structure is unclear. Are only board members on committees? why is the personnel committee the only one identified.</p> <p>It is unclear whether the board/governance structure will truly be accessible to families/community.</p> <p>The board recruitment/selection response is wholly underdeveloped and insufficient. What evidence of the commitment of the various board members is available, given that they have not been working together for an extended period of time.</p> <p>There is no evidence of a strategic board calendar or sufficient meeting planning. the board training, ethics, decisionmaking, advisory bodies, and grievances are too thin too even fully evaluate against the criteria.</p> <p>Why are only two months of minutes included if the board has been functioning for two years? is this the first application from this group? Who is Arvind (listed in minutes?)</p> <p>Why does the Board oversee the PTA? Why does the PTA oversee volunteers? How is this relationship facilitated? How will the PTA ensure appropriate vetting of volunteers who will have access to the students?</p> <p>Do members of this board intend to be on staff at the school if approved? Are the bylaws sufficient?</p> <p>- kvandawalker</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u></p> <p>Question for interview: who is conducting the board training?</p> <p>There is conflicting information in the bylaws and articles of incorporation. As noted previously, the articles state the corporation shall have a member; the bylaws specifically state there are no members (Article III). Question for interview: which is correct?</p> <p>There is also conflicting information within the bylaws themselves: Article IV states that the annual meeting will be in May, yet Article V states that the meeting will be in June.</p> <p>The narrative indicates that there will be committees of the board, but no committee information is included in the bylaws.</p> <p>The employment policies indicate that employees must arrive by 8:00. That is the same time early students may arrive. Question for interview: if everyone is arriving at the same time (i.e., the teachers aren't on-site earlier) how will the school ensure a safe and orderly environment, or that studio and other before school activities will benefit from the full hour? - kmullenupton</p> <p><u>Proposed Management Organization (EMO/CMO)</u></p> <p>NA - kmullenupton</p> <p><u>Projected Staff</u></p> <p>staffing list is insufficient. How many of each role will be hired and in what years? What is an "expert adjunct instructor"? What is "office staff"? - kvandawalker</p> <p><u>Staffing Plans, Hiring, and Management</u></p>
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When reviewing Appendix O, it states that staff must take an extracurricular activity. Is this true for Initially licensed teacher with mentors?

Will observations be conducted on NCEES? - brian_smith2

Staffing Plans, Hiring, and Management

This section is wholly insufficient. There are no clear, actionable, or timebound plans to recruit or retain high quality staff. There is no evidence that the applicant has developed or can build a strategic hiring and retention process.

What is the evidence that a board personnel committee should be recruiting and hiring staff? Should the ED not take a lead in this search and this person will oversee them? Or, if the Asst Dir. will oversee staff directly, should that person not have a leading role in the process?

No plan or procedures for hiring/firing are presented. There is no evidence that teaching specific screening processes, such as sample teaching or lesson plans, or mission specific fit criteria will be employed.

Why are specials teachers, adjuncts and coaches hourly? how were these rates determined?

What is the 2% salary match?

What is the basis for believing that teachers who can execute the schools' specialized program can be recruited and retained at this level of compensation?

Why are additional screens not presented for specialized teachers (EC, AIG, ELL, etc.)

What is the salary range for the school counselor, who has substantial responsibilities especially during the startup and first year?

The staff roles section is wholly underdeveloped. The roles of ED and Asst Dir are completely unclear. Who is the instructional leader of the school? Who manages business functions? Who oversees the faculty? - kvandawalker

Staffing Plans, Hiring, and Management

The narrative did not address what the proposed school will do to retain high performing staff members.

Concern: \$36,000 may be low given the additional requirements that the employment policies place on staff, specifically mandatory leading of at least one extracurricular and also mandatory tutoring (both outside of regular school hours).

Description of teacher qualifications is very general. - kmullenupton

Staff Evaluation and Professional Development

Will ILT teachers be required to have extracurricular activities in the first three years of teaching?

Will the instructional time being included into the workdays and intersession periods?

Will the 185 days or 1025 hours be achieved? - brian_smith2

Staff Evaluation and Professional Development

Tjos section is wholly undeveloped and lacks sufficient detail to evaluate.

If the ED has responsibility for staff, why is this person not the direct supervisor of the faculty?

VERIFY: What are the 20 work days referenced here? Does this include BOY and EOY days?

PD plan here DOES NOT align with the calendar presented earlier. Only 5 teacher workdays are in the calendar? Even if 10 days are included, the time spent on various areas appears inconsistent and insufficient.

Can intersession be included in the calculation of instructional hours? how does this work?

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- kvandawalker

Staff Evaluation and Professional Development
PD appears to be ongoing, although there is no information on what the content of the PD will be. Some of course won't be known until after the school is up and running; however, there are no details here. Question for interview: please provide specific examples of the PD the school will provide, and discuss how it aligns with the proposed programs, and how it will be conducted (e.g. across all staff, certain staff, etc).

Developing a retention plan is tasked to the Executive Director; however, there is no role here for the board, which ultimately has to approve that plan, attendant funds, etc. If the board cannot allocate funds for bonuses (the narrative does not commit to this), it may be difficult for the ED, whose responsibility it is to retain, to do so.

The operations budget allocates \$10K in year one for professional development (see "staff development" line). This figure seems extremely low, especially given the specialized nature of the program and the calendar time devoted to PD. Even by year five, \$26K is very low. - kmullenupton

Marketing Plan
This section is wholly inadequate. No concrete, actionable plan to market the school or recruit students is present.
There is no evidence that the limited information presented here will lead to recruitment of a sufficient number of students, let alone a "diverse" student body. - kvandawalker

Marketing Plan
\$4,000 to support the marketing efforts outlined in the narrative is very low. - kmullenupton

Parent and Community Involvement
How are you going to reach out to the parents who do not have email and social media? - brian_smith2

Parent and Community Involvement
This section is wholly underdeveloped and cannot be evaluated against the criteria. - kvandawalker

Parent and Community Involvement
There doesn't appear to be an outreach plan to parents after the school is open; rather, the onus is on the parent to become involved. Question for interview: why this approach? What might a more proactive and direct parent engagement approach look like? - kmullenupton

Admissions Policy
30 days seems much too short to recruit 220 students, especially of a diverse nature. What is the rationale supporting this proposal.
This section overall lacks sufficient detail to serve as a concrete, actionable plan, and to demonstrate the capacity of the applicant team to execute a successful recruitment, especially of 110 sophomores. - kvandawalker

Admissions Policy
Concern: posting student information regarding lottery outcomes on the school's website.
Question: please describe how lottery results will be posted on the school's website. -

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	<p>kmullenupton</p> <p><u>Projected Student Enrollment (Table)</u> The attrition noted seems to happen in odd grades, please explain the rationale for this pattern. - kvandawalker</p>
<p>Operations</p>	<p><u>Transportation Plan</u> The transportation plan does not include details for students with disabilities that require special transportation as part of the related services on their IEPs. - carolann_hudgens</p> <p><u>Transportation Plan</u> VERIFY: how is this reflected in the budget, and is the estimate reasonable. Why would the PTO(A?) be tasked with a critical task like ensuring student safety and attendance by creating carpools? Also, can sufficient student data for this task be shared without violating FERPA? What are the "at least two times" that bus service from the school to the triangle transit stop would be provided? Has this strategy been successful at other schools? - kvandawalker</p> <p><u>Transportation Plan</u> Transportation is a critical area, especially for students who may not be FRL, but who may not have bus access. This responsibility should be handled directly by the school, not a PTO which may or may not be able to devote sufficient financial and managerial resources to the service. - kmullenupton</p> <p><u>School Lunch Plan</u> It is unclear whether the applicant is eligible (or believes they are eligible, for FRL reimbursement for the fed. Are they, is this included in the budget? Is online ordering used successfully at other schools? why must this be done daily? could it not be done weekly or monthly? what is the basis for believing that all families will have access to the system? How will the applicant handle higher than expected numbers of lunches provided to students who forget to order? This section does not provide a concrete plan. - kvandawalker</p> <p><u>School Lunch Plan</u> More detail is needed about the online system; specifically, which one, its costs, whether it tracks student meal information, etc. - kmullenupton</p> <p><u>Facility and Facility Contingency Plan</u> Why is the building plan starting with a temporary facility? There is no indication of a plan for renovations, which will be required in a commercial space. Why would the applicant not simply look for a solution that will work long term with options to buy or build. As presented, there is no detail, no actionable plan. The applicant seems unaware that a month to month lease of a different space that is not set up as a school is an insufficient contingency plan, and will increase the budget, possibly substantially. This also impacts, possibly significantly, students' ability to get to the school. There is no evidence that the applicants understand the gravity of this decision, nor that they understand the significant amount of time that securing and preparing a property takes. - kvandawalker</p> <p><u>Facility and Facility Contingency Plan</u> There is little detail on the plan to lease property, and no potential locations are identified,</p>

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	<p>potential zoning issues raised, etc.</p> <p>The contingency plan is to identify another leased location; however, no possible locations are included. A last minute arrangement could result in a facility that needs a lot of work, or an exorbitantly high lease. - kmullenupton</p>
<p>Financial Plan</p>	<p><u>Total Budget Revenue Projections 2017-2021 (Table)</u> There appear to be other funds of \$1,200 (see appendix S), but those are not included in this section. Question: is the omission for purposes of budgeting conservatively, or simply an oversight? - kmullenupton</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> Plans for contracted services (occupational therapists, speech therapists, psychological services) are not found. - carolann_hudgens</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> All position titles from the previous list are included. 8 core teachers in year one yields a ratio of 27.5:1, what is the rationale supporting this relatively large class size? has this worked for other arts schools? - kvandawalker</p> <p><u>Personnel Budget: Expenditures 2017-2021 (Table)</u> The number of adjuncts seems low given the number of specialized courses in the curriculum attachment. Question: please provide the rationale for the adjunct FTEs. - kmullenupton</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> What is the basis for the increases in the insurance line? What is the basis for the office expense line? and its increases year over year? what is included? are classroom supplies and paper included? The marketing line seems significantly low, although it is difficult to understand given the lack of detail presented in the plan. what is included in the communications line? what is the basis for the significant jump between year 2 and 3? facility line indicates a space at 17647 in year one, what is the basis for believing this is sufficient for 220 students? Is 80 SF/student sufficient for HS? What is included in the repairs line and utilities line? how were these calculated? what is the basis for the transportation line and the the weird year over year increases and decreased, especially in years four and five. These two cells appear to be missing a zero, which means a gap in the budget of 42300 and 45900, respectively. what is included in the tech and FFE line? what is the basis for this line, and the increases and decreases? What is the miscellaneous lines, and why do they continue to increase after the student population levels out? what is the basis for the increases in books and materials year over year? how are these aligned with student population increases? how is this different from curriculum? What can be provided using the EC and instructional services contact lines? What is the basis for the staff development line. Why is it lowest for founding staff? what is the basis for the student teach line? why does it nearly double in year 2? - kvandawalker</p> <p><u>Operations Budget: Expenditures 2017-2021 (Table)</u> Legal, marketing, technology and software, and staff development appear low, especially for a first year school with a heavy technology focus. - kmullenupton</p>

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	<p><u>Total Expenditure Projections (Table)</u> VERIFY: surpluses in years 4/5 will be lower by ~50K - kvandawalker</p> <p><u>Total Expenditure Projections (Table)</u> While it is good that the proposed school is building up its fund balance, it is worrisome that the balance takes a significant hit in year five. Question for interview: what is the plan to rebuild the balance? - kmullenupton</p> <p><u>Budget Narrative</u> what are the "fixed costs" included in the 500k? these contingency plans are identical to those in other proposals supported by the NCPCSA. This indicates lack of understanding/capacity to develop and execute a realistic contingency plan/deal with shortfalls. additionally it is unclear whether any of the strategies named are possible, and several, such as not hiring a key staff member, is not solid practice. Are the specials and adjusts included in the student teacher ratio? because there is no way to get to 25:1 with the core teachers indicated. Given the art and tech specialty, and lack of detail provided here, it is likely that the classroom tech expenditures are too low. it looks like in year one about \$200 per student is budgeted. this does not afford even a chromebook per student, let alone the advanced technology one would expect. the surplus numbers here are WAY off from the numbers on the previous pages. (over 500k)--why the financing response is also identical to other applications supported by NCPCSA. - kvandawalker</p> <p><u>Budget Narrative</u> Concern: Cutting staff and attempting to renegotiate contracts can help in the short term, but can be potentially damaging to the overall program.</p> <p>Question for interview: should the worst case scenario occur, and the school have 193 students and \$500K in fixed costs, how does that affect programming? What constitutes the fixed costs? - kmullenupton</p>
<p>OVERALL</p>	<p><u>Cover Page</u> This coversheet contains language which appears verbatim in several other applications supported by NCPCSA, which indicates that plagiarism is likely to be evident. - kvandawalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> The survey information in Appendix A1 does not show the number of survey respondents, nor does it indicate whether respondents intended to enroll their children in the proposed school. - kmullenupton</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> this is a very small school size. what is the logic for having larger founding classes? how are these split? why is the incoming class in year 2 smaller? or are they assuming 10% attrition from year 1? - kvandawalker</p> <p><u>Appendices</u> The N/A are the only ones not included. - brian_smith2</p>

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Charter School Advisory Board Subcommittee	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

Overall Summary	
Initial Screening	The Office of Charter Schools deems this application complete.
10/24/2014	The CSAB voted unanimously to deem this application complete on November 14, 2014.
Application Review	<p>On February 9, 2015 the CSAB subcommittee voted to deny this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11 to 0.</p> <p>Concerns outlined consisted of the following: Mrs. Turner that her vote would not be different from the external reviewers after reading the application and the reviewers comments. Mr. Quigley, Mrs. Taylor, and Mr. Walker mirrored Mrs. Turner's comments that the issues that the external reviewers raised were significant. Mr. Walker stated that for the budget to work, the applicant needs to have 220 students at the high school level, which he stated is ambitious.</p> <p>Ms. Turner made motion to deny this application to interview. The motion was seconded by Mrs. Taylor.</p> <p>In the full CSAB meeting, Mr. Quigley gave a synopsis from the subcommittees discussion. Mr. Quigley made the motion to not move this application to interview. Mr. Walker seconded. The motion passed unanimously.</p>
Application Interview	
OVERALL	On February 9, 2015 the CSAB subcommittee voted to deny this application to interview. The subcommittee vote was 6 to 0. The full CSAB vote was 11 to 0.