

Kaleidoscope Charter High School - Our mission is to provide a student-centered learning environment, empowering students to become independent learners, as well as, creative and critical thinkers, using an innovative approach to prepare students for higher education and beyond.



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:

Jonathan Bryant
Tammi Sutton
Deanna Townsend-Smith
Steven Walker
Kenneth Tucker
Cheryl Turner
Alex Quigley
Alan Hawkes
Joe Maimone
Lindalyn Kakadelis
Glenn Allen
Les Stein
Lynn Kroeger
Nicole Charles
Phyllis Gibbs
Sherry Reeves
Jessica Kelly

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Date of Review:

09/27/2017

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Kaleidoscope Charter High School

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

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

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

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Kaleidoscope Charter High School

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

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

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

Name of contact person: *Janet Littlejohn*

Title/Relationship to nonprofit: *Chairperson*

Mailing address: 100 Airlie Court
Cary NC 27513-3900

Primary telephone: 919-434-5769 Alternative telephone: 919-694-7030

E-Mail address: janetlittlejohn2@gmail.com

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

County: WAKE

LEA: 920-Wake County Schools

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

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Acceleration

Yes:

No:

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

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

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

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

Yes:

No:

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

Yes:

No:

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

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 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
Year 1	09,10	230
Year 2	09,10,11	350
Year 3	09,10,11,12	470
Year 4	09,10,11,12	540
Year 5	09,10,11,12	480

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

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

kaleidoscope

Signature

kaleidoscope

Printed Name

Janet Littlejohn, Chairperson

Title

09/22/2017

Date

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Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>I voted to approve this school in the previous round. I would be interested to hear from the board improvements made to the application.</u>	<u>Steven Walker</u>	<u>Cover Page</u>
<u>Why is there a decline in year 5?</u> <u>Is there enough demand for a high school in Wake County to justify the numbers?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>I know that saturation is not a consideration for charter applications, however not sure if there are sufficient students to fulfill the numbers reflected on this chart.</u>	<u>Jonathan Bryant</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Jonathan Bryant</u>	<u>Pass</u>
<u>Tammi Sutton</u>	
<u>Deanna Townsend-Smith</u>	
<u>Steven Walker</u>	<u>Pass</u>
<u>Kenneth Tucker</u>	<u>Pass</u>
<u>Cheryl Turner</u>	
<u>Alex Quigley</u>	<u>Pass</u>
<u>Alan Hawkes</u>	
<u>Joe Maimone</u>	<u>Pass</u>
<u>Lindalyn Kakadelis</u>	
<u>Glenn Allen</u>	
<u>Les Stein</u>	<u>Pass</u>
<u>Lynn Kroeger</u>	
<u>Nicole Charles</u>	<u>Pass</u>
<u>Phyllis Gibbs</u>	
<u>Sherry Reeves</u>	<u>Pass</u>
<u>Jessica Kelly</u>	<u>Pass</u>

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II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Our mission is to provide a student-centered learning environment, empowering students to become independent learners, as well as, creative and critical thinkers, using an innovative approach to prepare students for higher education and beyond.

Clearly describe the mission of the proposed charter school:

Kaleidoscope Charter High School (KCHS) will provide a student-centered education that will address the distinct learning needs, interests, and aspirations of individual students while also being mindful of their cultural and socioeconomic backgrounds. Along with traditional direct instruction, KCHS will utilize the problem-based study, self-directed learning activities, research projects, collaborative work groups and hands-on experimentation.

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.*

Kaleidoscope Charter High School's (KCHS) target population is high school students in Western Wake County, specifically in the Morrisville area. KCHS also anticipates drawing students from Cary, Durham, and Apex. Morrisville, North Carolina is a fast-growing community in the Raleigh-Durham metropolitan area.

The region is one of the most culturally diverse (43% White, 36% Asian, 13% Black, and 4% Hispanic (1)) communities in North Carolina. Additionally, 33% of residents are foreign-born with 40% of residents speaking a language other than English at home. Local high schools have between 8-20% of students in FRLP (2)- KCHS will strive to have representation across socio-economic segments.

The board is committed to diversity and will canvas our larger community including local places of worship (e.g., traditionally African American churches, temples, and mosques), small businesses (including minority-owned businesses), and festivals/celebrations to ensure continued diversity of the student population.

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The location and student body for KCHS are based on four key considerations:

1) No High Schools in Morrisville: WCPSS identified the need for four future high schools (near Morrisville, Apex, Fuquay Varina, and Wake Forest)(3). In response, Wake County acquired sites in Apex & Fuquay Varina but the need for a high school in Morrisville remains (4). The county also discussed the need for 60-70 acres for a typical high school - unfortunately, the Morrisville area has limited large parcels of land available (5).

2) Rapid Growth: Morrisville's population has grown by 33% from 2010-2016 and was estimated at 25,000 as of 2016 (6). Wake County recently (2017) conducted a study on population growth which concluded that the population is increasing by 433 people every week (20 residing in Morrisville)(7). Morrisville's Town Council also passed a resolution (February 2017(8)) stating that "The Morrisville Town Council hereby supports the identification and placement of additional high-quality school facilities".

3) Caps and Over-Crowding: Students who reside in Morrisville are typically assigned to Panther Creek or Green Hope. Panther Creek has been capped (for 2016-2017 and as of 2017-2018) and is at 110% of capacity with 32% of capacity in 33 temporary classrooms. Green Hope is at 109% capacity with 34% of capacity in 37 temporary classrooms.

4) Stated Community Interest: KCHS has seen strong interest from the community. We have a database of over 400 interested parents (9). Our interactions with the community reinforce that the community desires additional options for non-traditional smaller high schools.

1 DataUSA

2 WCPSS - Free and Reduced Price Lunch Program Participation by School (2015-2016)

3 N&O (March 2016)

4

<http://www.wcpss.net/cms/lib/NC01911451/Centricity/Domain/6073/Final%20Plan%20Dec%206%202016.pdf> (Slide 58 outlines the need for H11 centered primarily around Morrisville)

5 N&O (August 2016)

6 US Census Quick Facts (Available at <http://census.gov/quickfacts/>)

7 <http://www.wakegov.com/planning/peopleandplaces/Pages/default.aspx>

8 Town of Morrisville

9 www.kaleidoscopehighschool.org

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

KCHS projects peak enrollment of 540 students in Year 4 and a steady-state of 480 students by Year 5. We anticipate a "bubble" of students in Year 4 (since we will have a larger freshmen class in Year 1).

As of the 2016-2017 school year, the projected Average Daily Membership for 9-12 graders in WCPSS is 48,956 (1).

An enrollment of 540 students at KCHS would reflect approximately 1% of the

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total ADM for Wake County high school population for Wake County.

(1) WCPSS 2016-2017 District Facts
(<https://docs.google.com/spreadsheets/d/1SPnhxogWFdqSy4ypU5ppT4gpYQf7WGkBNQMDEAWeN6k/edit#gid=208352968>)

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

Student-centered or learner-focused instruction method complements didactic instruction, as with local LEA, will uphold the common core standards, yet emphasizes student-based instructional practices such as hands-on learning, problem-based learning, team project-based learning, and much more. KCHS instructors and adjunct educators will be guiding students to critically develop the skills associated with learning and practice, as the emphasis of learning is focused on developing ideas, interests, and individualized curriculum. Students are given more opportunities to be self-motivated and independent life-long learners. Classes will be guided by expert educators who understand the practice of placing the learning of content on the student's initiative, intuition, and intrinsic desire to learn. Student involvement in both the direction and intensity of each individualized work plan will be a collective effort on the part of students and faculty. Additionally, our student's longitudinal 4-year Portfolio is significant formative and summative assessment tool for the teams to monitor, keeping track of how each student is progressing.

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

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

KCHS will provide two periods of intensive coursework during the school year (prior to Winter Break, and following end-of-year exams). These sessions will be taught by faculty, expert members of the community, or visiting experts and may include courses/events such as technology, sciences, creative arts, culinary arts, educational trips, leadership workshops, and community service projects.

Student-centered learning additionally includes self-assessment. In this instance, KCHS differs from the traditional format in the form of the student portfolio. While traditional schools have adopted this practice in

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some aspects, KCHS uses the portfolio as an integral part of the learning. There is a four-year development to the assessment process for the learner to see the evolution of what has been learned and what has been advanced during the educational journey.

Unlike the majority of high schools in the area, KCHS offers year-long courses and each day will begin at a later time than that of most area public high schools (per the recommendation of the American Academy of Pediatrics). The schedule will consist of an intervention/remediation/enrichment period each morning, 6 additional periods throughout the day, an advisory block, clubs during the day, and a communal lunch-time. This schedule offers several advantages, including additional opportunities to assist students who may be struggling, extra time for practice and exposure, and better opportunities for teachers and students to get to know each other over the course of the year. This schedule is essential to collaborative student-centered curriculum and instruction.

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.*

KCHS will provide a dynamic educational experience for students, which will maximize student growth and engagement, provide parents and students with expanded educational choices, and utilize innovative teaching methods to meet Legislative goals 3, 4 and 6.

3. KCHS will provide students and parents with another choice for high school education. For those that would benefit from more one-on-one instruction, having a choice in their education, and being a part of a

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community to which they feel connected and valued, KCHS will be the ideal environment for them. Students who are looking for a different high school experience from the traditional will find that at KCHS. Class sizes will be smaller, teachers will be trained in methods that allow students to indulge their interests while learning the required material. Not only will the students learn the required material, they will learn critical thinking, project development, successful ways to navigate working in teams, and how to manage to have a choice in major decisions regarding education. The faculty at KCHS will explicitly teach and mentor students in these "real-life" skills.

#4. KCHS will excel at improving student learning. As the class sizes will be smaller, and one of the main areas of focus of the faculty will be on forming close relationships with the students, student learning will be of utmost priority. Faculty will work with students to examine learning styles, strengths and weaknesses. Knowing these characteristics will allow teachers to tailor lesson plans to support and maximize each child's gifts and abilities. Students having that knowledge about themselves will give them a sense of agency in their education. They will learn how to ask for what they need in order to get their needs met and make the most of their learning opportunities. An increase in agency correlates to improved student engagement and thus performance.

KCHS will employ an intermittent pre-/post-assessment plan for all students each academic year so as to truly gauge individual student progress. Following the student pace and desire, if students are interested in accelerated coursework or Advanced Placement (AP) instruction, the school team (staff and leadership) will be able to use the student's scores on these assessments and from their portfolio of work, as a measure of whether they are ready for AP and potential college-preparation success. All students will be given an opportunity to prove they are prepared for this college experience. If students need more guidance or support our school team of educators and leaders will be there for our students.

#6. The instructional delivery method of KCHS is student-centered. This means that teachers will constantly be adapting to the needs of the students. Being good at providing student-centered education means that the teacher thinks creatively and uses many different approaches in order to incite excitement in her students. This, while being challenging, also offers an opportunity to incorporate the latest methods that are considered to be "best practice", as well as trying new ideas that may not have been tested yet. Allowing teachers this freedom and trusting them enough to explore what is best for their students will guarantee that they are open to and implementing innovative and different teaching techniques regularly. Regular professional development sessions will also ensure that the teachers have regular access and exposure to current educational research in order to continue to meet the students needs in the most beneficial way possible.

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*

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governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

KCHS will set SMART Goals at the beginning of each school year and those will be monitored each month within Board and Staff Meetings and with a "Results" Report at the May KCHS Board meeting, open to the community.

OPERATIONS GOALS: 1) Supporting professional and community development, the school community will participate in 2 or 3 staff development and 1 or 2 community volunteer days;

2) Teachers and staff report work satisfaction: Job attrition in any given year is 2 or less. Annual staff survey reports at least 85% overall school satisfaction, increasing to 95% by year 5;

3) Maintain school capacity at 100% projected ADM. The number of applicants will increase by a minimum of 20% each year up to 120 each grade after year 3;

4) Achieve an economically diverse student population - 25% or more of the student population will represent low-income by free and reduced lunch federal standards by year 5.

5) Leadership Team and Staff will maintain proper, safe, healthy and technologically satisfactory facilities for our school community.

ACADEMIC GOALS: 1) Each student will achieve academic gains and growth, meeting or exceed NCBOE performance standards. By year 2, 95% of students demonstrate a year's worth of growth leading to promotion to next grade per their longitudinal portfolio, course test assessments and NC EOG Scores in Math 1, English 2, and Biology exceeding proficiency for our benchmark schools (Panther Creek, Green Hope, and Cary High which were 76%, 81% and 83% in 2015-2016. KCHS will target proficiency rates of 80%, 85%, and 85%, respectively in those subjects.

2) Students actively participate and engage in learning. This is measured by average daily student attendance is 97% or higher. Student suspension rates are less than 3%. 85% retention rate for students in year 1, increasing to 95% by year 5.

3) We will foster and increase social-emotional intelligence in students. Students show a consistent increase in well-being as measured by pre and post assessments (ex. Myers Briggs) each year.

GRADUATION GOAL: Rates were 92% for our benchmark in 2015-2016. KCHS will target >92% graduation rate by Year 5. Student Experience: >85 % of students will report their experience at KCHS as beneficial, supportive and comprehensive when given questionnaires about their satisfaction level at KCHS.

FINANCIAL GOALS: 1) KCHS will operate within established budgetary guidelines, observe financial management policies at all times, by demonstrating positive cash flow and minimize any risk of deficits while having appropriate financial controls. This will be measured by an approved balanced and fiscally sound budget by June 30th, yearly;

2) Create sustainable financial management policies and controls in conjunction with finance committee - implemented by June 30, 2019, and review for compliance quarterly;

3) The Director will provide a summary of financial performance for monthly and quarterly review, the summary provided within 5 days of the end of the calendar month and/or quarter.

4) Audit: An annual audit will be conducted each year (for a school calendar

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year). Measured by the results and recommendations of the audit will be reviewed and approved by the board by the end of October of each year.

GOVERNANCE GOALS: 1)The Board, Director and Assistant Director will actively participate with the community in planning a Strategic 5-year Plan by June 2020.

2) Empower community and students joining in on one campus service project per year.

4) Parent participation will have 85% satisfaction by year 2 and 95% by year 5. Parent Teacher Student Organization (PTSO) participation is 50% or greater, with increasing participation each year.

5)Development Committee creates a Capital Campaign with community and business stakeholders fundraising; \$10,000+ by June 1, 2020, \$25,000+ by June 1, 2021; increasing each year to exceed \$100,000+ by year 5.

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

When a school defines its mission, faculty and staff are made aware of the actions and attitudes

expected of them and can, therefore, act without hesitation in accord with the school's values

and policies. Written policies concerning the operation of the school will emphasize the

Schools mission, core values, and purpose with the intent to meet or exceed expectations in the

delivery of student-centered education by faculty and staff. In that regard, formal lines of

communication going downward or upward within the school's hierarchy will be established to

ensure that information flows between the board and school hierarchy.

The board of directors will have, at least, monthly meetings to review the performance of the charter school. The discussion will focus on three key areas that will reflect our mission statement:

- 1) Student Performance and Engagement,
- 2) Financial Performance and Outlook, and
- 3) Operational Performance.

It will be critical to assess student performance (as discussed in the SMART performance goals above) and to gain feedback on the level of student engagement. We will conduct semi-annual surveys to assess the level of student engagement (focusing on student growth and empowerment). Results from traditional evaluation tools and the student survey will be reviewed by the board.

At monthly Board meetings, the Director will provide reports of student progress, student engagement, and the School Improvement Plan. Additionally, the board will monitor school financial and operational performance (as discussed in the financial and operational SMART goals above). The annual school improvement plan (and progress towards the plan) will be reviewed, at least, quarterly with the Director of the school. It will be essential to reinforce the mission with staff - ensuring and measuring teacher engagement and staff development.

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Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
Is there more recent survey data or other supporting documentation for 400 interested parents?	Nicole Charles	Mission Stat
How will the proposed schedule (starting later in the day) impact student life opportunities - i.e. sports, clubs, etc.? Beyond student-centered learning, how will this school differ from the traditional LEA?	Jonathan Bryant	Educational
Does the "bubble" mentioned address sibling possibility? Ho does the number decrease align with the assertion that there is a great need in this rapidly growing part of Wake County? Will only student who are used to this type of instruction be successful? With a high school, does the applicant have concerns about adjustment to the student centered model?	Nicole Charles	Educational
The school provides survey data in appendix A1 containing a question about enrolling students in August 2017. This is clearly part of an earlier survey. Does the school have more recent survey data? The school received 129 responses indicating an interest in enrolling students in the school, but the school list 230 as the first year enrollment. Can the school explain this discrepancy? Please elaborate on how the education plan differs from the LEA. Many of the strategies mentioned (i.e. hands-on learning, problem-based learning, team project-based learning, etc.) are currently being used by LEAs. Related, further clarification is needed around how the school will use portfolios differently than the LEA.	Kenneth Tucker	Educational
Your proposed enrollment states 230 in year one but your data from August 2017 in Appendix states 129 would enroll in the school. Will there be issues in fulfilling the space based on the data? What is the purpose of intensive coursework given to students prior to winter break an prior to end of year exams? If members of community are involved will they be assessing students' work? Clarify how year long courses will impact student enrollment especially if other high schools in the area are running a traditional schedule. Will this impact enrollment?	Jessica Kelly	Educational
Are AP courses the only way to "accelerate" learning? Measurement of these goals is not addressed.	Jonathan Bryant	Purposes of
AP exams are the only thing listed for an example at how to excel at improving student learning. More detail needed on how else student learning will be improved. More detail needed on #6 - how are these teaching methods different than other local schools?	Jessica Kelly	Purposes of
Are there any concerns about finding qualified teachers to complete the mission? Does the budget reflect the tenets of the mission and how can the school remain sustainable?	Nicole Charles	Purposes of
Related to answer #4, aside from smaller class sizes, how will the provided strategies ensure improved student learning? Please elaborate on how a student-centered instructional delivery method is "different and innovative". Does the school have evidence that this method is not currently being used by the LEA?	Kenneth Tucker	Purposes of
Are goals without a listed time frame annual goals?	Jonathan Bryant	Goals for th
Why is the Myers-Briggs Personality Test being used to determine academic goals? This test does not measure increases/decreases in emotional well-being.	Les Stein	Goals for th

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<p>What are the assessments for well-being and engagement? Myers Briggs is a personality assessment.</p> <p>Can the applicant explain graduation goal?</p> <p>What does "empower the community" mean, the school community or the larger community?</p> <p>How do these goals reflect the goals previously mentioned especially being catered to a student's individual needs?</p>	<p>Nicole Charles</p>	<p>Goals for th</p>
<p>Graduation Goal data from 2015-2016 stating benchmark are confusing. Why is there indication of there already being a graduation?</p> <p>Goals do not align clearly with targeted student population and need of community.</p>	<p>Jessica Kelly</p>	<p>Goals for th</p>
<p>How will the school use Myers Briggs to determine well-being?</p>	<p>Kenneth Tucker</p>	<p>Goals for th</p>

Reviewer	Score
Jonathan Bryant	Pass
Jessica Kelly	Fail
Deanna Townsend-Smith	
Steven Walker	Pass
Kenneth Tucker	Pass
Cheryl Turner	
Alex Quigley	
Alan Hawkes	
Joe Maimone	Pass
Tammi Sutton	
Sherry Reeves	Pass
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	

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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 proposed instructional plan and graduation requirements for KCHS will ensure student readiness for college and other post-secondary opportunities. KCHS students will meet North Carolina's Future-Ready Core requirements and upon graduation, students will meet or exceed the minimum admission requirements for entering a four-year college or university in the state of North Carolina. All KCHS students will participate in a bi-annual Intensive Coursework Week, having selected the types of courses they desire at the beginning of the school year. These sessions may be taught by faculty, members of the community, or visiting instructors and may include courses/events such as technology, sciences, creative or performing arts, culinary arts, educational trips, leadership workshops, and community service projects.

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

Student-centered learning also includes self-assessment. Each marking period, students will be required to assemble representative examples of their work for evaluation by instructors, and this information will be included in the longitudinal portfolio. Creating portfolios is an authentic way for students to help direct their own individualized learning. This affords all students the opportunity to make choices that reflect their strengths or challenge them in new ways. It "encourages critical and creative thinking" and "involves students very actively and cooperatively in the productive process." (Jackson and Davis, 2000).

Teachers will monitor student progress through traditional assessments like tests, reports, oral presentations, as well as strategies that encompass the KCHS mission. KCHS will supplement required state and classroom assessments

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with the completion of a longitudinal four-year portfolio that will serve as both a formative and summative evaluation instrument. This assessment process is for the learner to see the evolution of what has been learned and what has been advanced during the educational journey. This formative assessment will provide teachers with robust data concerning each student's academic growth and current ability level and will provide a basis for early intervention for struggling students.

Students can see the progression and improvement in their own work over time. This self-reflection and metacognition are extremely important to learning as students strive to reach their fullest potential. Instructors will provide written and oral feedback on student portfolios for each marking period. Portfolios will be available for ongoing review. The student contributions to their portfolio will also be featured in their capstone project, to be completed during a student's senior year. Instructors will work in supportive Professional Learning Teams (PLT) to align class lessons and assessments and improve the level of instruction.

As our targeted student population is students in the Morrisville area, no matter their strengths or areas of need, this model will be most beneficial as teachers will be able to be flexible in delivering instruction in ways that are accessible by many different learning styles and levels.

Curriculum and Instructional Design:

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

The basic learning environment at Kaleidoscope Charter High School (KCHS) will be a learning community. As we will have a relatively small student population and will spend time creating a sense of team and community, the student body will be a collaborative group who work well together and support each other. Teachers will act as guides, ensuring that curriculum goals are reached, while also structuring the learning expectations so that students can explore their interests and talents, and strengthen their weaker areas. Individual classes will be capped at 25 students, which will make it easier to implement inquiry-based, problem-based, and project focused learning activities. It will also facilitate engagement between and among instructors and students. By creating this learning environment, we will also be communicating to the students that we foster a "growth mindset", whereby students come to understand that mistakes and academic challenges are not failures, rather they are opportunities to learn and to try again, armed with more information.

The KCHS day will begin with an intervention/remediation/enrichment period. During this time, students can get needed assistance, or explore an area of interest, such as mindfulness. Each day will have six additional periods, an advisory period, and a communal lunch. Independent work time will be factored into each day. This will be time where the students can work on assignments, meet with groups for group projects, seek extra help in areas in which they are struggling, and be sure that they are on track with meeting the expectations that will have been set forth for them in the various class syllabi in the classes in which they are enrolled. Whole

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community time and clubs are integrated throughout the week. Additional clubs, peer tutoring, and faculty tutoring will take place after school. The addition of bi-annual Intensive Coursework will allow teachers and students to explore a multitude of interdisciplinary and student-specific topics.

Provide a synopsis of the planned curriculum, including:

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

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

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

By year 2, our Junior class will take the ACT. This will allow all students to meet the minimum requirement of taking one college admissions exam.

By year 3, we will have our first Senior class. By this time, the SAT participation rate of graduating Seniors will meet or exceed that of high schools in the Wake County Public School System (WCPSS).

By year 3, all graduating seniors will have completed a longitudinal portfolio of both academic and creative work that will enable them to be competitive for college admissions.

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

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

The primary instructional strategies our teachers will master and impart to

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our students will include but are not limited to: cooperative learning, current events, debate, generating and testing hypotheses, reciprocal teaching, nonlinguistic representations, lecture, hands-on learning, reinforcing effort and providing recognition, project-based learning, note-taking/journaling, modeling, conferencing, presentation, creating dynamic syllabi, moderating seminars and Socratic discussions, aiding students in determining their strengths and weaknesses, creating project rubrics that allow students some choices in how they demonstrate mastery of the information covered, facilitating positive relationships with the students and their families and relating material to real-life situations.

Our teachers will also be very well-versed regarding what the North Carolina State Standards require and collaborate with their KCHS colleagues to ensure that they are using best practice in student-centered learning pedagogy. Extensive professional development will be provided prior to the start of school each year and on Professional Development Days during the school year. While school is in session, teachers will collaborate, research and learn with students about material and content areas beyond the standard lesson plans. As a result, the teachers will grow and develop with the children, based on the individual interests and needs of each child. This will increase academic achievement for several reasons. One is that the students will be more engaged in their studies because their studies will be interesting, and they will have a say in how they go about them. The second reason this method will improve academic outcomes is due to the close relationships between the students and the teachers. The students will feel that they matter and that will increase their self-confidence. Confident students are more successful students

Parents and families will be encouraged to be an integral part of the school's collaborative culture, as parent involvement is another critical factor in predicting student success. At KCHS, students, parents, and faculty work together to plan for and address each child's development needs. Parent workshops and information sessions tailored to the expressed needs of parents will help parents and families understand how children learn, how they are being taught, and how they can make meaningful contributions to their child's success. KCHS parents and families will be encouraged to contribute to the development of the school by participating in the School Improvement Team, serve as partners in developing a Code of Conduct, providing lessons as visiting instructors, connecting the school to the community through their social networks, sharing their cultural knowledge, collaborating on the development of the physical plant and grounds, participating on the governing board, obtaining membership in our Parent, Teacher, Student Organization (PTSO), assisting with college visits, field trips, clubs, and activities, and engaging in the school community in other ways.

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

The proposed instructional plan and graduation requirements for KCHS will ensure student readiness for college and other post-secondary opportunities. KCHS students will meet North Carolina's Future-Ready Core requirements and upon graduation, students will graduate having met the minimum admission

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requirements for entering a four-year college or university in the state of North Carolina. In addition, students will have the opportunity to earn college credit for coursework through Advanced Placement (AP) examinations. Dual enrollment will also be supported.

The student centered instructional method allows for a more authentic educational experience. As the teachers create projects that will allow students to learn the material, work on these projects will include aspects that mimic the university/professional world. The students will have to learn to work successfully in a group, break down long term projects into manageable chunks, handle problems that arise during the project, as well as be sure the final output meets all criteria and is the best it can possibly be. Students will experience learning as an active process, that will allow them to embrace learning for the rest of their lives.

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

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

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

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

These minimum requirements total 24 credits for graduation.

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

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

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

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

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

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

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

An "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

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Averages (GPAs) will be calculated by adding the number of quality points (points awarded for letter grades, i.e. 0-5) and then dividing by the number of courses attempted.

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

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

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

Our primary mission is to provide a student-centered learning environment for our students to empower them to be independent learners and critical thinkers. By following a traditional school calendar utilizing year-long courses as opposed to a block scheduling (currently be used by the local LEAs), KCHS will provide an optimal environment for the delivery of student-centered education to its students in terms of teachers having contact with their students throughout the entire school year in order to implement personalized strategies.

In addition, the school year will begin one week earlier than the Wake County Public School System to allow for two annual Intensive Coursework Sessions which are scheduled to take place prior to Winter Break and after final exams/EOCs at the conclusion of the school year. KCHS is structured around 1025 hour academic calendar, with extra inclement weather makeup days already built-in.

The KCHS calendar supports our mission in that we will be offering year-long courses, rather than semester-long courses. This will allow more time for students and instructors to go in-depth into subject matter as well as more time for struggling students to master the required material. This calendar structure will give more time for collaborative work and complex projects. It communicates the idea that, in order to learn, one must take the time to be intentional, methodical, and thorough.

Our calendar, though following a traditional calendar style, starts a week earlier than other Wake County high schools. This is one of the ways we will be allowing time for team-building and creating a supportive community, more time to examine subjects thoroughly, as well as building in enough hours/days that we won't have to make up missed weather days.

Another way that our calendar will reinforce our mission is that we will start later than other high schools. This is following the needs of our student population. Later start times benefit high school aged students because it allows them to maximize their natural sleep-wake schedule. We will endeavor in every way to be sure that the calendar supports the needs of the students.

Special Programs and "At-Risk" Students

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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's Multi-Tiered System of Supports (MTSS) is the framework (Appx O) used to ensure that effective research-based academic and behavior practices are embedded within the school's structure; continuous school improvement is sought through systematic problem-solving processes; decisions are data-based; growth and engagement are maximized for every student; and every student graduates college, career, and community ready.

Within MTSS, core instructional practices are known as Tier I and apply to every student. All students receive assistance in various ways. In the classroom, students are assessed on an on-going basis so that teaching, and other methods of differentiation, are adjusted according to each child's needs. Teachers also collaborate with students and parents to find solutions to attendance, behavior, and academic issues. In addition, an Intervention/Remediation/Enrichment (IRE) period is scheduled at the beginning of each day (with courses such as: math remediation, reading intervention, and Curriculum Assistance); teachers tutor after school regularly; Success Lab provides students with peer tutoring or a quiet work area; all students may participate in SMART Lunch work sessions; and Advisory Class lessons and the PBIS structure proactively support appropriate school behaviors for all students and staff.

Using universal screening measures, grades, attendance and discipline reports, and other data, student performance is reviewed by the Leadership Team (LT) every two weeks. The LT recommends students for Tier II interventions when data indicates that students need additional services, behavioral support, or research-based interventions. Students identified for Tier II support receive interventions while monitoring data is reviewed by the LT every two weeks. Tier II academic interventions are aligned with core instruction and designed to ensure improved performance in core instructional environments. These standard interventions follow a defined course of action based on the needs of a subgroup of students who are struggling in a particular area. The LT creates a Tier II plan of action that sets measurable goals; selects and tracks interventions; includes benchmarks; establishes criteria for phasing out interventions; and is developed collaboratively. When data shows student improvement in Tier II, supports are gradually phased out and the student returned to the Tier I structure.

Students who have received Tier II supports for 4-8 weeks, (and are not sufficiently responsive), are referred to the Student Support Team (SST) for Tier III interventions. Students in Tier III receive additional services, support, or individualized research-based interventions while monitoring data is reviewed and interventions adjusted as needed by the SST every two weeks. Students who demonstrate improvement are gradually returned to Tier II or Tier I as appropriate.

Students who are suspected of having a disability, or who do not adequately respond to Tier III interventions within 4-8 weeks are referred by the SST to the Special Education Department to determine if the child will be evaluated for special education services. Students continue to receive Tier III interventions (adjusted as needed) until an Individual Education Plan

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(IEP) is developed. Students identified as having a disability, who are in need of special education services, will have an Individual Education Plan (IEP) developed by the IEP Team. Students identified as having a disability, who are not in need of special education services, will have a 504 Plan developed by the 504 Team. Students with IEP or 504 Plans are served in Tier IV. All students with disabilities receive all of the specially designed instruction, accommodations, and modifications as detailed on their IEP or 504 Plan. Students with disabilities in one area will continue to be supported in Tier I, II, or III (as appropriate) in areas not related to their disability/ies.

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.*

To prepare students to participate fully and successfully in classrooms where English is utilized for instruction, KCHS provides English as a Second Language (ESL) program services

1. Given that the lottery admission process is needs-blind, KCHS will request ELL and Limited English Proficient (LEP) students to self-identify in a home language survey (written in English, Spanish, French, Vietnamese, Chinese, and Arabic) that is provided to every family. If any language is listed other than English, the ESL Teacher will investigate to accurately determine the child's actual home language. If the student's dominant language is not English, records will be obtained from the child's former school and a determination made by the KCHS ESL teacher as to the child's current level of English proficiency and the type/s of assistance needed. Students without records, or whose records are not current, will take a proficiency test to determine eligibility and level for language assistance services. For eligible students, the survey and investigation will be part of the student's completed acceptance packet and will help inform school planning for testing, translators, home visits, and other supports.

Teachers with language concerns about students (who are not currently identified for ESL services) are directed to notify the ESL Teacher within 20 days of the student's admission. The ESL teacher will then ensure the student is assessed through the most current WIDA ACCESS test.

2. KCHS offers various service-delivery methods to serve ELL students. An Intervention/Remediation/Enrichment (IRE) period is scheduled every morning. Various courses are offered during IRE for students (including ELL students) who demonstrate a need in reading, math, or writing. In addition, ESL students are eligible to take for-credit ESL I, II, III, or IV courses based on their most recent ACCESS scores. ESL courses are tailored to the child's current level of English proficiency and demonstrated language-learning needs. The ESL teacher will also employ immersion, push-in and tutoring strategies to address the learning needs of individual students and assist them in reaching full English language proficiency.

3. The ESL teacher continuously monitors student acquisition of the English

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language through annual ACCESS testing, classroom-based assessments, observation, grades, and teacher reports. Based on the most recent data, an annual LEP Plan is created for each student. In keeping with exit requirements outlined by NC State policy GCS-A-012, students will be exited from the ESL program when they receive a recommendation from the ESL teacher, appropriate area and composite scores on the ACCESS, and a grade of C or above in Language Arts classes. Students exited from the ESL program will continue to be monitored for a minimum of six months after being exited.

Based on 2016-17 Wake County Public School System data, KCHS anticipates 4.1% of KCHS students will be classified as LEP. KCHS will hire a Spanish language teacher who is also licensed in ESL to provide needed services for ELL/LEP students. This teacher will also help facilitate communication and collaboration with Spanish-speaking families and students. KCHS will locally source other language translators, when needed, to facilitate collaboration and communication between the school and parents. Translation assistance for LEP families will include (but is not limited to) parent-teacher conferences, LEP/IEP/AG/504 discussions, and home visits. If the school attracts a high population of non-native speakers needing English language support and instruction, professional development focus will shift so resources can be directed to helping teachers work with ELL students.

KCHS follows all applicable state and federal guidelines with respect to serving ELL students.
https://www.wida.us/membership/states/NC/LEP_ID_Guidance_May201
<http://www.wcpss.net/domain/100>

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.*

Academically and Intellectually Gifted (AIG/AG) students are identified through self and or parent/teacher nomination. To ensure that all students have equal access to AIG/AG identification, a nomination form is distributed to all newly admitted students and their families and is disseminated to all school personnel, parents, and students via student/parent/employee handbooks, and on the school's website. Information is also distributed at school orientation events, new student meetings, open houses, and curriculum nights.

The Guidance Counselor and the AIG Coordinator will (with parent permission) review records of all nominated students. The records review will include some or all of the following artifacts: teacher/parent observations; teacher/parent/counselor reports from the Bright Horizons Gifted and Talented checklist; work samples; and student interest forms. In addition, some or all of the following data will be reviewed: mass screening scores (such as EOG/EOC, PSAT, CoGAT, PLAN, ACT); universal screening measures; and the results of normed ability and/or achievement tests. As KCHS seeks to maximize growth and engagement for all students, it is the intent of KCHS to ensure that all eligible students, including underrepresented students, are

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identified and served.

KCHS will employ at least one staff person licensed/to-be-licensed to serve as AIG Coordinator. The AIG/AG Coordinator will be responsible (in concert with the Guidance Counselor) for developing a school-wide AIG Plan, creating Differentiated Education Plans (DEPs), monitoring student progress, and communicating results to the Leadership Team. The Guidance Counselor oversees the AIG/AG program and (with the AIG Coordinator) provides ongoing professional development training for all staff members with respect to the needs of AIG/AG students.

With the student and parent/s, the AIG Coordinator develops a DEP to address student development needs, interests, and challenges. The DEP defines how the student's needs are to be met, sets individual goals, and identifies how goal progress will be measured. The DEP also provides the framework for purposeful course planning, selecting extracurricular and enrichment opportunities, identifying acceleration options, and conducting college planning. Measures of student growth, goal attainment, and the results of Parent/Student Engagement Surveys will also inform future AIG planning.

The student-centered pedagogical approach at KCHS supports student growth at many levels of ability. AIG/AG students will be served in multiple ways; through student-focused differentiated classroom instruction, access to a range of Advanced Placement and Honors courses, twice-yearly interdisciplinary Intensive Course sessions, enrichment courses, clubs and activities, outside educational opportunities, and support in applying for summer enrichment programs such as the North Carolina Governors School. Dual enrollment in local post-secondary programs will also be supported.

In keeping with State Policy (SBS-GCS-M-001, Section 13), Credit by Demonstrated Mastery (CDM) will be offered to those highly advanced students who demonstrate a deep level of understanding in a content area. Students seeking CDM shall demonstrate mastery through a standardized or final exam; and through an artifact (demonstrating the student's ability to apply knowledge and skills relevant to the content standards). A committee of associated content teachers, the AIG Coordinator, the Guidance Counselor, and the Director will determine the parameters for successful completion of the exam and artifact.

Based on 2016-17 Wake County high school AIG figures, KCHS projects 24.2% of enrolled students will qualify for differentiated services.

KCHS follows all applicable state and federal guidelines with respect to serving intellectually gifted students.
<http://www.ncpublicschools.org/docs/academicservices/gifted/ncaig-program-standards.pdf>

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.*

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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)*

After gaining admission to KCHS through the needs-blind lottery, parents will complete a form to identify if their student has an IEP or 504 already in place through another school. The data manager at KCHS will submit a records request to the data manager at the previous school to obtain that child's IEP or 504 records. The EC department will audit the student's file in accordance with NCDPI guidelines regarding compliance to ensure a current plan is in place. For IEPs, KCHS will ensure that the following are in the file: most recent copy of referral (DEC 1 or DEC 7); consent to evaluate (DEC 2); eligibility determination (DEC 3); current IEP (DEC 4); prior written notice (DEC 5); consent to serve (DEC 6); and all related documents (such as minutes and invitation/s to conference, reports related to eligibility, and psychological reports). If the prior school is unable to produce accurate IEP records, KCHS will hold a re-evaluation meeting (DEC 7) in order to fulfill compliance requirements. While the re-evaluation is taking place, KCHS will provide services comparable to those on the child's existing IEP.

In keeping with the Individuals with Disabilities Education Act (IDEA), KCHS will post Child Find posters on the walls of the school and at the front office desk. Child Find information (in Spanish and English) is sent home to all newly admitted students and their families, is disseminated to all school personnel, parents, and students via student/parent/employee handbooks, and on the schools website, and is distributed at school orientation events, new student meetings, open houses, and curriculum nights. Translated Child Find information is provided to families whose primary language is not Spanish nor English.

Within the Multi-tiered System of Supports (MTSS) structure, students who are suspected of having a disability, or who do not adequately respond to Tier III interventions within 4-8 weeks, are referred by the Student Support Team (SST) to the Special Education Department for a DEC 1 meeting to determine if the child will be evaluated for special education services. Students who are suspected of having a disability will continue to receive Tier III interventions (adjusted as needed) until an Individual Education Plan (IEP) is developed. Students identified as having a disability, who are also in need of special education services, will have an Individual Education Plan (IEP) developed by the IEP Team. Students identified as having a disability, but are not in need of special education services, will have a 504 Plan developed by the 504 Team. Students with IEP or 504 Plans are served in Tier IV. All students with disabilities receive all of the

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specially designed instruction, accommodations, and modifications as detailed in their Individual Education Plan (IEP) or 504 Plan. In addition, students with disabilities in one area will continue to be supported in Tier I, II, or III (as appropriate) in areas not related to their disability(ies).

All files will be kept in one central and secure location. The file cabinet with the records will be locked at all times and the room containing the files will also be locked. To receive access to the files, a person with the legitimate and legal right to see the records will check out the room key, sign a log of entry and exit, indicate which files are being examined, state the purpose for viewing the files, and list the date of examination. No files (including copies of the files) will be kept in classrooms, unlocked locations, or in offices. Electronic copies for case managers (only) are kept on CECAS. Due to FERPA, IDEA, and HIPPA laws, no teacher will discuss the student(s) or their disability with any party, including those who work at the school, unless that staff member works directly with the student. The EC department will audit files as they are received by the school, and will periodically review files to ensure that all documentation is in the file.

Exceptional Children's Education Programming

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

Identification - Evaluations and Assessments (cont.)

In keeping with IDEA regulations, parents and students receive an invitation to conference for all proposed IEP meetings.

Whether the SST or the parent requested the child be evaluated, the IEP Team (including related service personnel) will convene a DEC 1 (new referral) meeting within 10 days of the request. After review of existing data (including vision/hearing screenings) the team will determine if the child will be evaluated. If the child is to be evaluated, the IEP Team will obtain parent's permission for the evaluation (DEC 2) and permission for the evaluation instruments to be utilized (ability assessments, achievement tests, speech/ language assessment, etc.). After the evaluation is completed, the IEP Team will reconvene to determine if the child has a disability, and if the child is eligible for special education services (DEC 3). If the child is eligible for special education services, the IEP team will draft an Individual Education Plan (DEC 4) and obtain parent permission for services (DEC 6) --all within the 90-day window for new referrals. Reevaluations (DEC 7) take place at a minimum every 3 years, but more often when the IEP Team determines that data warrants it.

A summary of the decisions made and rationale (DEC 5) is provided to the parent following every IEP meeting - no matter the purpose of the meeting.

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If the student will not be evaluated, or if the team determines that the child is not eligible for special education services, the IEP Team refers the file to the SST. The SST may take further intervention action, or (for students with disabilities/ not needing special education services) refer the file to the 504 Team.

EC Programming

KCHS will hire a licensed Exceptional Children's Director/Department Chair and an additional licensed half-time EC teacher. The EC Director (ECD) will: serve a caseload of students; be required to attend state-sponsored training and meetings; assist teachers in implementing accommodations; guide and monitor the provision of special education programs and services; oversee testing; provide in-service staff training; ensure legal compliance; analyze data to ensure each student's IEP goals are met; facilitate eligibility and IEP conferences; and serve as a member of the leadership team. KCHS will provide a special education teacher in co-taught, resource, occupational course of study, and/or self-contained settings as warranted.

1. In keeping with each child's IEP, a full continuum of placements is available to students with disabilities (SWD) including: regular, resource, separate, and home/hospital settings. Students within these settings are offered the full range of programming and services including: targeted remediation/ intervention; a Curriculum Assistance elective; push-in, pull-out, and consultation services; related services such as: *speech, occupational therapy, transportation, and psychological services; classroom and testing accommodations and modifications. Accommodations include but are not limited to: extended time for testing, separate setting for testing, extended time for assignments, large-print materials, mark-in-book, a copy of textbooks at home, a copy of teacher notes, adaptive writing utensils, etc. Modifications include but are not limited to: calculator use, reworded test questions, projects instead of written assignments, modified workload or modified length of tests, etc.. Most students will complete the Future Ready Course of Study. However, in select circumstances, when the student needs a modified curriculum that focuses on post-school employment and independent living, the student and parents may opt for the student to complete the Occupational Course of Study.

*KCHS will contract out needed services (such as Speech Therapy, Occupational Therapy, School Psychologist, etc).

2. In keeping with the Least Restrictive Environment (LRE) regulations, students will not be removed from the general education setting unless they are in a resource, separate, or home/hospital setting as per their IEP goals and the IEP justification statement. Progress monitoring, such as curriculum-based measures, running records and formal and informal assessments will help determine if the student needs to be removed to an EC classroom to receive services, or if the student can access the curriculum in the general education setting with accommodations and specially designed instruction. Of note: In the extraordinarily rare case when KCHS must consider a change in placement due to serious disciplinary issues, the IEP Team will meet to conduct a Manifestation Determination Assessment within 10 days of the decision to change the placement of the child. If the behavior is a manifestation of the child's disability, then a Functional Behavioral Analysis (FBA) will be conducted and a Behavior Intervention Plan (BIP) put into place. If the behavior is not a manifestation of the child's disability, then KCHS will implement appropriate disciplinary measures in

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accordance with school policy.

3. Students entering KCHS with existing IEPs and 504s will receive a review of services and benchmarks. IEP review meetings will be held at least annually, more often when needed. The IEP Team includes the ECD, an LEA representative, any related service providers, teachers assigned to the student, parents, and the student being reviewed. The ECD gathers relevant data and sends progress reports on IEP goals to the student's parent/s at least once a quarter (more frequently if deemed necessary by the team). The IEP team will determine how to measure the progress of all IEP goals, including but not limited to: curriculum-based measures, running records, behavior logs, etc. If the student is not meeting goals based on the tools that are being used to measure progress, then the team will meet (with prior written notice) to address the issue. Following placement and when changes have been made to the IEP, the ECD prepares a summary of the student's goals/accommodations/modifications/service delivery/and assistive devices for use and tracking by the student's teachers.

4. The EC Director will provide guidance and oversee the implementation of classroom-based accommodations (such as hard copies of notes, modified assignments, extended time for tests, preferential seating, etc.). The ECD will provide or facilitate the provision of professional development for all staff on different types of learning strategies, how to implement visual schedules, adhering to accommodations to give students access to the general curriculum, etc. Related service providers will be contracted including but not limited to speech, OT, PT, and transportation.

Based on the population of enrolled students with disabilities, additional Exceptional Children's teachers may be hired. KCHS projects an SWD high school population of 12-13%, based on reported Wake County Public School System 2013-2014 data.

KCHS follows all applicable state and federal guidelines with respect to serving EC students.

<https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

<https://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities/guiding-practices.pdf>

<https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/occupational-course-of-study>

<http://www.livebinders.com/play/play?id=1996892>

<http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf>

<https://sites.ed.gov/idea/>

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.*

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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.*

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

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

Percentage of KCHS students meeting ACT college readiness benchmarks over 5 years:

Y1 - N/A%, Y2 - 70%, Y3 - 72%, Y4 - 75%, Y5 - 85%*

By year 3, students may choose either the ACT or SAT test and the 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 - 75%, Y4 - 80%, Y5 - 85%.*

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 - 70%, Y2 - 75%, Y3 - 80%, Y4 - 82%, Y5 - 85%.*

Math 1: Y1 - 70%, Y2 - 72%, Y3 - 75%, Y4 - 78%, Y5 - 80%.*

Biology: Y1 - 70%, Y2 - 75%, Y3 - 80%, Y4 - 82%, Y5 - 85%.*

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

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

Starting year 1, all students will be given personality and learning style assessments to foster a sense of identity as a learner and a part of a new community.

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.

* These are based on LEA statistics 2015-2016

The following KCHS policies and procedures for promoting students to the

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next grade, including students with special needs, will be communicated to students and parents via the student handbook and the school website:

Promotion to Grade 10 requires 6 credits.

Promotion to Grade 11 requires 12 credits total.

Promotion to Grade 12 requires 18 credits total.

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

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

The Exceptional Children's Staff (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 student's 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 and teaching team will continuously analyze assessments, progress reports, portfolios and report cards to identify students encountering difficulties.

Once an issue is identified, the team will work with the student's teachers, starting with MTSS Tier 1 strategies, to assist the student.

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

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

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

All Seniors must complete a minimum of one Intensive Course week period in an internship with a local organization, non-profit or company. Students will have the opportunity to complete the internship during their senior year.

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

Student Conduct:

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

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

Be sure to include:

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

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

The KCHS Positive Disciplinary Process consists of four levels:

Level 1: Minor infractions that can be handled by the teacher and peers in classroom meetings. The teacher corrects the behavior and reminds students that proper behavior is expected. If the inappropriate behavior continues or is serious, the teacher will document the incident and notify the parents and the Director.

Examples of Level 1 behavior include disrespect and disruptive behavior, failure to abide by school dress code, or having hand-held technology in non-approved-use during class.

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

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

Level 4: Unlawful or harmful infractions, and/or repeated or escalated Level 3 infractions. The Director may recommend a long-term suspension or expulsion. Examples of Level 4 behavior include making threats to others,

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sexual assault, distribution or sale of illegal drugs, assault of a school employee, bomb threats, and possession of a weapon.

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

When considering disciplinary actions for students with special needs, the student's IEP team will conduct a Functional Behavioral Analysis (FBA) and create a Behavior Intervention Plan (BIP). This will occur as soon as negative patterns of behavior are observed, and the BIP will be reviewed every 2 to 4 weeks, as necessary. If the behavior continues, the IEP team will hold a Manifestation Determination meeting, where a psychologist/psychiatrist will also be present. The purpose of this meeting is to determine whether the behavior is a manifestation of the disability. If it is determined to be a manifestation, and all modifications and accommodations have been put into place, then a change in placement may be deemed necessary.

Appeals Process

In the event of a level four offense that results in a student being expelled from KCHS, the parent(s) of the student may file a formal written appeal with the School Administration and Board of Directors within 14 days from the time the expulsion is issued. The appeal will be presented to the BOD for discussion, and the BOD will respond in writing within 10 days. The student will not be able to return to KCHS unless the BOD finds in favor of the student returning to school. In accordance with NC G.S. 14-208.18, KCHS shall consider whether there are alternative education services that may be provided to the expelled student.

<https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/North%20Carolina%20School%20Discipline%20Laws%20and%20Regulations.pdf>

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Section III: Education Plan Concerns and Additional Questions		
Can the applicant provide more details around the assessment strategies especially given the year long courses?	Nicole Charles	Instructiona
Can the applicant provide research support the model and how specifically it enhances student performance for all student from the target population?		
Why cap classes at 25 students, is there research that backs this up?	Jonathan Bryant	Instructiona
Since portfolios are going to be used to measure student progress will there be additional instruction in order to help the students prepare for EOCs?	Jessica Kelly	Instructiona
Curriculum outline only details English.		
The curriculum outline only covers English 1.	Kenneth Tucker	Curriculum a
How will the portfolio make the students be more competitive for college?	Jessica Kelly	Curriculum a
Is 25 students per class truly a small learning environment that fosters individualized learning as prescribed by the mission?	Nicole Charles	Curriculum a
What happens if students to not meet the rather aggressive goals over time?	Nicole Charles	Student Perf
Are the proposed assessments in addition to NC state assessments? Are there other valuable assessments to measure success for school specific goals or is the portfolio designed to measure intrinsic measures like motivation and well-being?		
Would like more information on the portfolio/capstone project - what does this include and what are the parameters? Is there research that shows that this is effective for student success?	Jonathan Bryant	Student Perf
How will the portfolios enable students "to be competitive for both college admission"? Also, since the word "both" is included, I'm guessing some text is mission from the sentence.	Kenneth Tucker	Student Perf
What data was used to create growth goals?	Jessica Kelly	Student Perf
What specific infractions are included in all of the levels but especially Level 1 as these terms are very vague and subjective and hard to defend against in cases of implicit bias?	Nicole Charles	Student Cond
Can the applicant demonstrate more effectively the understanding of school code around expulsion and suspension for over 10 days?		
I would encourage to you to specifically define disruptive behavior and disrespect as these terms are very subjective. Please note that services are required for any suspension or time away from school over 10 days.	Glenn Allen	Student Cond

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Cheryl Turner	
Kenneth Tucker	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Jessica Kelly	Pass
Jonathan Bryant	Pass
Sherry Reeves	Pass
Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass
Alex Quigley	Pass

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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 Charter High School

Mailing Address: 100 Airlie Court

City/State/Zip: Cary NC 27513

Street Address:

Phone: 919-434-5769

Fax:

Name of registered agent and address: Janet Littlejohn, Chairperson
 Kaleidoscope Charter High School
 100 Airlie Court
 Cary, NC 27513

FEDERAL TAX ID: 47-1555496

Tax-Exempt Status 501 (c)(3)

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

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

No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					professional licenses?
Janet L. Littlejohn, MA Ed. Admin.	Chairperson	WAKE	Educator		
Gautam Aggarwal, MBA	Treasurer	WAKE	Entrepreneur		
Mark Stohlman, CPA	Director	WAKE	CPA and Mayor of Morrisville		
James Stout, MA	Director	WAKE	Educator and Writer		
Melissa McClure, MA	Secretary	WAKE	Educator and Montessori Trainer		
John Perna, Atty	Director	WAKE	Attorney		

Please provide the following in this location of the APPLICATION:

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

Kaleidoscope Charter High School (KCHS) will be governed by a board of no fewer than 7 members and no more than 12 members. Currently, we have 6 members, with one open position for a future parent. As the school grows, the Board of Directors (BOD) will evaluate whether additional board members are needed.

The Board already is unusually diverse, with skills that cover a myriad of backgrounds helpful to KCHS' endeavors. It has been significantly reconstituted since its last application. The Board and Advisory Board have educators, community leaders, financial executives, economic development-oriented people, a counselor of law and they are a team of diverse ethnicities and experts in transitions to higher education and other student career pathways.

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

The Board will hold monthly meetings, follow NC Open Meeting Laws and will make notes from those meetings available on the school's website.

Each board member will sign a conflict of interest statement and a board

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commitment statement annually (See Appendix P.) Each board member will undergo and pass a background-check paid for by KCHS.

The Board will make sure that there are 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 of Directors believes that part of a school's success depends on strong leadership.

The Board will have the responsibility to hire a Director to oversee all school functions and approve the Director's choice for Assistant Director (AD).

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

The Board has four principal responsibilities:

- 1) selection and annual evaluation of the Director;
- 2) a Five-year strategic plan, annual budgets, review of monthly financials, operational and academic success;
- 3) all policy directives and approvals; and
- 4) use of their networks to assist in development efforts.

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

The current governing board of KCHS is made up of six members, each of whom has knowledge and experience that will be beneficial in the governance of the school.

The Board will have a minimum of four subcommittees, including

- 1) Finance and Audit,

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2) Governance,

3) Development,

4) Curriculum, who will generally meet at least 2 weeks prior to Board meetings, and review progress in their area and propose policy.

In addition, the Advisory Board with its development agenda will also regularly update the Board on its activities.

Three of the members have education experience, one member serves as Mayor of the Town of Morrisville and is a CPA, one is an Attorney, and one member owns a management strategy consulting company. Most members have had volunteer experience with other non-profit organizations, and all the members join hands in the cause of delivering top-quality student-centered education to the Triangle area in the form of KCHS.

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

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

Both the Director and the Assistant Director will operate on a year-to-year contract. A personnel committee made up of at least one parent, experienced educators and administrators will be created, and this committee will develop an evaluation process for the positions of Director and Assistant Director. The positions will be evaluated in the spring of each year. These evaluations will include multiple performance indicators and will review progress on Strategic Planning Goals which are closely tied to the school's mission and goals. Based on the evaluation process, the Board will formally evaluate the Director each year in the spring. Pending review, the BOD will make a determination as to whether or not each of these contracts will be renewed.

Parents, staff, students, and community members will have several ways to be active participants in the overall health of the school. Once the PTSO is formed and officers are elected, one KCHS board seat will be held by an officer of the PTSO. All BOD meetings will be open to the public and will have a public comment period. If stakeholders are not comfortable voicing their concerns to the public, the BOD will provide alternate ways for parents and other stakeholders to provide feedback.

All teachers, parents, and students are invited to serve on appropriate committees or may form a committee if needed. The BOD will ensure that the date and time of all board meetings will be publicized in advance via the school's website and social media and an agenda will be provided.

See Appendix O for the BOD Committee Tasks.

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- 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?*

Originally Founding Chair, Lara Visser, built her vision of Kaleidoscope CHS by reaching out to community leaders interested in promoting quality and innovative student-centered education within Morrisville. Mrs. Visser, a parent at Sterling Montessori Charter School, and Montessori educator asked educators who had extensive experience in student-centered educational techniques, such as Montessori pedagogy. Being an enthusiastically friendly person, Ms. Visser reached out to many people, knowing our BOD needed strong leadership, so she asked the Mayor of Morrisville and First Female Mayor of Morrisville to join the Board. Other experts soon joined the BOD and Advisory of KCHS.

Our dedicated Board members choose to rotate onto the working Advisory Board after they are done with their three (3) year staggered term, to also ensure expertise on the BOD. We have dynamic board members and once the school receives approval, we have many highly qualified community members already asking to be considered for a BOD position.

As vacancies arise, active board members will seek others with skill sets that match the school's current needs and provide leadership and value to KCHS to fulfill its mission.

In January of 2014, an article about the school and its mission were published in The News and Observer. This publicity led to several more members joining the Board. All members were evaluated based on how they could contribute, and all members shared the vision for and were enthusiastic about becoming involved with opening the first public high school in Morrisville, North Carolina.

Notice of vacancies will be posted on the school's website, in other social media, and word of mouth. We were fortunate to find an experienced charter high school founder (Longleaf School of the Arts in Raleigh), and other board members with experience, who joined the Board.

As vacancies arise, active board members will seek others with skill sets that match the school's current needs and will determine how these new individuals will be of value to KCHS in fulfilling its mission.

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

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

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

All new board members will be required to complete board training to ensure understanding of their roles as a board member.

As of January 2019, all current BOD members will have completed the required pre-application training during the "Planning Year" through DPI. Upon

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joining the BOD, new members will be required to complete the same training.

All BOD members are expected to attend the DPI's training for new schools opening August 2019 and will be expected to attend at least one training session per year.

The Board will train new board members within the first three (3) months of joining.

Training is considered complete when the following topics have been covered:

North Carolina charter school law, the specific charter for KCHS, board roles and responsibilities, preparation for the annual audit, how to read a financial statement for nonprofits, how to mediate in a difficult situation, how to address parent concerns, and how to evaluate and develop policies and procedures to support KCHS mission.

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

All board members will sign the KCHS Board Conflict of Interest form and declare any known or potential conflicts of interest, to be updated annually. New board members must sign this form upon the completion of board training.

Board members who apply for work at the school may not be voting members on the BOD. If necessary, the Boards counsel will determine if there are any actual conflicts of interest and if found, the board member will refrain from both discussing and voting on these matters.

Accepting services or gifts from individuals or businesses by Board members, while serving on the Board of Directors, will be strictly prohibited. At no time will any business or business interest of a KCHS Board member receive payment for services from KCHS unless first vetted before the Board of Directors,

a contract for services is presented and accepted by the Board, and a notice of services to be rendered is posted in a public place within the school during the duration of the active contract with KCHS. Transparency is key in all Board.

business.

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

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

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

The Kaleidoscope Charter High School Board will form various committees to facilitate development and ensure the school fulfills its mission. These

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committees will include those for employee searches [Director and (first) Assistant Director only; all other searches will be conducted by Head of School and chosen staff, although Board members may be selected by the Director to join the search committee.], Director evaluation, financial, fundraising, including the capital campaign to raise larger funds for land and building projects, booster fundraising to raise funds for smaller cultural arts and school projects, curriculum, and marketing committees, and any others which may be warranted. In the future, other committees may be formed. Committees will report monthly to the Board.

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

Per NC G.S.115C-105.2, a School Improvement Team (SIT) Committee will also be formed. The SIT Committee will follow the rules laid out in DPI's North Carolina School Improvement Planning Implementation Guide. The SIT Committee will include the Director, representatives of the Assistant Directors, representatives of instructional personnel (including representatives of general education and special education teachers), representatives of instructional support personnel, and representatives of parents of children enrolled in the school. Representatives of the assistant directors, instructional personnel, and instructional support personnel shall be elected by their respective groups by secret ballot. Parent representatives shall be elected, by secret ballot, by parents of children enrolled in the school in an election conducted by the PTSO. School Improvement Team meetings will be conducted at a convenient time to assure substantial parental participation.

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

As part of its governance responsibilities, the KCHS Board will establish the policies for the employee, student, and parent grievances.

The policies will be communicated in writing to all staff, students and parents through handbooks, and electronic means. Students and parents with a grievance are encouraged to first attempt to resolve the issue directly with the aggrieving party. If this approach is not feasible or is unsuccessful, the parent or student is encouraged to discuss the matter with the Assistant Director, or Director when appropriate. If a concern is specifically about the Director, the complaint may be taken directly to the Board of Directors. If requested, mediation will be provided. If the issue is not resolved, the dissatisfied party may outline the problem, in writing, as a formal grievance and submit it to the Board of Directors, and the BOD will respond in a timely manner. Where necessary, the BOD will make sure it has legal representation.

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

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*school (such as educational service providers, advisory bodies or parent/teacher councils).
(Appendix E)*

2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).*
3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).*
4. *A copy of the articles of incorporation from the NC Department of the Secretary of State.
(Appendix H)*

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

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

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

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

X Not Applicable

Projected Staff:

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

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

- 1) Director
- 1) Assistant Director
- 1) Clerical
- 1) Data Manager-PowerSchool-Testing
- 1) Exceptional Children Director
- 1) Part-time EC Teacher
- 1) Guidance Counselor
- 8) Full-time core content teachers
- 4) Electives Teachers
- 1) Stipends for Intensive Course Week instructors

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The Board of Directors at Kaleidoscope Charter High School knows that part of what makes a school successful is having the best possible teachers in the classrooms. Teaching positions will be advertised in National Association of Secondary Schools, the North Carolina Public Charter School Association, K12 Job Spot, Ed Week, SchoolSpring, and more, if needed.

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The Director will oversee the searches and the interviewing process for all teachers, including the Assistant Director, EC Director and the Guidance Counselor. Where needed, the BOD and the Director may elect to appoint a committee and/or advisory members to aid in the searches for staff.

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

All applicants selected for an interview(s) will also be required to provide a minimum of three references, which will be thoroughly checked. Those candidates selected by the Director for positions will be recommended for employment to the BOD. The Director will make final recommendations for hiring staff positions. KCHS offers all teachers a competitive salary, full health and dental coverage, Life and AD & D insurance, social security and retirement benefits.

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

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

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

All KCHS employees work for Kaleidoscope Charter High School, Inc., which is governed by the Board of Directors. The Board will work directly with the Director. All other employees will report directly to the Director, although all employees have the right to communicate directly with the BOD if desired.

Further detail is provided in the organizational chart in APPENDIX E

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

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

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

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

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

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

Salaries can be negotiated, depending on years of experience, per WCPSS statistics:

Director: \$70,000 - \$78,000

Assistant Director: \$62,000

Office Clerical/Data Manager: \$32,000 - \$34,000

EC Director: \$50,000 - \$52,000

EC Teacher (P/T): \$23,500

Guidance Counselor \$52,000

Classroom Teachers: \$47,500

Elective Teachers: \$47,500

Custodial Services will be contracted separately

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

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

The Board sets the policies for grievances which are communicated with the staff, student, and parent handbooks. Any party with a grievance must first attempt to resolve the issue with the staff member against whom the grievance is made. The staff member against whom the grievance is made will be required

to provide a timely response as to the issue in question. If the staff member is not satisfied with the response given, the staff member may bring the grievance to the staff member's immediate supervisor before approaching either the Director or the Assistant Director, where appropriate. If a complaint is

specifically about the Director or the Assistant Director, the complaint may be taken directly to the Board of Directors. The dissatisfied party must outline the problem, in writing, as a formal grievance and submit it to the Board of Directors. The written grievance must contain, at a minimum, a written

statement of the grievance and the factual basis to support it as well as a recommendation for a remedy of the situation or condition. The board shall render a decision on the issue at the next regularly scheduled meeting of the board of directors and its decision shall be final and binding. All records pertaining to grievances shall remain confidential and will be filed in the office of the Director. The school will not release any grievance records unless a waiver is signed by the aggrieved employee and approved by the School's Director.

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

At this time, the KCHS Board of Directors has not identified any positions that meet these criteria.

Part of the idea of hiring a Director and an Assistant Director is to keep those responsibilities separate, while still encouraging communication and teamwork. Funding for all positions is expected to come from local LEAs, the

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state of North Carolina, and the Federal Government.

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

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

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

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

AIG high school students will adjust staffing once acceptance applications with declared self-identification 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 Director will supervise all school employees and will ensure the school is complying with all state and federal laws, SBE policies, and testing requirements. The Director will oversee all education-related matters at the school, including but not limited to curriculum development, professional development, teacher evaluation, teacher support, student discipline, facilitating and overseeing parent communication with teachers, and preparing all necessary reports as required for the operation of a charter school.

The Director will work collaboratively with the Board, the Assistant Director, school employees, and students to achieve school goals and fulfill the KCHS mission.

The Director must have a minimum of a Masters Degree, and hold either SP II Licensure, Board Certification, or an Administrator's License, and will have significant experience in school leadership, preferably at the high school level.

The Assistant Director (AD) will be responsible for managing all aspects of the day-to-day operations of the school, including but not limited to: student enrollment, marketing, fundraising, community outreach, facilities, summer programs, outside vendors, website and social media, and will work directly with the third part accountant to oversee payroll, preparing of invoices, and providing monthly financial reports. The AD will have a minimum of a Bachelor's degree, and three to five years experience.

Classroom teachers will be responsible for teaching subject matter, classroom management skills, records, communicating with parents, and working collaboratively with students, students, teachers, parents, and the administration to meet the school's mission. Teachers must demonstrate an understanding of assigned subject matter and meet the requirements for highly qualified teachers in North Carolina. Non-licensed teachers who wish to become licensed will receive guidance and support from the Director to help oversee the process.

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The Guidance Counselor (GC) supports students in meeting school, state graduation, and state testing requirements. The GC oversees transition planning for each student, and assists students in the selection of courses, academic planning, college entrance preparation, college admissions, and procuring college scholarships. The GC oversees the Positive Behavior and Intervention Support program, and collects attendance, behavioral, and student assessment data (in Years 1-2). As per the Multi-tiered System of Supports (MTSS) structure, the GC is a member of the Leadership Team and collaborates to assist students needing intervention. The GC is supervised by the Director.

The Intervention Coordinator (hired in Year 3) will be responsible for universal screening, collecting universal data, testing, intervention design, monitoring all intervention/remediation programming, and providing intervention-related in-service staff development. The Intervention Coordinator is a member of the Leadership Team and is supervised by the Director.

The Exceptional Children's (EC) Director, EC teachers will identify and serve the need of students with special needs and those that cover a wide spectrum including English language learning. The EC and ESL teachers will provide continuing instruction and ongoing evaluation of students with disabilities (SWD) and ELL students. The EC and ESL teachers will work collaboratively with general education teachers and the school administration to ensure all SWD and ELL needs are met. They will also ensure KCHS compliance with all state and federal laws.

The EC and ESL teachers will be supervised by the Director. Qualifications include a licensure in an exceptional children's area or English language learning and holding an NC teacher's license. Highly qualified teachers with Masters degrees will be given priority consideration for employment. If the student population for an ESL teacher does not warrant full-time staff, KCHS may hire a qualified language/ ELL instructor, or contract this role out on a year-to-year basis.

Visiting instructors, along with KCHS employees, will provide instruction during our bi-annual Intensive Course Week. These expert instructors will consist of area business leaders, teachers, college professors and other professionals. Each individual involved in serving students (whether a parent or community member) will have passed a criminal background check.

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

The Office Manager/Receptionist will assist the Director, Data Manager, 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. Qualifications for the Office Manager and the Data Manager/Testing Coordinator include a Bachelor's degree, applicable experience, and demonstrable interest in the KCHS mission.

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Staff Evaluation and Professional Development

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

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

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

At KCHS, the Leadership team is tasked with coordinating mentoring and working to retain and evaluate staff.

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

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

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

Our school's professional development program is based on:

On-going literacy training for maintenance of NC state license renewal;
Staying focused on what it means to be a successful teacher;

Growing as an individual and as a part of the school community;

Improving knowledge in new teaching, driving instruction and strategies for individually tailoring the delivery of academic content (differential and student-centered instruction) to ensure student success.

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

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

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

The proposed professional development can be done prior to school opening and throughout the school year and may consist of the following, which is subject to change:

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

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

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

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

Enrollment and Marketing:

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

Marketing Plan

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

Kaleidoscope Charter High School has already forged strong relationships across the Cary/Morrisville area. The KCHS Board Chair, Janet Littlejohn, has nearly 35 years of experience in marketing and public relations.

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

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

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

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

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

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

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

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*

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2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

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

2) Students, family members, and staff will be encouraged to be an integral part of our school's collaborative culture, becoming a COMMUNITY. At KCHS, students, parents, and faculty work together to plan for and address each child's development needs. Workshops and information sessions tailored to the expressed needs of parents will help parents and families understand how children learn, how they are being taught, and how they can make meaningful contributions to their child's success. KCHS parents and families will be encouraged to contribute to the development of the school by participating in the School Improvement Team (SIT), serve as partners in developing a Code of Conduct, providing lessons as visiting instructors, connecting the school to the community through their social networks, sharing their cultural knowledge, collaborating on the development of the physical plant and grounds, participating on the governing board, obtaining membership in our Parent, Teacher, Student Organization (PTSO), assisting with college visits, field trips, clubs, and activities, and engaging in the school community in other ways.

3) Upon the school's opening, the school will send a weekly e-newsletter to all parents. Parents will be able to create a login for PowerSchool, so that they may track their child's progress. All teachers will maintain class web pages which will be linked to the school's main website and information about upcoming tests and assignments will be posted on these web pages regularly. Parents will be encouraged to volunteer with the school, and the school will provide robust opportunities through which parents may be involved.

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

Admissions Policy

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

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*

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3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

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

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

To remain somewhat aligned with the enrollment for other area schools, the open enrollment period for KCHS will open in early January of 2019. For the 2019-2020 school year, the school will enroll 9th and 10th graders only. All applicants will receive a lottery number. The open enrollment period will close after 45 days. If more applications are received than there are available spots, a public lottery will be conducted approximately one to two weeks after the open enrollment period closes. The publicly-held drawing will consist of random pulling of unidentified numbers sorted by grade until all seats in each grade have been filled. The remaining numbers will all be pulled and placed in order on a waiting list. The lottery numbers will be drawn by an outside party not connected to KCHS. Applicants need not be present at the lottery to be accepted. All numbers drawn in the lottery, including those on the waiting list, will be posted within one business day to the school's website. Those who were selected, but were not in attendance, will have their acceptance letters mailed to them.

Upon drawing of numbers, applicants will have 10 business days to accept the seat, which must be submitted via a written acceptance letter provided by the school. KCHS cannot process acceptances received via phone or email. The student will remain on the school's roster until an official withdrawal form or a transcript request from another school has been received. Withdrawals or declinations to enrollment cannot be accepted over the phone or by email. KCHS will complete the transfer of records within one week.

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

In the event that the school does not receive 120 applicants for any one-grade level, more numbers will be drawn for the other grade until the total number of students reaches 230.

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

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Between 60 and 90 days after the lottery, KCHS will hold one or more registration sessions where students will register for classes and turn in a completed enrollment packet. Families who cannot attend a registration date will be scheduled for a separate appointment. The enrollment packet will be provided by KCHS and will include a home language survey, proof of address, address and emergency contact information, child's date of birth (for records requests) name and address of previous school, free and reduced lunch form, immunization records (or an exemption form) a form to self-identify for an IEP, 504, AG, etc. To register for classes, KCHS must have the student's most recent report card. Students who have been home-schooled must provide attendance records and course descriptions must provide attendance records and course descriptions.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

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

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PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

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

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190	LEA 920	LEA 320	LEA 190
Grade 09	144	27	9	96	18	6	96	18	6	96	18	6	96	18	6
Grade 10	37	10	3	144	27	9	96	18	6	96	18	6	96	18	6
Grade 11	0	0	0	37	10	3	144	27	9	96	18	6	96	26	9
Grade 12	0	0	0	0	0	0	37	10	3	144	27	9	96	10	3
	181	37	12	277	55	18	373	73	24	432	81	27	384	72	24
	230			350			470			540			480		

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Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
"Board members who apply for work at the school" - what type of work is this referencing? strong	Jonathan Bryant	Governance a
Is there are reason for the 7 to 12 board member spread? Is there an anticipation of several ex-officio membership? Is there further explanation for members who work for KCHS? will they roll of the board after their term or just become non-voting? How will conflict or interest, transparency etc. be addressed in those cases?	Joe Maimone Nicole Charles	Governance a Governance a
What do you mean by, "Board members who apply for work at the school may not be voting members on the BOD?" Does this mean that they will relinquish their position on the board?	Les Stein	Governance a
NA	Jessica Kelly	Proposed Man
n/a	Nicole Charles	Proposed Man
If you expect your EC population to be 12 - 13% of your student body, as indicated by your "Education Plan," how will you support them with only a part-time EC teacher? Your "Education Plan" shows that the school will have an ESL teacher. Why is this teacher not included as part of your staff? Will the director be authorized to hire and terminate teachers and staff, or will she/he require the board's approval for such decisions?	Les Stein	Staffing Pla
Will this staffing fulfill the needs of your targeted population? Please clarify how EC students can be served with a PT teacher; will the EC director also be serving students? Also if targeted population is diverse how will you be meeting your ELL students' needs?	Jessica Kelly	Staffing Pla
Is background check policy the same as the traditional LEA? Dual responsibility positions - prior in application it was mentioned that a Spanish teacher would also serve as ESL teacher/director.	Jonathan Bryant	Staffing Pla
Are finance, food service, transportation and specialized Ed outsourced and budgeted for adequately? Is a part-time EC teacher enough considering the target population and the LEA data on EC percentages?	Nicole Charles	Staffing Pla
Will the proposed student population be adequately served by a part-time EC teacher?	Kenneth Tucker	Staffing Pla
Is the 2% raise dependent on enrollment or is there a special line item to protect this cost?	Nicole Charles	Staff Evalua
How will you ensure a 2% raise each year to all full time staff without knowing all expenses and student population at this time?	Jessica Kelly	Staff Evalua
Is the 2% raise to staff included in budget?	Lynn Kroeger	Staff Evalua
Are there supports for families without proper technology due to limited resources?	Nicole Charles	Parent and C
Will applications be hard copy, electronic, all of the above? How will the lottery be conducted - drawing cards, electronic, etc.? Written acceptance letter may be challenging for some families - KCHS may want to refine this.	Jonathan Bryant	Admissions P
n/a	Nicole Charles	Weighted Lot

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Cheryl Turner	
Kenneth Tucker	Pass
Steven Walker	Pass
Deanna Townsend-Smith	
Jessica Kelly	Pass
Jonathan Bryant	Pass

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Joe Maimone	Pass
Lindalyn Kakadelis	
Glenn Allen	
Les Stein	Pass
Lynn Kroeger	
Nicole Charles	Pass
Phyllis Gibbs	
Sherry Reeves	Pass
Tammi Sutton	

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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.

Ensuring diversity and community are core tenets of our school. KCHS will provide all families with a transportation survey in their enrollment packets in order to better understand their transportation needs, as well as to ensure that no child is denied access to KCHS due to lack of transportation.

KCHS has researched available transportation options and will assist in implementing transportation solutions will offer families resources and support to coordinate their transportation needs, especially as required by an individual student's IEP or other applicable law.

1) Carpooling - based on survey responses, KCHS will encourage students to car-pool (including providing recommendations for apps i.e. RideFinder and Carpool Assist) that help with ride sharing and message boards to support parents who need transportation options)as well as person-to-person carpool arrangements.

2) For students who have more specific needs, we have budgeted for \$21,275 in transportation costs for Year 1 (growing to \$44,400 in Year 5). This could include costs for pick-up at central locations and/or reimbursement for round-trip public bus rides (note that we anticipate a high level of interconnection for bussing by the time KCHS opens based on the latest Town of Morrisville public transportation. The Town of Morrisville is planning to improve their Transportation Plans by 2020 with additional Morrisville Triangle Transit bus stops. We would accommodate those new bus stop-pick up locations.

3) Should we see an overwhelming need, we will purchase a mini-bus to provide student pick-up at 2 to 3 central locations near Research Triangle Park in Durham and Morrisville's Airport Mall.

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.

As part of our enrollment packet, we will provide families information about our lunch plans including Free and Reduced Lunch qualifying families.

KCHS students will have the option to bring their lunch to school.

Students who wish to order a healthy lunch through the school will be able to do so through an online ordering system, similar to those at other charter schools. A link to the order form will be posted on the school's website. Such a system is free to set up and will be overseen by the school

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leadership. These lunches will be prepared by outside vendors and will include a variety of tastes and meat-free options. Students will order weekly and will be billed monthly. Every student will have the same menu options, regardless of financial status.

All students who qualify for the National School Lunch Act's Free or Reduced-Price Lunch Program (FRLP) run through the USDA will be able to order lunch online and receive a free or reduced-cost lunch.

The FRLP form is used as a guideline only. KCHS will not be participating in the National School Lunch program. The online ordering system will allow FRL students to maintain their privacy.

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

The KCHS BOD used the criteria below to determine an annual cost of \$31,913 to provide lunch.

1) Based on local research of other area charter high schools, approximately half of the school's population will order lunch.

2) One of three (3) healthy school caterers will provide lunch, with options from \$3.50 to \$5.50 a day.

Accounting for approximately 15% of all students qualifying for free lunch, the school will pay for those youth's lunch each day. The total cost to the school per day is \$172.50.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,398.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$3,057.00
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		\$8,145.00

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Total Cost		\$13,638.00
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*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

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

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

kaleidoscope 09/21/2017

(Board Chair Signature) (Date)

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.

The Board of Kaleidoscope Charter High School (KCHS) will lease a flexible commercial space in the Morrisville, North Carolina area. Our intention is to lease in the first 3 to 5 years within Morrisville or its vicinity. Our Building Committee has procured two comparative lease options on property within 10 miles of Morrisville, in RTP. Other property in Morrisville may be found once we have obtained our charter.

We have received two (2) COMPARATIVE lease property options from Trademark Properties and Trinity Partners, respectively. Both property owners would like to work with us, upon charter approval. Such spaces typically feature modular walls and are already fitted with sprinklers, alarms, and networking capabilities.

Accordingly, KCHS has consulted with a commercial broker, Cushman Wakefield in the Morrisville, NC area to represent us once we have our charter approved.

Once a facility has been leased, the minimal necessary modifications will be made to turn the space into an educational space. The school has allocated \$20,000 each year for the first two years, for up-fit costs.

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

Within the first five years, the Board will make a decision about whether

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building a permanent facility will better meet the needs of the school and proceed with our Capital Campaign and enhance our relationships with local land-owners in Morrisville.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

KCHS is budgeting \$10 to \$16/ sq. ft., with an additional \$20,000 (each year for two years) budgeted for up-fit costs. This cost is comparable to other commercial and charter schools in Morrisville and vicinity high schools.

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. We have also considered the use of modular pre-built buildings that can be purchased or leased.

It is not anticipated that this will be an issue since there is an abundance of flexible space in the Morrisville area. If there is an issue that results in being unable to enter the preferred leased facility on time, no programs will be impacted.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Who administers providing lunches?	Jonathan Bryant	School Lunch
Are there options for families to participate in the online ordering if they are a low resourced family?	Nicole Charles	School Lunch
Who will administer and supervise the school's lunch program?	Les Stein	School Lunch
Only the name of the school appears	Nicole Charles	Healthy and
Is the applicant confident in the up-fit cost?	Nicole Charles	Facility and
How much space will be required per student?		
How many square feet do you anticipate needing? Are your facilities budget projections based on a specific number of sq. ft.?	Les Stein	Facility and
Have you identified specific locations for your school?		
\$20,000 is not a sufficient amount to upfit a space for various high school classrooms.	Jessica Kelly	Facility and
Depending on the needs of the facility - up-fits will likely cost more than \$20,000. Contingency plan is not detailed.	Jonathan Bryant	Facility and

Reviewer	Score
Alan Hawkes	
Alex Quigley	Pass
Tammi Sutton	
Sherry Reeves	Pass

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Phyllis Gibbs	
Nicole Charles	Pass
Lynn Kroeger	
Les Stein	Pass
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass
Jonathan Bryant	Pass
Jessica Kelly	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Kenneth Tucker	Pass
Cheryl Turner	

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VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p>			
	<p>LEA #1 920 - Wake County Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,070.04	181	\$917,677.24
	Local Funds	\$2,420.00	181	\$438,020.00
	Federal EC Funds	\$4,253.55	21	\$89,324.55
	Totals			\$1,445,021.79
	<p>LEA #2 320 - Durham Public Schools</p>			
	Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
	State Funds	\$5,254.22	37	\$194,406.14
Local Funds	\$3,221.02	37	\$119,177.74	
Federal EC Funds	\$4,253.55	4	\$17,014.20	
Totals			\$330,598.08	
<p>LEA #3 190 - Chatham County Schools</p>				
Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019	
State Funds	\$5,124.80	12	\$61,497.60	
Local Funds	\$3,843.81	12	\$46,125.72	
Federal EC Funds	\$4,253.55	1	\$4,253.55	
Totals			\$111,876.87	

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

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,173,581	\$1,792,259	\$2,430,815	\$2,820,780	\$2,532,434
-Local Per Pupil Funds	\$603,323	\$855,470	\$1,160,262	\$1,346,397	\$1,208,766
-Exceptional Children Federal Funds	\$110,592	\$175,799	\$233,454	\$274,547	\$246,144
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,887,497	\$2,823,528	\$3,824,531	\$4,441,724	\$3,987,344

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

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

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

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Director	1	\$78,000	\$78,000	1	\$79,170	\$79,170	1	\$80,358	\$80,358	1	\$81,563	\$81,563	1	\$82,786	\$82,786
Assistant Director	1	\$62,000	\$62,000	1	\$62,930	\$62,930	1	\$63,874	\$63,874	1	\$64,832	\$64,832	1	\$65,805	\$65,805
Power School Data Manager	1	\$34,000	\$34,000	1	\$34,510	\$34,510	1	\$35,028	\$35,028	1	\$35,553	\$35,553	1	\$36,086	\$36,086
Clerical	1	\$31,000	\$31,000	2	\$31,465	\$62,930	3	\$31,937	\$95,811	3	\$32,416	\$97,248	3	\$32,902	\$98,706
A - Total Admin and Support:	4		\$205,000	5		\$239,540	6		\$275,071	6		\$279,196	6		\$283,383
Instructional Personnel:															
Core Content Teacher(s)	8	\$47,500	\$380,000	12	\$48,213	\$578,556	16	\$48,936	\$782,976	16	\$49,670	\$794,720	16	\$50,415	\$806,640
Electives/Specialty Teacher(s)	4	\$47,500	\$190,000	6	\$48,213	\$289,278	8	\$48,936	\$391,488	8	\$49,670	\$397,360	8	\$50,415	\$403,320
Exceptional Children Director	1	\$52,000	\$52,000	1	\$52,780	\$52,780	1	\$53,572	\$53,572	1	\$54,375	\$54,375	1	\$55,191	\$55,191
Exceptional Children Teacher	.5	\$47,000	\$23,500	2	\$47,705	\$95,410	4	\$48,421	\$193,684	6	\$49,147	\$294,882	6	\$49,884	\$299,304
Guidance Counselor	1	\$52,000	\$52,000	2	\$52,780	\$105,560	4	\$53,572	\$214,288	4	\$54,375	\$217,500	4	\$55,191	\$220,764
Intervention Counselor	0	\$0	\$0	0	\$50,750	\$0	1	\$51,511	\$51,511	1	\$52,284	\$52,284	1	\$53,068	\$53,068
Flex Staff (Subs, Adjunct Teachers)	1	\$15,000	\$15,000	1	\$15,225	\$15,225	1	\$15,453	\$15,453	1	\$15,685	\$15,685	1	\$15,920	\$15,920
B - Total Instructional Personnel:	15.5		\$712,500	24		\$1,136,809	35		\$1,702,972	37		\$1,826,806	37		\$1,854,207

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A+B = C - Total Admin, Support and Instructional Personnel:	19.5		\$917,500	29		\$1,376,349	41		\$1,978,043	43		\$2,106,002	43		\$2,137,590
Administrative & Support Benefits															
Health Insurance	4	\$5,869	\$23,476	5	\$5,957	\$29,785	6	\$6,046	\$36,276	6	\$6,137	\$36,822	6	\$6,229	\$37,374
Retirement Plan	4	\$8,779	\$35,116	5	\$8,207	\$41,035	6	\$7,853	\$47,118	6	\$7,971	\$47,826	6	\$8,091	\$48,546
Medicare, Social Security, Unemp.	4	\$3,921	\$15,684	5	\$3,665	\$18,325	6	\$3,507	\$21,042	6	\$3,560	\$21,360	6	\$3,613	\$21,678
D - Total Admin and Support Benefits:	12		\$74,276	15		\$89,145	18		\$104,436	18		\$106,008	18		\$107,598
Instructional Personnel Benefits:															
Health Insurance	14.5	\$5,869	\$85,101	23	\$5,957	\$137,011	34	\$6,046	\$205,564	36	\$6,137	\$220,932	36	\$6,229	\$224,244
Retirement Plan	14.5	\$7,874	\$114,173	23	\$8,114	\$186,622	34	\$8,335	\$283,390	36	\$8,458	\$304,488	36	\$8,584	\$309,024
Medicare, Social Security, Unemp.	14.5	\$3,517	\$50,997	23	\$3,624	\$83,352	34	\$3,722	\$126,548	36	\$3,777	\$135,972	36	\$3,834	\$138,024
E - Total Instructional Personnel Benefits:	43.5		\$250,270	69		\$406,985	102		\$615,502	108		\$661,392	108		\$671,292
D+E = F - Total Personnel Benefits	55.5		\$324,546	84		\$496,130	120		\$719,938	126		\$767,400	126		\$778,890
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	16		\$279,276	20		\$328,685	24		\$379,507	24		\$385,204	24		\$390,981
B+E = H - Total Instructional Personnel (Salary & Benefits)	59		\$962,770	93		\$1,543,794	137		\$2,318,474	145		\$2,488,198	145		\$2,525,499
G+H = J - TOTAL PERSONNEL	75		\$1,242,046	113		\$1,872,479	161		\$2,697,981	169		\$2,873,402	169		\$2,916,480

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

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$8,000	\$8,200	\$8,405	\$8,615	\$8,831
	Computers & Software	\$4,000	\$5,000	\$6,000	\$6,000	\$6,000
	Infrastructure Spend	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
	Communications & Telephone	\$6,400	\$2,400	\$2,460	\$2,522	\$2,585
	Copier leases	\$3,000	\$3,075	\$3,152	\$3,231	\$3,311
Professional Contract	Legal Counsel	\$5,000	\$5,125	\$5,253	\$5,384	\$5,519
	It Maintenance	\$20,000	\$20,500	\$21,013	\$21,538	\$22,076
	Annual Audit	\$6,500	\$6,663	\$6,829	\$7,000	\$7,175
	Financial	\$30,000	\$30,750	\$31,519	\$32,307	\$33,114
Facilities	Facility Lease/Mortgage	\$248,400	\$378,000	\$507,600	\$583,200	\$518,400
	Upfit	\$20,000	\$20,000	\$0	\$0	\$0
	Maintenance	\$6,000	\$6,150	\$6,304	\$6,461	\$6,623
	Custodial Supplies	\$8,000	\$10,000	\$12,000	\$14,000	\$14,000
	Custodial Contract	\$15,000	\$15,000	\$16,500	\$18,000	\$18,000
	Insurance	\$13,638	\$13,979	\$14,328	\$14,687	\$15,054
Utilities	Total	\$20,700	\$31,500	\$42,300	\$43,200	\$43,200
Transportation	Transportation Services	\$21,275	\$32,375	\$43,475	\$49,950	\$44,400
Other	Marketing	\$5,000	\$10,000	\$20,000	\$25,000	\$25,000
	Child nutrition	\$31,913	\$48,563	\$65,213	\$74,925	\$66,600
	K - TOTAL Administrative & Support Operations	\$477,826	\$657,280	\$822,351	\$926,020	\$849,888
	Instructional:					
Classroom Technology	Computers	\$6,000	\$9,000	\$12,000	\$12,000	\$12,000
	Instructional Technology	\$9,000	\$9,225	\$9,456	\$9,692	\$9,934
Instructional Contract	Staff Development	\$10,000	\$10,250	\$10,506	\$10,769	\$11,038
Books and Supplies	Instructional Materials	\$5,000	\$5,125	\$5,253	\$5,384	\$5,519
	Curriculum/Texts	\$18,000	\$18,450	\$18,911	\$19,384	\$19,869
	Testing Supplies	\$6,500	\$6,663	\$6,829	\$7,000	\$7,175
Instructional Contract	Ec Services	\$13,000	\$20,500	\$27,000	\$31,500	\$28,000
	L - TOTAL Instructional Operations	\$67,500	\$79,213	\$89,955	\$95,729	\$93,535
	K+L = M - TOTAL	\$545,326	\$736,493	\$912,306	\$1,021,749	\$943,423

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	OPERATIONS					
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Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$1,242,046	\$1,872,479	\$2,697,981	\$2,873,402	\$2,916,480
M - TOTAL OPERATIONS	\$545,326	\$736,493	\$912,306	\$1,021,749	\$943,423
J+ M =N TOTAL EXPENDITURES	\$1,787,372	\$2,608,972	\$3,610,287	\$3,895,151	\$3,859,903
Z - TOTAL REVENUE	\$1,887,497	\$2,823,528	\$3,824,531	\$4,441,724	\$3,987,344
Z - N = SURPLUS / (DEFICIT)	\$100,125	\$214,556	\$214,244	\$546,573	\$127,441

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.

We anticipate having 120 students in each grade by Year 5. During Year 1, we anticipate 230 students (180 in Grade 9 and 50 in Grade 10). We will enroll a higher level of freshman in Year 1 ("bubble") to ensure community traction and financial viability. Please note that this will result in 540 students by Year 4 (due to the freshman bubble from the first year) and 480 students in subsequent years (This will also result in decrease Year 5 revenue compared to Year 4).

We based the demand for KCHS based on several factors:

- a) Growing population of Wake County and overcrowding/ capping of public high schools servicing the Morrisville area (also evidenced in WCPSS documented need for additional high schools near the Morrisville area)*
- b) ~400 8th graders from potential feeder charter schools: Several charter middle schools in the area do not offer high school (~20 students in Durhams Carter Community Charter School, ~60 students in Durhams Central Park School for Children, ~20 students in Durhams Global Scholars Academy, ~25 students in Durhams Healthy Start Academy, ~100 students in Durhams Kestrel Heights, ~70 students in Durhams Maureen Joy, ~60 students in Research Triangle Charter Academy, and ~60 students in Morrisville's Sterling Montessori)
- c) Town of Morrisville Town Council's Resolution supporting additional middle and high schools
- d) KCHS outreach efforts (expressed interest from over 1,000 parents) with a stated desire for additional high school options (including a focus on smaller schools with a community feel and a focus on individual student growth)

*Note: Additional details and sources for these statements were provided within the Mission and Purposed section (Targeted Student Population sub-section)

The break-even point is estimated at ~185 students based on the following assumptions:

- 1) We assume that KCHS leadership would have some degree of flexibility in

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confirming hiring team members based on applications and anticipated enrollment

2) At ~185 students we estimate that we would reduce the level of instructional personnel by ~3 (~12.5 instructional personnel vs. 15.5 instructional personnel in base-case)

3) We would also attempt to reduce (or defer) lease costs (e.g., uplift costs that are being paid by the landlord, as negotiated based on the lease cost and terms, may be deferred to subsequent years)

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

Various contingency have been discussed:

- Iterative Assessment of Interest: KCHS will ask parents to express written interest prior to formal application (to ensure targeted enrollment needs met).

- Align Hiring to Interest: KCHS has a backup financial plan to meet needs at lower enrollment (e.g., reduced staff, evolving roles to part-time).

- Robust Marketing Plan: We will initiate our marketing plan post charter approval. We will reach via various channels (e.g., social media, targeted events, religious/ community organizations).

- Partnering with Charter Friendly Vendors: We have had initial conversations with vendors that are anticipated to provide working capital loans as needed at fair terms.

- Real-estate Flexibility: We will also work with potential landlords on a flexible lease that scales with enrollment. We anticipate working with landlords who will also provide uplift support.

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 funds. We are also conservative on our estimates for EC funding (basing the estimate on local public high schools).

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

Core classes will have ~22-25 students

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.*

Student Accounting: Student accounting and PowerSchool will be administered from established data management headcount within the school (we envision the role initially being completed with clerical staff and supported by elective instructors with technology familiarity). Additionally, this individual would be supported by the external financial services vendor.

Financial Services: Accounting, financial reports, payroll, state and federal reporting, tax preparation will be outsourced. We have had initial discussions with vendors that could provide these services (annual cost estimated to be ~\$30,000 per year).

EC Instructional Support: The school will have dedicated teachers focused on

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EC needs. Core teachers will also participate in MTSS supporting the needs of EC students in partnership with our EC teachers. We envision one full-time and one part-time EC teacher in Year 1 (for ~26 EC students in Year 1). Additionally, as needed all professional EC services (e.g., speech therapist, psychologist, occupational therapist) will be out-sourced for an initial EC professional services budget of \$13,000.

Procedure for Contractor Selection and Large Purchases: The board will set contract authorization levels and recognize the need for conflict of interest avoidance. All commitments exceeding predetermined amounts will require approval at different levels. Additionally, the board will ensure appropriate diligence (including obtaining multiple bids from vendors) when establishing contracts above defined thresholds.

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

Alignment to Mission: KCHS wants to ensure that all students have an opportunity to grow into independent, creative, and critical thinkers. Our budget has included a focus on EC students, ESL students (being serviced by our elective teacher and, as needed, core English teachers), and provides an intensive week of coursework each semester. We have also ensured that our focus on growth and performance will be evaluated based on testing tools.

Alignment to Curriculum: The budget envisions offering all required core classes to students and will provide a growing set of options for electives. We will start with two teachers for each core subject (allowing for a mix of seniority) that can each teach ~120 students within a year. We will start with providing electives for Spanish, Health/PE, and CTE (total of 4 elective teachers in Year 1). Our elective offerings will continue to grow (e.g., hiring an additional two teachers for Visual Arts and Music in Year 2, and additional languages and additional visual art subject in Year 3).

Alignment to Transportation Plan: Ensuring diversity is one of the core tenets for KCHS we have ensured that the budget has our best estimates for costs related to students who need transportation. We will encourage students to car-pool (including providing recommendations for apps that help with ride sharing and message boards that support parents that need transportation options) and also provide pick-up options at specific locations (e.g., Cary Towne Center or the Airport Mall). Additionally, for students who have more specific needs, we have budgeted for \$21,275 in transportation costs for Year 1 (growing to \$44,400 in Year 5). This could include costs for pick-up at central locations and/or reimbursement for round-trip public bus rides (note that we anticipate a high level of interconnection for bussing by the time KCHS opens based on the latest Town of Morrisville plans).

Alignment to Facility Needs: We envision having a fully-owned building built specifically for our purpose within ~7 years. We have, in the meanwhile, been having early discussions with several landlords and agents within the Morrisville area. There is a decent level of turn-over in real-estate inventory within the Morrisville area we expect to be able to lease a space that will allow for a student conducive environment with plenty of space for parking and nearby commuting options.

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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.

Our goal is to have budgeted surplus of ~10% of total expenses. The surplus is anticipated to mitigate against several potential scenarios (e.g., funding delays, enrollment shortage, unanticipated budget gaps). Additionally, the use of surplus will, like most newer schools, be eventually used mostly for equity for purchasing or building facilities. In the longer term, we anticipate that the school will eventually have a general fund of ~25% of annual operating expenses (to mitigate against foreseen events).

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

KCHS will make lease versus purchase decisions based upon sound economics and professional financial analysis. For the first few years of operation, the school will lease a flexible commercial space. As soon as the charter is approved, the BOD of KCHS will pursue a loan or a line of credit for working capital not to exceed \$200,000. We have had initial conversations with organization that provide such lines of credits (e.g., Self-Help) for other new charter schools in the area.

We have also had initial conversations with several landlords and realtors within the Morrisville area. Our conversations have been very productive and have indicated the feasibility of procuring space post charter approval. We are also optimistic (based on some of the conversations with local companies with large lots of developed and un-developed land) that landlords will be willing to provide favorable terms for educational facilities. We are currently envisioning a 5-7 year term lease for \$18 per square feet. We are optimistic that the landlord will allow the school to expand the square footage along with school student growth (e.g., grow from ~15,000 square feet in Year 1 to ~30,000 square feet in Year 5).

We would also consider pursuing discussion with developers that assist charters in locating facilities and then purchasing them with term leases back to KCHS. We have had exploratory conversations with companies such as Funding the Gap, American Charter Development, and HighMark.

Finally, we anticipated that several items such as office printers/copiers, and other hardware may be leased. We have had exploratory conversations with a vendor (Steve Joyner) that provides IT infrastructure hardware and services support to several charter schools in North Carolina.

Ultimately, we have based our budget estimates on sound research (comparables, discussions with other charter schools, and discussions/quotes from potential vendors). The KCHS board would make appropriate lease vs. purchase decisions based on sound analysis of different potential options (and multi-sourced vendor bids).

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*

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

Key Budget Assumptions - Revenue: We assume that our student population will expand from 230 students to 480 students by Year 5 (along with a 4 year bubble due to the larger freshman class in Year 1). We anticipate (based on local public high schools) that ~12% of our students will be EC and sub-1% will be ESL. Additionally, we anticipate drawing students from Wake, Durham and Chatham counties. We have outlined our revenue assumptions in "Budget: Revenue Projections" these assumptions are based on the budgeted or current prevailing per pupil funding for state, local, and EC funds across the three relevant counties.

Key Budget Assumptions Personnel Expenditure: We anticipate that the school will be led by a director and assistant director. We anticipate having to pay these individuals rates slightly higher than the Wake Country average (based on having approximately 10 years of tenure). Additionally, the school will have two supporting administrative personnel (clerical and data management) these individuals will be based on the prevailing Wake County salaries for the specific grade.

Instructional personnel will initially consist of 8 core content teachers (2 each for English, Math, Science, and Social Studies). One of these teachers will focus on teaching freshman and the other will teach freshman and sophomores in Year 1. We anticipate that the average salary of these teachers will be in-line with Wake County averages (with the more experience Grade 9/ Grade 10 teacher making slightly more than the average). Additionally, the school will initially have four elective teachers (1 Spanish, 1 Health/ PE, 2 CTE) we will continue to expand our elective offerings in parallel with student enrollment growth.

Additionally, we anticipate having 1.5 teachers dedicated to the 26 EC students in Year 1 (expanding to seven teachers by Year 5). The MTSS design will help supplement the educational needs of these students. Additionally, the school will provide access to external experts (e.g., speech therapist, psychologist, occupational therapist) on an as needed basis.

We will start the school with one guidance counselor (who will also provide interventional support). Flexible staffing will include substitute teachers and individuals who support the intensive courses). We anticipate that the majority of the intensives will be taught by our contacts, student parents, and local college professionals who want to volunteer time towards teaching high school students on an area of expertise. We have budgeted some level of stipend support (as needed) to supplement the costs for substitutes and visiting intensive professors.

Finally, we assume that all employees will have access to the state provided health insurance, retirement and Medicare plan.

Key Budget Assumptions Operational Budget: The details for our operational budget are outlined within the Operational Budget Projections. Our estimates

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are based on discussions with other charter schools and vendor discussions (and, in some cases, initial quotes for services).

We will provide a narrative for the some of the most relevant operational line items below:

- Lease and Uplift: This is discussed in additional detail below. We anticipate leasing ~15,000 square feet of space in Year 1 at ~\$18 per square feet. We have had initial conversation with landlords and realtors and have budgeted costs based on prevailing market rates within Morrisville. The budget also includes an estimate for uplift we anticipate that a large share of uplift costs will be paid by our landlord (as part of our negotiation we anticipate having the landlord pay for a large share of the uplift potentially as part of the negotiation on our lease rate this could include a build-to-suit, sprinklers, and IT infrastructure wiring). Costs related to first-year infrastructure spend (\$5,000 for burglar alarm, rack, switch, UPS, and other hardware) and incremental uplift (\$20,000 for items related to specific uplift such as wiring and furnishings for Year 1 and Year 2) are included in the budget.

- Financing/ Accounting Services: We anticipate having a reputable experienced third-party provide financial accounting services. We have had initial conversations with some vendors and have ascertained that the prevailing market rate is ~\$30,000 per year for services related to cash disbursement, cash receipts, monthly payroll, taxes, payroll reporting, sales tax, federal grant, funding, budgeting, DPI data, bank management, monthly financial and audit support.

- Transportation Services: We will encourage students to car-pool (including providing recommendations for apps that help with ride sharing and message boards that support parents that need transportation options) and also provide pick-up options at specific locations (e.g., Cary Town Center or the Airport Mall). Additionally, for students that have more specific needs we have budgeted for \$21,275 in transportation costs for Year 1 (growing to \$44,400 in Year 5). This could include costs for pick-up at central locations and/or reimbursement for round-trip public bus rides (note that we anticipate a high level of interconnection for bussing by the time KCHS opens based on the latest Town of Morrisville plans). The budget is based on 10% of students requiring support (at an average blended cost of \$5 for each student) this includes all students include students that will be able to ride-share with other students/ parents.

- Nutritional Services: Our research suggests that ~15% of local high school students require FRL. We have received quotes for ~\$5 per meal and estimated that students will (conservatively) require meal support every day (15% of students at an average cost of \$5 per day).

- IT Maintenance: We would anticipate using an external vendor to support the infrastructure build and on-going maintenance (for infrastructure and IT services). Our initial discussions with other charter schools and vendor suggests that these services will cost an estimated \$20,000 per year.

- BYOD Supplement: The school will be a BYOD but we will provide additional support for students that need access to a device. We anticipate that ~15% of students (correlated to the FRL population) will be provided access to Chromebooks via a check-out system (36 students X \$250 for a chromebook).

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

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

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. KCHS will contract with an external experienced vendor for accounting services and a third-party CPA firm for an annual audit. KCHS will request from the CPA firm an initial report on internal controls. This will include an evaluation of controls before opening of the school so that weaknesses may be discovered and can be corrected before the start of the school year.

The board will also oversee the process of annual budgeting and monthly/quarterly financial review (as discussed within the Goals Section of Mission and Purpose). The review sessions will be conducted monthly but will also provide near real-time visibility to key financial aspects (e.g., realized revenue, and realized operating expenses).

Approval of expenditures over a recommended amount (to be set by the BOD) will require the signature of the designated party within the school, the Director (or Assistant Director) of School.

Contracts will require multiple bids and contracts over a defined threshold will have board visibility.

Accounting records will be safe-guarded by use of daily locked files and appropriate password protections. Sensitive records will be shredded as necessary.

Physical assets will be secured via locks and a burglar alarm system.

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

We have and anticipate no related party transactions.

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

KCHS will work with Petway, Mills and Pearson for its annual audit.

Their complete contact information is:

806 N Arendell Ave, Zebulon, NC 27597 Phone - (919) 269-7405

Fax- (919) 269-8728

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Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
Although appendix m attached, is this a real assurance? Does the applicant feel the revenue is able to address any real unforeseen circumstances?	Nicole Charles	Total Budget
Will the EC director also service the academic needs of EC students? Based on your projected enrollment for the first year of operation you can expect 28 EC students. Will a half-time EC teacher be able to support this number?	Les Stein	Personnel Bu
No ESL teacher listed. Also is there going to be an additional cost for the people you will utilize in the community to teach the additional classes to the students? Will 8 teachers be sufficient for the number of classes you are offering year 1?	Jessica Kelly	Personnel Bu
Budget for staff does not appear to have 2% raise mentioned in Staff development section Will the dental plan and 401K mentioned in Staff development section 100% employee paid?	Lynn Kroeger	Personnel Bu
Will the proposed student population be adequately served by a part-time EC teacher?	Kenneth Tucker	Personnel Bu
May want to not promise 2% raises every year, in case population does not meet projections or expenses are higher than anticipated. Which retirement plan is this?	Jonathan Bryant	Personnel Bu
The proposed student population in year one is 230. The combined budget for instructional technology and books and supplies is \$38,500. This breaks down to \$167 per student. Is this sufficient to cover the cost of instructional technology, instructional materials, curriculum/texts and testing supplies?	Kenneth Tucker	Operations B
How confident is the applicant in these operations projections as they seem low across the board especially given the target population, mission and region?	Nicole Charles	Operations B
What is the utilities cost based upon? Are they reasonable based on anticipated size of facility? Is classroom technology budget of \$15,000 adequate to purchase eight interactive boards? Is \$100 per student sufficient for high school textbooks and instructional materials?	Lynn Kroeger	Operations B
Cost of books and supplies does not seem sufficient for number of courses you are offering for year 1. Technology cost is not sufficient if needing to outfit a building. Will students have access to technology?	Jessica Kelly	Operations B
Is the operations budget for "Instruction" realistic? For instance, how will \$6,000 support the computer needs of 15 teachers and staff? How will you support the instructional materials and curriculum/texts requirements for 230 students on \$23,000? Is \$13,000 for EC services realistic, given that you are anticipating 27 EC students in your first year?	Les Stein	Operations B
Is the applicant confident in the fund balance given the areas of uncertainty and aspirational budget projections especially on the operations/facility side?	Nicole Charles	Total Expend
Why such a drastic jump between Year 4 and 5 for surplus/deficit?	Jessica Kelly	Total Expend
The anticipated surplus for the first year of operation may not be realistic. What is your plan if the school faces as budget shortfall?	Les Stein	Total Expend
Why does the applicant believe other charter students, especially those from other counties will travel to Wake County given the transportation plan? Is there evidence, i.e surveys to support this? With WCPSS adding more schools, might this impact these plans? Given the high demand on teachers based on mission, is the budget allocation realistic?	Nicole Charles	Budget Narra

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<p>The costs associated with operating the school appear to be low. Does the school have a contingency plan in the event of a budget shortfall?</p> <p>A high school requires a greater expenditures for supplies and equipment than either elementary or middle schools. Has this been taken into consideration in preparing the school's budget?</p>	Les Stein	Budget Narra
<p>When will the internal control details be available?</p>	Nicole Charles	Financial Au

Reviewer	Score
Alan Hawkes	
Tammi Sutton	
Phyllis Gibbs	
Nicole Charles	Fail
Lynn Kroeger	Pass
Les Stein	Fail
Glenn Allen	
Lindalyn Kakadelis	
Joe Maimone	Pass
Jonathan Bryant	Pass
Jessica Kelly	Pass
Deanna Townsend-Smith	
Steven Walker	Pass
Kenneth Tucker	Pass
Cheryl Turner	
Alex Quigley	Pass
Sherry Reeves	Pass

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VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

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

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

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

I understand the requirements pursuant to G.S. 115C-218.1(c).

kaleidoscope Date: 09/22/2017

Applicant Signature:

The foregoing application is submitted on behalf of Kaleidoscope Charter High School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: kaleidoscope

Board Position: Janet Littlejohn, Chairperson

Signature: _____

Date: 09/22/2017

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

Notary Public

Official Seal

Kaleidoscope Charter High School - Our mission is to provide a student-centered learning environment, empowering students to become independent learners, as well as, creative and critical thinkers, using an innovative approach to prepare students for higher education and beyond.

My commission expires: _____, 20_____.

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OVERALL ASSESSMENT

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

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

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

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

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

<u>CSAB Votes</u>	
No	Yes
1 TS	9 AQ,SW,JM,AH,CT,L YNK,LK,PG,SR

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

Initial Screening

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

External Evaluator

Mission, Purposes, and Goals	<p><u>Mission Statement</u> Is there more recent survey data or other supporting documentation for 400 interested parents? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> The school provides survey data in appendix A1 containing a question about enrolling students in August 2017. This is clearly part of an earlier survey. Does the school have more recent survey data? The school received 129 responses indicating an interest in enrolling students in the school, but the school list 230 as the first year enrollment. Can the school explain this discrepancy? Please elaborate on how the education plan differs from the LEA. Many of the strategies mentioned (i.e. hands-on learning, problem-based learning, team project-based learning, etc.) are currently being used by LEAs. Related, further clarification is needed around how the school will use portfolios differently than the LEA. - craig_tucker</p> <p><u>Educational Need and Targeted Student Population</u> Your proposed enrollment states 230 in year one but your data from August 2017 in Appendix states 129 would enroll in the school. Will there be issues in fulfilling the space based on the data? What is the purpose of intensive coursework given to students prior to winter break an prior to end of year exams? If members of community are involved will they be assessing students' work? Clarify how year long courses will impact student enrollment especially if other high schools in the area are running a traditional schedule. Will this impact enrollment? - jessica.kelly</p> <p><u>Educational Need and Targeted Student Population</u></p>
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How will the proposed schedule (starting later in the day) impact student life opportunities - i.e. sports, clubs, etc.? Beyond student-centered learning, how will this school differ from the traditional LEA? - jonathanbryant

Educational Need and Targeted Student Population

Does the "bubble" mentioned address sibling possibility? Ho does the number decrease align with the assertion that there is a great need in this rapidly growing part of Wake County?

Will only student who are used to this type of instruction be successful? With a high school, does the applicant have concerns about adjustment to the student centered model? - nacharles

Purposes of Proposed Charter School

AP exams are the only thing listed for an example at how to excel at improving student learning. More detail needed on how else student learning will be improved.

More detail needed on #6 - how are these teaching methods different than other local schools? - jessica.kelly

Purposes of Proposed Charter School

Are AP courses the only way to "accelerate" learning? Measurement of these goals is not addressed. - jonathanbryant

Purposes of Proposed Charter School

Related to answer #4, aside from smaller class sizes, how will the provided strategies ensure improved student learning?

Please elaborate on how a student-centered instructional delivery method is "different and innovative". Does the school have evidence that this method is not currently being used by the LEA? - craig_tucker

Purposes of Proposed Charter School

Are there any concerns about finding qualified teachers to complete the mission?

Does the budget reflect the tenets of the mission and how can the school remain sustainable? - nacharles

Goals for the Proposed Charter School

Why is the Myers-Briggs Personality Test being used to determine academic goals? This test does not measure increases/decreases in emotional well-being.

- lstein692

Goals for the Proposed Charter School

Graduation Goal data from 2015-2016 stating benchmark are confusing. Why is there indication of there already being a graduation?

Goals do not align clearly with targeted student population and need of community. - jessica.kelly

Goals for the Proposed Charter School

Are goals without a listed time frame annual goals? - jonathanbryant

Goals for the Proposed Charter School

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	<p>How will the school use Myers Briggs to determine well-being? - craig_tucker</p> <p><u>Goals for the Proposed Charter School</u> What are the assessments for well-being and engagement? Myers Briggs is a personality assessment.</p> <p>Can the applicant explain graduation goal?</p> <p>What does "empower the community" mean, the school community or the larger community?</p> <p>How do these goals reflect the goals previously mentioned especially being catered to a students individual needs? - nacharles</p>
<p>Education Plan</p>	<p><u>Instructional Program</u> Since portfolios are going to be used to measure student progress will there be additional instruction in order to help the students prepare for EOCs?</p> <p>Curriculum outline only details English. - jessica.kelly</p> <p><u>Instructional Program</u> Why cap classes at 25 students, is there research that backs this up? - jonathanbryant</p> <p><u>Instructional Program</u> Can the applicant provide more details around the assessment strategies especially given the year long courses?</p> <p>Can the applicant provide research support the model and how specifically it enhances student performance for all student from the target population? - nacharles</p> <p><u>Curriculum and Instructional Design</u> How will the portfolio make the students be more competitive for college? - jessica.kelly</p> <p><u>Curriculum and Instructional Design</u> The curriculum outline only covers English 1. - craig_tucker</p> <p><u>Curriculum and Instructional Design</u> Is 25 students per class truly a small learning environment that fosters individualized learning as prescribed by the mission? - nacharles</p> <p><u>Student Performance Standards</u> What data was used to create growth goals? - jessica.kelly</p> <p><u>Student Performance Standards</u> Would like more information on the portfolio/capstone project - what does this include and what are the parameters? Is there research that shows that this is effective for student success? - jonathanbryant</p> <p><u>Student Performance Standards</u> How will the portfolios enable students "to be competitive for both college admission"? Also, since the word "both" is included, I'm guessing some text is mission from the sentence. - craig_tucker</p> <p><u>Student Performance Standards</u> What happens if students to not meet the rather aggressive goals over time?</p>

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	<p>Are the proposed assessments in addition to NC state assessments? Are there other valuable assessments to measure success for school specific goals or is the portfolio designed to measure intrinsic measures like motivation and well-being? - nacharles</p> <p><u>Student Conduct and Discipline</u> I would encourage to you to specifically define disruptive behavior and disrespect as these terms are very subjective. Please note that services are required for any suspension or time away from school over 10 days. - kevin_allen</p> <p><u>Student Conduct and Discipline</u> What specific infractions are included in all of the levels but especially Level 1 as these terms are very vague and subjective and hard to defend against in cases of implicit bias?</p> <p>Can the applicant demonstrate more effectively the understanding of school code around expulsion and suspension for over 10 days? - nacharles</p>
<p>Governance and Capacity</p>	<p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> What do you mean by, "Board members who apply for work at the school may not be voting members on the BOD?" Does this mean that they will relinquish their position on the board? - lstein692</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> "Board members who apply for work at the school" - what type of work is this referencing? - jonathanbryant</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is there are reason for the 7 to 12 board member spread? Is there an anticipation of several ex-officio membership?</p> <p>Is there further explanation for members who work for KCHS? will they roll of the board after their term or just become non-voting? How will conflict or interest, transparency etc. be addressed in those cases? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> strong - joseph_maimone</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - jessica.kelly</p> <p><u>Proposed Management Organization (EMO/CMO)</u> n/a - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> If you expect your EC population to be 12 - 13% of your student body, as indicated by your "Education Plan," how will you support them with only a part-time EC teacher?</p> <p>Your "Education Plan" shows that the school will have an ESL teacher. Why is this teacher not included as part of your staff?</p> <p>Will the director be authorized to hire and terminate teachers and staff, or will she/he require the board's approval for such decisions? - lstein692</p> <p><u>Staffing Plans, Hiring, and Management</u></p>

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	<p>Will this staffing fulfill the needs of your targeted population? Please clarify how EC students can be served with a PT teacher; will the EC director also be serving students? Also if targeted population is diverse how will you be meeting your ELL students' needs? - jessica.kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Is background check policy the same as the traditional LEA? Dual responsibility positions - prior in application it was mentioned that a Spanish teacher would also serve as ESL teacher/director. - jonathanbryant</p> <p><u>Staffing Plans, Hiring, and Management</u> Will the proposed student population be adequately served by a part-time EC teacher? - craig_tucker</p> <p><u>Staffing Plans, Hiring, and Management</u> Are finance, food service, transportation and specialized Ed outsourced and budgeted for adequately?</p> <p>Is a part-time EC teacher enough considering the target population and the LEA data on EC percentages? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> How will you ensure a 2% raise each year to all full time staff without knowing all expenses and student population at this time? - jessica.kelly</p> <p><u>Staff Evaluation and Professional Development</u> Is the 2% raise dependent on enrollment or is there a special line item to protect this cost? - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> Is the 2% raise to staff included in budget? - marylynn_kroeger</p> <p><u>Parent and Community Involvement</u> Are there supports for families without proper technology due to limited resources? - nacharles</p> <p><u>Admissions Policy</u> Will applications be hard copy, electronic, all of the above? How will the lottery be conducted - drawing cards, electronic, etc.? Written acceptance letter may be challenging for some families - KCHS may want to refine this. - jonathanbryant</p> <p><u>Weighted Lottery</u> n/a - nacharles</p>
<p>Operations</p>	<p><u>School Lunch Plan</u> Who will administer and supervise the school's lunch program? - lstein692</p> <p><u>School Lunch Plan</u> Who administers providing lunches? - jonathanbryant</p> <p><u>School Lunch Plan</u> Are there options for families to participate in the online ordering if they are a low resourced family? - nacharles</p> <p><u>Healthy and Safety Requirements</u></p>

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	<p>Only the name of the school appears - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> How many square feet do you anticipate needing? Are your facilities budget projections based on a specific number of sq. ft.?</p> <p>Have you identified specific locations for your school? - lstein692</p> <p><u>Facility and Facility Contingency Plan</u> \$20,000 in not a sufficient amount to upfit a space for various high school classrooms. - jessica.kelly</p> <p><u>Facility and Facility Contingency Plan</u> Depending on the needs of the facility - up-fits will likely cost more than \$20,000. Contingency plan is not detailed. - jonathanbryant</p> <p><u>Facility and Facility Contingency Plan</u> Is the applicant confident in the up-fit cost?</p> <p>How much space will be required per student? - nacharles</p>
Financial Plan	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u> Although appendix m attached, is this a real assurance? Does the applicant feel the revenue is able to address any real unforeseen circumstances? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will the EC director also service the academic needs of EC students? Based on your projected enrollment for the first year of operation you can expect 28 EC students. Will a half-time EC teacher be able to support this number? - lstein692</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> No ESL teacher listed. Also is there going to be an additional cost for the people you will utilize in the community to teach the additional classes to the students? Will 8 teachers be sufficient for the number of classes you are offering year 1? - jessica.kelly</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> May want to not promise 2% raises every year, in case population does not meet projections or expenses are higher than anticipated. Which retirement plan is this? - jonathanbryant</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Will the proposed student population be adequately served by a part-time EC teacher? - craig_tucker</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u> Budget for staff does not appear to have 2% raise mentioned in Staff development section</p> <p>Will the dental plan and 401K mentioned in Staff development section 100% employee paid? - marylynn_kroeger</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Is the operations budget for "Instruction" realistic? For instance, how will \$6,000 support the computer needs of 15 teachers and staff?</p> <p>How will you support the instructional materials and curriculum/texts requirements for</p>

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	<p>230 students on \$23,000?</p> <p>Is \$13,000 for EC services realistic, given that you are anticipating 27 EC students in your first year?</p> <p>- lstein692</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Cost of books and supplies does not seem sufficient for number of courses you are offering for year 1. Technology cost is not sufficient if needing to outfit a building. Will students have access to technology? - jessica.kelly</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> The proposed student population in year one is 230. The combined budget for instructional technology and books and supplies is \$38,500. This breaks down to \$167 per student. Is this sufficient to cover the cost of instructional technology, instructional materials, curriculum/texts and testing supplies? - craig_tucker</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> How confident is the applicant in these operations projections as they seem low across the board especially given the target population, mission and region? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> What is the utilities cost based upon? Are they reasonable based on anticipated size of facility?</p> <p>Is classroom technology budget of \$15,000 adequate to purchase eight interactive boards?</p> <p>Is \$100 per student sufficient for high school textbooks and instructional materials? - marylynn_kroeger</p> <p><u>Total Expenditure Projections (Table)</u> The anticipated surplus for the first year of operation may not be realistic. What is your plan if the school faces a budget shortfall? - lstein692</p> <p><u>Total Expenditure Projections (Table)</u> Why such a drastic jump between Year 4 and 5 for surplus/deficit? - jessica.kelly</p> <p><u>Total Expenditure Projections (Table)</u> Is the applicant confident in the fund balance given the areas of uncertainty and aspirational budget projections especially on the operations/facility side? - nacharles</p> <p><u>Budget Narrative</u> The costs associated with operating the school appear to be low. Does the school have a contingency plan in the event of a budget shortfall?</p> <p>A high school requires a greater expenditures for supplies and equipment than either elementary or middle schools. Has this been taken into consideration in preparing the school's budget? - lstein692</p> <p><u>Budget Narrative</u> Why does the applicant believe other charter students, especially those from other counties will travel to Wake County given the transportation plan? Is there evidence, i.e surveys to support this?</p>
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	<p>With WCPSS adding more schools, might this impact these plans?</p> <p>Given the high demand on teachers based on mission, is the budget allocation realistic? - nacharles</p> <p><u>Financial Audits</u> When will the internal control details be available? - nacharles</p>
OVERALL	<p><u>Cover Page</u> I voted to approve this school in the previous round. I would be interested to hear from the board improvements made to the application. - dswalker</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> I know that saturation is not a consideration for charter applications, however not sure if there are sufficient students to fulfill the numbers reflected on this chart. - jonathanbryant</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why is there a decline in year 5?</p> <p>Is there enough demand for a high school in Wake County to justify the numbers? - nacharles</p>

Charter School Advisory Board Subcommittee

Mission, Purposes, and Goals	<p>Mr. Walker asked what the applicant has changed from the prior submission and commented that per the external reviewers comments, they may want to ask some questions around the finances.</p> <p>Mrs. Reeves would like clarification around the administration of the Myers-Brigg twice a year as a personality test. The Board responded that they used this as an example of how to get to know the students and that they may use another type of personality assessment. Ms. Tammi Sutton wanted clarification how the school would measure the personality of a student through a pre-and post-assessment. The Board responded that the Myers-Briggs was just used as an example. Mr. Walker clarified if they wanted to see how the personality develops. The Board responded once again that this is used as an example and that it would be used to give the students an understanding of themselves. Mr. Walker commented that you cannot measure or grow in Myers-Briggs, so if you take it twice it should stay the same. Mr. Maimone commented that the assessment is probably misplaced.</p> <p>Mr. Maimone asked what is the hook that makes your school different. The Board responded that they use student centered learning. The focus of the school is to have student centered learning be the staple of the instruction and this will increase student engagement.</p>
Education Plan	<p>Mr. Maimone noted that did not see any goals around the ACT, the SAT, or AP exams, but that these are a component of the school application in the academic portion. The Board responded that it is the goal of the school to prepare all students to take ACT and SAT exams. Their intention is to prepare students to take those exams. They also</p>

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	<p>acknowledge that not all students will take the path to college.</p> <p>Mrs. Reeves inquired around giving partial credit. Additionally, with a later start time, how will all the components written in the application fit into the bell schedule. Lastly, will they require all students to take SAT, as the state pays for the ACT. The Board replied the purpose of the two weeks of intensive courses is to have an opportunity to use this week as credit towards electives. The last five days of a semester, that is when testing occurs. Mrs. Reeves asked if this was mandatory. The Board responded that this would depend on the student. Ms. Turner clarified that the school will have to abide by the testing calendar for the state. Mrs. Reeves stated to that end that there is one stipend built in to the budget and inquired how one person will manage the intersession. The Board responded that they would have experts in the field along with parent volunteers to interact with students during this time.</p> <p>Ms. Sutton sought clarification around what portion of the portfolios will be used. Mrs. Kakedelis asked how they will ensure all students get through the required courses if they dont come in at the beginning of the 9th grade. Mrs. Reeves noted that on page 44 of the application it states that staff will be chosen to serve on committee to evaluate the director and that she did not feel staff should be on the committee to evaluate the director, this should fall to the board.</p> <p>Mrs. Kakedelis sought clarification around the one part time EC teacher, despite expecting a significant percent of the student population to be EC. Ms. Sutton would like to hear more about the school lunch program, particularly ordering online, and how students can access this. Mr. Maimone asked whether technology budgeted match the school nutrition ordering program.</p> <p>The Board responded to the question around the late start to the day. They stated that doors would open at 8 am. Mr. Walker sought clarification as to what a typical day would look like given this schedule. The Board responded that they spent a significant amount of time constructing a bell schedule that would work. What they decided on is that on Mondays the first period would be longer, on Tuesdays the second period would be longer, so on for the remainder of the week. Additionally, they would build in club time at lunch. Ms. Sutton asked the board to run through a typical day. The Board responded that there will be a little of wiggle room and that they would not have a schedule that looks like a typical high school. 8:45 students will start first period class, then the students would go into period two, the board did not bring a fleshed-out bell schedule with them. Mr. Walker asked what time the day would end. The Board responded at 3 pm. Ms. Sutton asked how many classes a student would attend during this schedule. The Board responded about 5 classes.</p> <p>Mr. Maimone asked if the board had any evidence that there is enough demand for this high school with competing high schools in this area. The Board responded that over the past five years they have had increased support from the community in Morrisville, along with families in the surrounding communities such as Cary. When the school is published in the media, they continue to get more contacts, through social media. They have the current mayor of the town of Morrisville and first female mayor on their advisory board.</p>
<p>Governance and Capacity</p>	<p>Mr. Maimone would like a facility issues update. The Board responded that they are looking for a facility and have had brokers take them on site visits. One good thing is they are currently building a bypass which will open close to 300-400 acres. The future will</p>

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	<p>create more space availability. The school anticipates occupying a temporary space when they first open, but hopes to find a permanent place in Morrisville. Mr. Maimone clarified whether the school was considering modular buildings or a permanent building space. The Board responded that they would primarily look for a building and if that did not work out, modular buildings would be an option.</p> <p>Mr. Walker sought clarification around zoning issues and asked the board whether they foresee any issues for the buildings in which they will consider locating. The Board responded that there is an area in the airport overlay district in which you cannot place K-12 building, but they are hoping for a resolution in the future.</p> <p>Mr. Maimone commented on the amount budgeted for marketing in the first year and the growth of that budget line over time and asked the board whether this was intentional. The Board responded they don't have a logic behind that and commented that the CSAB is absolutely right about the rationale of school spending more on marketing in the first few years.</p> <p>Mr. Maimone inquired on what changes the applicant made this year and asked the board to provide a few highlights of what changed. The Board responded that they clearly responded to the student-centered learning, included MTSS protocol, improved the goals, and that the application benefited from the legal and business expertise of new board members.</p> <p>Mr. Maimone sought clarification around why the enrollment drops in year five. The Board replied that with the bubble over time enrollment would drop to a stabilized.</p> <p>Mr. Maimone asked what were the closest competing charter schools. The Board responded that Research Triangle High School located in Research Triangle Park is the closest competing school. The school (RTHS) has a waitlist and technology focus, but our school will offer more student focused learning. Additionally, we pull from Cary as a surrounding area.</p>
<p>Operations</p>	<p>Mrs. Kroeger asked questions around governance and whether the board lost any members and replaced them or have they added new members. The Board responded that they have added board members and that some members have rotated on to an advisory board. Mrs. Kakedelis asked how many members are on the board. The Board stated that they currently have six (6) board members and that they plan on opening the board candidacy up once they are approved.</p> <p>Mr. Walker directed a question to the student advisory member of the board. He asked how the individual became a member of the board. The student advisory member responded that they once attended Sterling Montessori and got involved through a connection with the XQ Super School platform which looks at unconventional ways to educate high school students. Mr. Walker followed up with asking whether the student would go to the school if it were open. The student replied that they would if it were open.</p> <p>Mr. Walker identified that it is evident that the school is not a cookie cutter school due to the robust CSAB discussion and the breadth of the questions they had for the applicant.</p>
<p>Financial Plan</p>	<p>Mrs. Kroeger commented on the two percent (2%) raise and expressed that she is not sure they should promise this in addition to this not being included in the budget. She sought clarification around who is paying for 401K and dental plan. She noted that the technology budget and instruction materials budget seemed low, given that it is a high school, which</p>

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	<p>usually requires more textbook funds.</p> <p>Mr. Walker asked about the marketing budget and why it is growing so robustly over time. The Board responded that they do not have an answer to this question, but they do believe that they could recruit over time with less money. Mr. Walker sought to clarify how Economically Disadvantaged Students can receive devices if the school is essentially bring your own device. Mrs. Reeves asked how the school ensures the security if it is bring your own device, additionally will Free and Reduced Lunch students have access to technology. The Board responded that they plan to lease devices for those students in need. With regards to security, the students would be required to lock up their own devices and with regards to online security the school would use a firewall and Wi-Fi security programs.</p> <p>Mr. Walker clarified how students would be held accountability since they can have their own software and content. The Board replied that at Sterling Montessori they have a Wi-Fi system that does not allow full access to all content. If a student has their own data, they obviously would be able to do what they want. They did note that the student-centered learning and culture of the school would allow for students to be more on task.</p> <p>Mrs. Reeves sought clarification on the marketing budget and expressed that she is unsure that there are enough classroom teachers in the budget. Ms. Sutton asked how they plan to market or bring students into the 10th grade, as that is a hard grade to market for.</p>
OVERALL	<p>Mrs. Phyliss Gibbs moved to recommend the school to SBE for Ready to Open. Mr. Joe Maimone seconded. Mr. Alan Hawkes mentioned that the same reasons that we noted this should be approved last year are the same for this year. Mr. Quigley commented that they persisted. Mrs. Reeves shared that they did not do themselves service with their explanations. Ms. Turner arrived today certain of the school, but after the interview portion she is left not so confident. Ms. Sutton asked what about this school is different. Mr. Walker commented that A/B days and having a portfolio is different. We had so many questions about how the education plan works so that we could gain a better understanding, which shows there is enough innovation here that there will be enough families in this area that would be interested to attend. Mr. Walker also commented that the budget could be massaged over time. It was unfortunate that they could not give exact answers to clarifying questions, but it is innovative and different enough to make a difference. Mrs. Kakedelis commented that they should reference other local high schools or charter schools with PowerSchool. Mr. Hawkes recommended that they front load the budget for marketing and advertising, but this can be easily fixed and commented that enrollment is everything. Mrs. Kakedelis commented that this is different and I support this. Mrs. Kroeger thought that the finance issues presented were not insurmountable and could be fixed. The motion passed 9 - 1 with Ms. Tammi Sutton dissenting.</p>

Overall Summary	
Initial Screening 09/27/2017	The Office of Charter Schools deemed this application complete on September 27, 2017. No further information is needed to begin the application evaluation.
Application	OCS provided a brief overview of the proposed application including the proposed

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<p>Review</p>	<p>enrollment for the first five (5) years, proposed county, and if the application had an LEA impact statement and/or due diligence.</p> <p>Mr. Walker led the discussion and members of the Policy Committee asked specific questions on items needing clarification.</p> <p>The board chair made introductions of the members present for this opportunity. Mr. Hawkes expressed his pleasure with the applicant group. He expressed his disappointment that the application did not move forward in the last application round. He thinks the application is outstanding and should be recommended to the SBE. Mr. Walker outlined it was the third time applying and should be a better application given the feedback provided.</p> <p>Ms. Turner made a committee motion to forward the applicant forward to interview. Ms. Kroeger seconded the motion. The motion passed unanimously.</p> <p>Mr. Walker made a full CSAB motion to forward the applicant forward to interview. Ms. Gibbs seconded. The motion passed unanimously.</p>
<p>Application Interview</p>	<p>Mr. Steven Walker led the interview and reviewed each section of the application. Dr. Deanna Townsend-Smith provided an update of the applicant information including proposed location, projected enrollment, whether there was an LEA impact or due diligence, and the pass/fail ratings for each section. This is a repeat applicant from a prior cycle. Mr. Walker asked the board of directors to introduce themselves and include their position on the board if they have one.</p>
<p>OVERALL</p>	<p>Mrs. Phyliss Gibbs moved to recommend the school to SBE for Ready to Open. Mr. Joe Maimone seconded. Mr. Alan Hawkes mentioned that the same reasons that we noted this should be approved last year are the same for this year. Mr. Quigley commented that they persisted. Mrs. Reeves shared that they did not do themselves service with their explanations. Ms. Turner arrived today certain of the school, but after the interview portion she is left not so confident. Ms. Sutton asked what about this school is different. Mr. Walker commented that A/B days and having a portfolio is different. We had so many questions about how the education plan works so that we could gain a better understanding, which shows there is enough innovation here that there will be enough families in this area that would be interested to attend. Mr. Walker also commented that the budget could be massaged over time. It was unfortunate that they could not give exact answers to clarifying questions, but it is innovative and different enough to make a difference. Mrs. Kakedelis commented that they should reference other local high schools or charter schools with PowerSchool. Mr. Hawkes recommended that they front load the budget for marketing and advertising, but this can be easily fixed and commented that enrollment is everything. Mrs. Kakedelis commented that this is different and I support this. Mrs. Kroeger thought that the finance issues presented were not insurmountable and could be fixed. The motion passed 9 - 1 with Ms. Tammi Sutton dissenting.</p>