



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Kaleidoscope Art and Technology High S**

**Public charter schools opening the fall of 2015**

**Due by 5:00 pm, December 6, 2013**

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 2013 Application Process**

**To open a charter school in the 2015-2016 school year**

### **APPLICATION DUE DATE/TIME**

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants 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 as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov) that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Kaleidoscope Art and Technology High S

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

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

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

Name of contact person: *Lara Visser*

Title/Relationship to nonprofit: *Board Member*

Mailing address: 131 Maldon Drive  
Cary NC 27513

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

E-Mail address: *laravisser@kaleidoscopehighschool.org*

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

County: WAKE

LEA: 920-Wake County Schools

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:

What is the name of the nonprofit organization that governs this charter school? *Kaleidoscope School Incorporated*

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

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	09,10	200
Second Year	09,10,11	300
Third Year	09,10,11,12	400
Fourth Year	09,10,11,12	400
Fifth Year	09,10,11,12	400
Sixth Year	09,10,11,12	400
Seventh Year	09,10,11,12	400
Eight Year	09,10,11,12	400
Ninth Year	09,10,11,12	400
Tenth Year	09,10,11,12	400

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

*I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. 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

Chair, KS, INC, Board of Directors

*Signature*

*Title*

kaleidoscope

12/06/2013

*Printed Name*

*Date*

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

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

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

Kaleidoscope Arts and Technology Charter High School is a college preparatory program that allows students to expand their passion for the Arts and Technology, giving them hands on experience and the tools to pursue their interests right out of high school. Along with their highly qualified teachers, students have the opportunity to learn from the nations experts working in the Research Triangle Park. In a mutually respectful environment, students prepare themselves to share their unique gifts in the diverse, global community.

### **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's target population is any 13 - 18 year old student with a passion for the arts and/or technology and would like to concentrate on these pursuits during high school. As President Obama also wishes, we would like to prepare students for college, but also with trade skills to be able to get a job upon graduation.

We intend to locate the school in Morrisville near the Research Triangle Park so that it is more convenient for the professionals to join us as guest lecturers and for students to do internships with the companies in the park.

We will not discriminate against any student based on race, ethnic origin, creed, special needs, national origin, gender, or sexual orientation in compliance with the Americans with Disabilities Act. Our students will be motivated to attend the school because of the curriculum. They do not have to possess artistic or technical skills to be able to attend the school, but we expect that most of the interested student body will be motivated by their desire to learn these subjects intensively.

We expect to have a very diverse population based on the demographics of Western Wake and surrounding counties. From an analysis of the demographics in the area, we expect to attract roughly 20% Asians, 15% Black, 10% Hispanic, and 55% White.

- 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).*

After 3 years, the enrollment will be 400 students in grades 9 - 12, roughly one hundred students in each grade. The average daily membership for 9 - 12 graders in Wake County is 429,096 in public and 8,583 in charter schools. If high school students in the county stays the same (which does not seem likely with the first and second grade enrollments) than adding our enrollment to the present number of charter high school students in the county would only be about 2% of the high school population.

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

Small specialty high schools have proved to be very effective. Kaleidoscope Arts & Technology Charter High School will meet the needs of students who want to focus on specialty subjects. It is not a school that will meet the needs of all students, this statement does not refer to students with different learning styles, only to the depth and breath of courses offered at the school. We will not offer the range of courses and sports options that larger schools offer.

The average high school in Wake County has about 2000 students. Average specialty schools are usually between 350 to 400 students. All schools offer the general courses for graduation, 4 English, 4 Math, 4 Science, 4 Social Studies, 2 Languages, 1 Phys, Ed., and Electives. The difference is that large schools have several options and sections for a specific area such as English. Kaleidoscope will have fewer options, and those will all coordinate the students' interests in the Arts and/or technology. Where a traditional program will incorporate art and technology in some of the classes some times, our classes will be focused in these areas and most of the electives will be focused in these areas.

*4. In the appendices (Appendix A), 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.*

1. Kaleidoscope will work using a small high school model, as well as navigate as one of the few Montessori high schools using the innovative later start of the school day. Several high schools in the country have reported very positive results having students start school after 9 a.m. Students are more alert, engaged, and in better moods.

2. Students will take the usual end-of-course tests, SAT, ACT, and other state and national tests that are deemed necessary for a particular student. The classes will be evaluated by rubrics, portfolios, and mastery learning. Mastery will be determined by taking self-correcting tests. Once the student has mastered a skill they will check that off their managed skills list. Managed skills lists will be in compliance with the NC Standard Course of Studies and the Common Core Curriculum.

3. At this point, students in Western Wake County do not have a high school dedicated to allowing students to learn real life technical skills, usable as soon as they finish high school, and a 9 am start of the school day, in a Montessori inspired environment.

4. Students will be prepared for work as well as college when they graduate. We expect that all students will graduate, because their individual needs will be met.

5. Each student's individual needs and learning styles will be honored in each class. Student's will be able to make many of the classes honor classes by meeting extra requirements. This allows all students to work in the same class benefiting from each others insight, while meeting the needs of the different students.

6. Teachers will design rigorous, meaningful lessons that will be interesting and useful for all students utilizing technology and/or the Arts in as many combined lessons as appropriate.

**Goals for the Proposed Charter School:**

- 1. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

The school will use a combination of self correcting mastery tests and portfolios to assist students with their evaluations so that they can make adjustments to their learning as needed. Continued self-evaluation allows students the most control and interest over their own learning. We expect our students to either be self motivated or to become self motivated within the first year of attending the school and to take active interest in their own educational career. To that end, the students must learn to be active

members in their evaluation process. Grades will be given based on what the student has finished of the work assigned, anything that is worth testing must be completed with 90% mastery or retested.

Students will be required to take the end-of course tests. We expect the teachers to expose the students to the objectives of the tests and to teach them how to take tests. We do not expect the teachers to teach to the tests.

Students will take the SATs and ACTs in the appropriate years. We may have some sophomores who wish to take the SATs our first year, but we will not have measurable outcomes from those tests until our third year.

The board will be advised of the student success, progress, and challenges every month during their meetings. This will allow the board to look at patterns and decide if new policies or procedures might need to be considered.

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

The board will have access to the lesson structures at the beginning of the school year. At monthly board meetings, they will have updates on larger projects and any change in the expected curriculum. They will be informed if there are any material changes. The executive director will report on the general progress of the school, but since we will not have a lot of testing, the objective testing will not be evaluated until the students take the end of course tests.

Part of our mission is to have a joyful environment.

The ED will report to the board every month the general milieu of the student body, the staff, and the parents.

### **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.

Our program will use the Montessori method of respecting and following the child to tailor coursework to the individual needs of each student. The courses will be designed like college courses, but will have varying levels of acceptable accomplishments, for instance some students may choose to do the minimum amount of lessons to get credit for the course if that meets the students academic needs for accommodations, while other students may choose to do extra assignments to prepare for the AP exams. Art and/or technology will be incorporated into all classes. All classes will be designed to maximize real world connections. It is our expectation that students will understand what and, more importantly, why they are learning the material they are learning. They will know the objectives and expected outcomes before they begin.

Although the students will take the NC end of course test, we expect for most students that these will encompass the minimum that the students learn in a course, not the maximum. Students will have an outline of what they are expected to master in a course handed out at the beginning of the course. The teachers will monitor this progress with the students weekly. Students will have some work that is expected to be done by certain times, larger projects will have benchmark times to which the students will have to adhere. Time management is one of the real world skills we expect our students to master.

Students will be given a wide latitude for what will be accepted to meet various credit requirements. Students will be given the opportunity to develop their own program to meet certain objectives as long as they design a well thought out program and are able to demonstrate thorough understanding and/or use of the information.

#### **9-12 Curriculum and Instructional Design:**

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Classes will be either 55 minutes or 115 minutes long. Most subjects will meet for 220 minutes a week. Students will take 6 courses a year, not including physical education which all students are expected to participate in every morning from 9 - 10 am. They will receive 1 credit per year for

the PE credits, 3 will count as electives.

Classes will vary in size depending on the subject. Lessons may be taught to the whole group or to a sub-group of students in a class where the other students are working on independent tasks. Classes may be mixed age groups. Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*
2. *As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. 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.*

Our program will guarantee that all classes are in compliance with all state and federal laws. Our target population are high school students interested in a program that is concentrated in the Arts and technology, but also has the advantage of preparing the student with work ready skills right after high school while still being prepared for college in an environment that is developmentally more appropriate for high school aged people.

The curriculum will allow students to maximize their target interest while still getting the core work done. The students will have longer blocks of time in their target subjects, for instance a 2 hour block in Drawing so that they do not have to interrupt their concentration. They will have PE every morning before classes start so that they will be physically ready for school and so they will not have to interrupt their studies later in the day when high school students are more alert.

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.*

We will expect our teachers to understand the Montessori philosophy and how it pertains to high school students. Teachers will be given the opportunity to observe Montessori high schools in the USA, along with in-house training. Teachers will be experts in their fields, especially in technology and/or the Arts. Our teachers will be expected to be collaborators in the curriculum. We want to make sure that this is a nurtured growing program. We feel the best way to do that is to have the whole staff involved in the continuous evaluation of the program.

Teachers will be expected to prove that they understand how to manage an effective class meeting. We want our students to be able to develop their individual programs while also learning how to work in groups. It is important that the teachers are well trained with our method of teaching and analyzing student progress. We believe different learners and gifted learners can learn a lot from each other in group meetings as long as the gifted student is not held back and the different learner is not pushed past their capabilities.

We expect that most of our students will be focused on their chosen field of study when they attend the school. They will be the type of student who wants to prioritize their course load to complete their core courses and

spend more time on specialized topics. In order to accomplish this, the teachers will outline what objectives have to be mastered at the beginning of a course or semester. The student will have individual work, lectures, mastery tests, and group work to do to finish a course. Some course requirements will have time frames attached to them, and others will be up to the student to manage their time. The difference is that the students will know what is expected from the beginning and, with guidance, will be able to manage their course work to allow for other important activities such as studio time or internships.

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

Our targeted population are students who know that they want to prepare themselves to work in the Arts and/or technology fields and who want to be able to start in their chosen field right out of high school, even if they decide to go directly to college after graduation or if they choose to work for a while before going to college, a trade school, or the military. So our students will come with the expectation that they will do the work that will ensure their preparedness to enter the work force.

6. *If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts?*

All students will be required to take 4 credits each in English, Math, Social Studies, and Physical Education. They must have 3 courses in Science, and at least 2 credits in a second language. They must have at least 4 credits in their area of concentration in a Fine Art or technology, including at least one (1) credit for an internship in that field and 4 other elective credits = 28 credits for graduation (which includes 4 PE credits, though the state only requires 1 credit).

Freshman are encouraged to take courses in their area of interest to start preparing themselves for internship possibilities.

Students will work toward mastery on all criteria important enough to be tested. Grades will be earned based on completion of tasks, not grades on tests. So all students will have the opportunity to do the work to get an A in a class. They may also choose to receive a "C", if they choose to do that much work. Transcripts will reflect this grading process. If a student has earned a "C" they still have to pass tests at the 90% level and may not complete the course until they have done so.

All students will be placed in the college prep course of studies. If a student shows a desire to graduate in a different tier from the Future-Ready Core requirements than the student's guidance counselor will help that student tailor their program to meet the chosen requirements.

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.*

We will have a traditional school year program because most high school

students have the opportunity to take advantage of work, internships, special courses, or travel in the summer.

We believe that these opportunities are just as important as high school work.

We will have 185 school days.

### **Special Programs and "At-Risk" Students**

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

Since our classes will be well defined before students start the semester or course it will be easier for the Special Education support staff to help any student moderate the course work to meet the learning needs of the student without compromising the student's ability to successfully meet the criteria of the course.

The Special Education support staff will have a close relationship with the teachers to help identified and non-identified students succeed. With that close working relationship, the teachers will be able to work together to decide if a student needs to be further evaluated or if they need a 504 plan. The ongoing support will allow all students the access they need to identify their best learning styles and have a successful high school career.

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.*

1. ELL students will be tested after they have accepted a lottery spot and before school starts. Once it is determined to what extent the student is able to learn in English, a program will be employed to make sure that the student is able to keep up with their learning objectives while still improving their English. Generally, after a year of intensive English, students are able to keep up with regular classes as long as the students have continued support.

2. With the technology available at the school, students will be able to learn content material in their mother language while they are learning English. Most languages can be translated through web programs. The support staff will make sure that the translations are accurate.

3. Our designated ELL staff member will check on the ELL students weekly to make sure that they are receiving the support that they need to complete their course work, that their course work is adjusted to meet their needs,

and that they have the support they need to learn English successfully. To support their English language learning, we will use Rosetta Stone programs along with personal interaction.

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

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

1. All students will have the opportunity to take advantage of the work available for gifted students. They just have to choose to do the extra work. All students may test out of lessons, so that they do not have to be held back repeating the work that they have already mastered. If the staff identifies a student as potentially gifted and feels that they need to administer more testing to label the student so that students may take advantage of other special programs then the school will go through the evaluation process.

2. The program as a whole will be monitored weekly through the teachers sectional meetings. The administration attends 2 out of 3 of those meetings. The staff meets as a whole monthly to evaluate all programs. All students will have advisers who monitor their academic, emotional, social, and physical needs. If any student needs to have their program adjusted, we will try to do that in a timely fashion, not having the student bored or frustrated for too long.

### **Exceptional Children**

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

### **Identification and Records**

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

1. We will do everything possible to make sure that we have all the paperwork from other school the student has attended before the student starts at Kaleidoscope. We will also ask the parent or guardian if the

student has been identified with any special learning needs. We will have signed release forms with the acceptance package when the student has been granted a space through the lottery.

2. Every effort will be made by the teachers and the student's adviser to modify a program to meet that individual student's needs, but if it is deemed in the student's best interest to be referred for more testing than the referral team will meet with the Special Education teacher for further recommendations. If after this processes is done, the team, now including the parents, feels that further testing is in the child's best interest, a school psychologist will be contracted to perform the testing and issue a detailed report. The psychologist will meet with the team to review the findings. The child may be identified for special services or if the student does not qualify for special services the team may choose to modify the student's work to best meet that student's needs.

If the student is identified for special services or a 504 plan, the student's team including the special education teacher, an administrator, the parents, the student's teachers, and the student will meet to make a comprehensive plan, either an IEP or a 504 Plan.

3. Student's records will be requested in writing with signed release of information forms before the student starts school.

The records will be kept in a locked cabinet in the office.

All student files will have a form at the front of the file listing what is in the file and when it was added. All files will have a sign out sheet stating who has looked at the file, when it was accessed and why.

#### Exceptional Children's Education Programming

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

1. The lessons at the school will be set up to meet the needs of all students, so that students of most abilities will be able to accomplish them. Students with severe intellectual ability would likely not find the school able to meet their unique training needs, but students with most other kinds of learning differences or handicaps would be able to be accommodated.

Since the lessons are set up for mastery in the crucial areas and projects for the non objective part of lessons that students may choose how far they are going to take a lesson, then students of all abilities can do the lessons at whatever level they choose with the teacher's and in this case the special education teacher's input and direct instruction.

Special education teachers will work together with the classroom teachers. They will decide together when it is more effective to work with a group or

individual student inside the classroom or to pull a small group or individual out of the classroom. The special education teacher may work with students who are not identified who are working on the same work or level as the identified students.

2. We will have certified special education teachers on staff. We will contract any other services that the IEP team feels is necessary to meet a particular student's needs. Special education teachers will be given access to any extra support they might need to assist in a student's education, this may include but is not limited to hiring para-professionals, workshops, or administrative support.

3. Students entering the school with IEPs written by other teams will have to convene for a review of services and benchmarks with the Kaleidoscope team, consisting of the special education teacher, an administrator, all the teachers who are assigned the student, the parents, and the student (the family may bring anyone else they wish to the meetings as long as the team is notified, the school may bring in experts if deemed appropriate and with prior notification to the team members).

Once an IEP is agreed upon, the special education teacher will monitor the student's progress with the aid of the subject teachers. All benchmarks will be recorded with that information communicated to the whole team. The type of communication will be agreed upon at the IEP meetings.

For students already enrolled in the school, IEP meetings will be held at the end of each year with the teams as described earlier in this document.

4. Any related services that a student may qualify that is not able to be accommodated by the schools staff will be contracted out to the appropriate, licensed professional.

### **Student Performance Standards**

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

1. We expect all students to find their love of learning. Staff will work together with students to help them find how they can achieve their identified personal goals. With our method of teaching, learning, and group projects, students are expected to take responsibility for their own progress. The students are not expected to do that alone. The staff and their peers will work with each other to help each other reach their goals. Sometimes those are group goals, and sometimes those are individual goals,

but when you build a supportive community it makes all the difference.

Students will develop their personal and group goals at the beginning of a session or semester (depending on the course). The teachers will help each student define everything that they need to achieve to pass a course before it starts. They will know exactly what they have to do to earn the grade they would like for a particular course or internship. The student is in control of their grades. All internal testing must be passed at 90%. The student may retake any test for any course. It is expected that they will receive the additional teaching needed before attempting any tests again.

2. End of course tests will be used over time to make sure that students are exposed to everything that they will be encounter on the test, but it is important to us to not teach to the test. It is much more important to us that the students know the objectives for anything that they are studying, that they know why it is important to them, and how to use the information in real world situations.

3. Students will know ongoing how they are progressing in all their classes. The parents will have quarterly updates. If a student is having any issues, teachers with the student will communicate with the parents. We want the students to be an integral part of the evaluation process and to take responsibility for their own actions.

The special needs teacher will interface with all special needs students, their parents, and all of their teachers to help the students gain the same success as all other students. Students with diminished mental capacities will be able to establish a plan with the student, their parents, and all the teachers to establish what to expect in a real world situation. This student will receive a certificate of completion and may stay in the program until they are 21 if that is the appropriate setting for the student. All students with normal intellectual capacity will get the help they need to earn a high school diploma. The staff will work with the parents and students to facilitate completion of all coursework, but we want the program to be student driven so they know they are responsible for their own lives.

4. Students must have 4 credits, each, in English, Math, Social Studies, Science (one can be technical science), and the students concentration art or technology or a combination of both, 2 credits of a language (though at least 3 credits are encouraged, 1 credit in PE, but they will have to have 4 if they start in 9th grade, and 4 extra credit courses of the student's choice.

Students will have until the end of a course to complete the requirements for the course. In special occasions the teachers may decide to allow the student to turn in class work late, but it is on a case by case basis. Otherwise, classwork and tests must be completed in all course work to be considered for graduation.

### **Student Conduct:**

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

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

*Be sure to include:*

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

1. Effective discipline starts with proactive expectations, well communicated and practiced, from before the student enters the program. We believe in a community of mutual respect. Those expectations will be communicated in writing to staff, parents, and students from before they start. All rules will be based on mutual respect of self, others, and the environment. Students and teachers are expected to reflect all behaviors based on that premise.

Due to our expectations of students taking responsibility for themselves, we expect that they will gain confidence through small successes. When necessary and appropriate, the community will discuss any issues that arise during morning meeting to clear the air before the day starts.

We will teach conflict resolution and we will practice conflict resolution daily. Our morning meetings are a time for the students to discuss any issues that have arisen where they feel they need the input of the whole group to work on a situation. Staff will show that they are available for students to come to them with an issue that they have not been able to resolve themselves. And we will teach students how to actively listen to each other to help them resolve conflicts amongst themselves. We will use the Montessori Peace Curriculum to make sure that we are all conveying a uniform message.

2. If students are offensive to the community or to others and are not able to work together they may be asked to work independently away from others for the rest of the day. If they have been disruptive, robbing others of their educational time, the student may have to make appropriate restitution to the community.

If the student is out of control, they may be asked to take the rest of the day off. The student is expected to return to school the next day and work out whatever they need to in order to make amends for their behavior. If needed, a teacher or administrator will mediate the situation.

3. Special Needs student's behaviors will accommodate for their special situations. However, if their behaviors are repeatedly a threat to themselves or others and they are not able to work within the school community, they may be expelled as other students.

4. Students deemed to be a danger to themselves or others will be expelled for a year. After they prove that they have received the outside help that

they need from a licensed professional, they may re-enter the lottery process.

Students who are out of control, but not a clear danger to themselves or others, but out of control at the moment, will be sent home for the day. They must come to school the next day and make restitution for their behavior.

**IV. GOVERNANCE, OPERATIONS 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 by the final approval interview date.

*Name of Private Nonprofit:* Kaleidoscope School Incorporated

*Mailing Address:* 131 Maldon Drive

*City/State/Zip:* Cary NC 27513

*Street Address:*

*Phone:* 919-744-9160

*Fax:*

*Name of registered agent and address:* Kaleidoscope Schools, Inc.  
131 Maldon Drive  
Cary, NC 27513

**FEDERAL TAX ID:**

**Tax-Exempt Status 501 (c)(3)**

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

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

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Ruth Vienneau	Board Member	DURHAM	Art Educator and

			Artist
Deborah Dillon	Board Member	WAKE	Non-profit Business Manager
Sai Sudhini	Board Member	WAKE	Entrepreneur
Mark Stohlman	Board Member	WAKE	CPA and Mayor- elect of Morrisville, NC
Kelly Cross	Board Member	WAKE	Educator and Real Estate Agent
Margaret Broadwell	Board Member	WAKE	Business Owner and Political Consultant
Janet Littlejohn	Board Member	WAKE	Charter School Educator
Lara Visser	Chairperson, Board of Directors	WAKE	Founder and Art Director

**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.*

The school will be governed by a board of directors, the board will be made up of educators, business members of the community, parents (present, past, future), and after it starts - teacher and student representation, though they will not have voting rights on confidential rights. The board will be responsible for setting policies and procedures with input from all stakeholders based on the school's mission.

The board is responsible for the financial health of the school. Budgets must be accepted yearly and reviewed 10 times a year. The board is there to make sure that there is transparency and support for all the school's financial needs. The board will also sign loans on behalf of the non-profit organization governing the school.

The board will recruit an Executive Director who believes in the philosophy of the school, has the experience and unique understanding to run a successful charter school, and has a love of learning and students. The ED reports to the board 10 times a year on all aspects of the health of the school - academically, financially, physically, emotionally, any policies or procedures that need to be instilled or revised, and any issue that may involve the board, but not day-to-day operations. The board will review an evaluation plan with the ED when that person accepts the position. This evaluation will be reviewed yearly, and may be reviewed more frequently if the board has a concern they feel must be addressed before then. The board hires and fires the ED. The ED hires and fires everyone else. A staff member may go to the board if they feel that they have been wrongfully dismissed from the school. The board will then review the case and their decision will be final.

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 founding board consists of entrepreneurs, educational leaders, artists, Montessorians, a CPA, and community leaders. We want to round out the board with technology specialists, a lawyer, and when the school starts - parents, teachers, and student representation. We would like the board to be no less than 7 members, but preferably 12 members including the students. We would like to make sure that the board always consists at least 2 members outside the school community. This helps the board stay grounded in governance and lessens the chance of the board getting involved in gossip or school drama.

The board will consist of a 5 member executive board who may hold closed meetings on sensitive issues.

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

The founding board has been developed from parents and educators who attend Sterling Montessori Academy and Charter School, and Morrisville community members who would like to have a small high school based on the same kind of success that Sterling has enjoyed. The Lauren Holland Uzzell school Board operating Sterling Montessori Charter School, were not interested in starting another school, so the board decided that they would organize the expertise needed to make this much needed school a reality.

When positions become vacant, the board will recruit new members by word of mouth, advertising in publications like Bridgespan.org, or they may choose to invite a person with certain expertise to join the board. After the school starts teachers will vote on a member to represent them on the board, and students will vote for a classmate to represent them on the board.

We will request that board members give no less than a 3 month notice of resignation and preferably a year. Board members serve for 3 years, may serve for another 3, then they have to take a year off. They may choose to join the board again.

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

Strategic planning no less than every 5 years, 10 regular meetings yearly.

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

All new board members will be asked to go through board training to make sure that they fully understand their role as a board member of a non-profit. They may get their training at the Duke Non-profit Program or DPI. They may show that they already have the expertise, but serving on a previous board is not necessarily a prerequisite for foregoing additional training. Duke Non-profit has many courses that will be useful for board members to take. The board will raise money for the board members to either hire a consultant for training or to send individual members to take courses

and train the board.

The ongoing health of the board must be a priority. The board will train new board members within the first 3 months of them joining the board with a visual and auditory training guide written by a consultant and administered by any executive board member. The training will include how to read a financial statement for nonprofits, what the roles of the board are and are not, how to help mediate a situation, and how to evaluate policies and procedures to support the mission of the school.

- 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 have signed the Conflict of Interest form for the nonprofit organization. We know that if any board member decides to apply to work at the school then they will not be able to stay on the board as voting members in executive sessions.

It is important to us that we have clear transparency in all of our dealings.

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

The board will take into consideration all the information from all stakeholders to determine if a policy is congruent with the mission of the school. The school's mission and overall health is the primary goal of the board.

The board will have a 2/3 vote for all policies to pass.

- 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.*

In the future, the board will form research committees to make sure that the school is being developed to meet the school's mission. These committees will include a financial and educational committee who will report monthly to the board. Ad hoc committees may be formed in the future to take care of short term issues who will also report to the board monthly.

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

The board hires a head of school/principal. The board sets the policies for grievances which are communicated in the staff, student, and parent handbooks where appropriate. The policies state that all persons with grievances with anyone are expected to speak with that person first before going to the next level. If a person feels that they are not able to speak with that person, they are free to ask someone at the next level to mediate a conversation.

If the person does not feel that an issue has been resolved, then they may go to the level - teacher - principal - then the board. All people in authority will check that the person has tried to resolve the issue with the person or people with whom they have a grievance first. Then they will attempt to resolve an issue through mediation.

If all of that does not work, then the teacher or the principal may take it to the next level if they feel that they need further support. A person or group may take an issue to the board after they have gone through all

channels first. The board will collect evidence that the person or group have tried to solve the issue first with the person or people that they have a grievance. Then the board may mediate an issue.

If mediation is not achieved the board will make a final decision. If it gets that far, the board will make sure that they have legal representation whether through someone on the board or independent 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 school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

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

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

**X Not Applicable**

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

**X Not Applicable**

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

**X Not Applicable**

### Projected Staff:

Provide, as Appendix M, 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.

### Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

The board will recruit an executive director with a background in high school management, Montessori training, business, leadership skills, conflict management, and an entrepreneurial spirit. The board will set the policies and procedures of how the teachers will be hired.

The board will do a comprehensive search to find the best candidate for the position posting on websites like amsqu.org, namta.org, ihireschooladministrators.com, schoolspring.com, it will be posted on our website, and advertised at trusted universities. We will consider word of mouth for qualified candidates to apply.

The ED will look in the same areas as above to find the core integrated subject teachers as well as technology staff and artists for the best qualified staff for the school. It is important that we seek individuals who can work well together as their will be a lot of cooperative teaching.

It is most important the teachers believe in the mission, understand the developmental and academic needs of the students, have an opportunity for professional growth, and have the support that they need with students, parents, and curriculum.

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

The employees work for the school that is governed by the board of directors. They are hired by the ED with a contract and duties approved by the board. The board exists to make sure that the school operates the way that was set forth by the founding mission of the school unless it is revised by the stakeholders.

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

All board members, staff, and volunteers will have to have background checks before working with students. The school will be responsible for paying for the board member background checks.

The board hires, evaluates, and fires the executive director. The executive director hires all the teachers and support staff based on the policies and procedures outlined by the board. The executive director fires all staff based on the schools policies, including objective action plans with dates corrections will be observed. All observations and actions must be documented and kept in a locked file on campus. Action plans must be signed by the employee.

If a staff member is fired and disagrees, that person may take their appeal to the board. The board will make the final decision to uphold or over turn the termination based on new evidence.

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

ED - \$85,000 - \$95,000 in the first 5 years

Assistant Director - \$60,000 - \$65,000 in the first 5 years

Licensed Teachers - \$36,000 - \$50,000

Non-licensed Teachers - \$36,000 - \$50,000

Specialists & Coaches - \$15.00 - \$60,00 per hour

Clerical - \$30,000 - \$35,000

When variables are more firmly established, it is our intention to raise salaries. At this point, we want to be very conservative. Easier to give a raise then to take it back.

Health Insurance \$2,500 - #3,500, person/year

Retirement after the second year of matching 2% in their 401Ks. We intend to raise that to 4% when we are able.

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

Teachers will have verbal and written training on all aspects of their position before they start work, including but not limited to duties and the way they interact with students, parents, and peers. These expectations will be reviewed periodically, especially when issues arise but also on a rotating basis to guarantee relevance.

Teachers will be evaluated yearly using a form similar to an IEP. The teacher with the ED, after formal and informal observations, will identify and write a document stating the teacher's strengths, challenges, and 5 to 7 objectives with time frames and what determines success. Both parties will sign the document and review it as outlined.

If the ED finds that a teacher is not in compliance with their job or expected actions of the school than the ED will verbally warn the teacher. The ED will document the verbal warning in the teacher file. If the problem happens again, the ED will discuss the matter with the staff member and a written report will be signed by both parties. If the issue continues, the ED will write an action plan with the teacher (staff member) with expected objective behaviors and time frames for success. For instance, if a teacher has been yelling at students out of anger or with disrespect, the teacher will get a verbal warning, if it happens again, they will get a written warning, if it happens again then the teachers will have an action plan, stating that they must have a refresher course on how we expect teachers to interact with students within the next two weeks, if the teacher yells out of anger at a student again than they are choosing not to work at the school any more.

We will allow 2 weeks for behavioral issues to be corrected and 6 weeks for academic issues to be objectively "fixed".

If a teacher (staff) feels they have been wrongfully dismissed, they may take their evidence to the board of the nonprofit. The board has the final say.

The ED will inform the board of action plans put into place.

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

We have not identified any positions that meet this criteria at this time.

*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.*

We will start with one paid special needs teacher who will be the liaison

for all special needs reports and meetings for the school reporting to the ED or Assistant Director. S/he will be responsible for writing and maintaining grants and reports. S/he will serve students enrolled in the program individually or in small groups with other students not identified. S/he will work with ELL and gifted students assuring that they are receiving what they need in all classes. S/he will be a support for all teachers needing help with specific students or needing curriculum adjusted.

Given general ratios of 4%, we should not need more than one teacher for this position. If in the first year we find that we have a larger number of students than another teacher will be hired with the anticipated funds in year two. If we need another teacher within the first year, the funding will come out of the general fund.

Psychological testing will be outsourced.

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

The executive director will be responsible for all aspects of managing the school: staff, students, reports, financial, facilities, relationship with DPI, board, and other stakeholders, parents, and general well being of the school.

The assistant director will be the support staff for the executive director and the teachers. Both the ED and AD will have a background in leadership skills, Montessori, teaching, financial training, conflict resolution, diversity training, entrepreneurial spirit, and preferably someone who understands high school developmental needs.

At least one half of teaching staff will have NC teaching licenses, the rest of the teaching staff will have a minimum of a BS/BA degree. The specialist recruited from the Research Triangle Park will have degrees in their fields and will have an introduction course on how we expect our students to be treated before they interact with students (this does not apply to guest speakers).

The special needs teacher will be certified in Special Education K -12 and will be responsible for all paperwork, identification, and administration of all IEPs for different learners, ELL and gifted students. S/he will work with appropriately assembled teams (including the student) to define the best way for the school to help the student maximize their educational opportunities.

Since all students will have PE at 9 am, we will contract coaches for the various athletic endeavors. Those people will have to prove some expertise in their fields, have background checks, take a class on how we expect students to be treated and how we expect the students to behave.

Guest technology and art teachers must prove to be experts in their fields. They must take our in-house course on how we expect students to be taught using the Montessori philosophy.

The clerical personnel will have to take the in-house school course on how

we expect adults to interact with the students, teachers, and parents. This person will be the first contact for many with the school, they must understand and believe in the mission of the school. This person must be well organized and assist with the accuracy of all information data that must be collected for all the various groups.

### **Staff Evaluation and Professional Development**

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

The ED, Assistant Director, and the Clerk will triple check that licensure requirements are maintained and up to date. The ED and Assistant Director will make sure that in house continuing education credits are available through the year.

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.*

A staff handbook detailing what is expected from each job, including the way people are expected to interact with each other, will be reviewed every year before school starts. Staff will have a written copy with a signed sheet stating that they have read and understand the expectations for their job and others. The evaluation process will be reviewed at the beginning of each school year. The evaluation process is similar to an IEP, after formal and informal observations the principal will write an evaluation with the staff member. They will write the persons strengths, challenges, and 5 to 7 objectives to work on over the next year with times for completion and what will indicate success.

When hiring staff, we want to make sure that they have enough detail about our program as possible. It is crucial that we retain as stable a staff as possible for the sense of security for the students. We feel, due to the projected needs of the students, that we will be better off having all certified special education teachers for our regular teachers. We have the opportunity to hire several retired teachers who would like to work as teacher assistants, and are specialists in core areas. The key will be to maximize everyone's expertise and making them feel valued.

All staff will have the opportunity to participate in on and off campus continued education. We want to make sure that all staff have the chance to take courses in the areas that they feel will help them do their jobs, and for teachers to maintain their certifications.

All new staff will have assigned mentors for the first three years of licensure. All staff will have support groups either through sectional meetings held weekly or individual meetings with administration who will have time set aside for staff weekly.

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.*

Continuing professional development is extremely important for a program like ours that is on the cutting edge with few other schools on which to model ourselves. We will forge important connections with other Montessori high

schools in this county and others. We will work wiith all the new high schools and community colleges working on technology training, preparing students for work while preparing them for further education. And working with the Art schools in the country to maximize meeting our students' needs.

The school will have a week of continuing education at the beginning of every year. The school will have three other professional days in the school calendar and two professional days that the teachers will be able/expected to take each year.

Ongoing weekly teacher development during sectional meetings and whole staff meetings monthly will assist in the uniform education of the staff. When a staff member has the opportunity to attend training outside of the school, that staff member will be expected to return and share their experience with the rest of the staff.

- 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.*

We intend to hire key personnel as soon as the charter is approved. While we are in our planning phase, we will continue to hone our integrated programming, forge key relationships with professionals, develop relationships wiht other programs to share ideas, and finalize our internal training for our staff so that everyone is working from the same expectations. We want our key personnel to be part of the creative process working with the mission of the school to develop a comprehensive program. This will help all teachers develop lessons with the same expectations.

We hope to attract staff with experience in some or all of our teaching methodology. People with experience in Montessori, integrated lesson plans, combined art and technology, and the importance of the developmental stages of student of the high school age.

- 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.*

We will have at least 10 days of professional development available per year in house. We expect all full-time staff to get 20 CEU hours per year. Continuing education keeps teachers abreast of all the latest information available helping staff integrate what goes along with the school's mission. That said, we believe that it is important to stay true to our mission and not jump on all the new band wagons. Having a strong core will help the staff, administration, and the board understand what policies should be adopted based on the mission, and which ones would take us off track to best meet the needs of our students.

We will have a minimum of one and a half hours per week of sectional meetings, so that middle school teachers can meet to discuss any issues that arise during the week. This will include support working with particular student. The high school teachers will do the same. An administrator will attend 2 out of 3 of these meetings. The whole staff will meet together once a month to deal with whole school issues, all support staff are expected to attend these meetings.

The sectional meetings may be scheduled for before or after school or during school if students are all in electives. Whole staff meetings will be after school at a time that works for all staff members.

### **Enrollment and Marketing:**

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

### **Marketing Plan**

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

We will use information meetings, social and written media, word of mouth, flyers set out in strategic places to get the word out so that students of all races/ethnicity will have an opportunity to apply through the lottery.

After the first year 85% of the students will come through word of mouth, but strategic marketing with name recognition is how we will maintain the other 15% yearly. Advertising in key markets will be helpful, visiting art schools, writing articles for various publications of our successes will be pertinent, continued social media presences, and a great website will be very important for an Arts & Technology school.

Once the school is up and running, we will have information videos, visitations once a week or by special appointment, and open board meetings to invite interested parties.

### **Parent and Community Involvement**

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

1. We will have monthly meeting to keep all stakeholders apprised of our continued development and how they may stay involved. We will also maintain a webpage and social media pages (like Facebook).

2. We will have a parent association when the school starts. We will have opportunities for parents to share their expertise with the students. New schools take a lot of volunteer hours. We will have a parent coordinator who will help parents to stay involved, but not to be overwhelmed. We will have ongoing opportunities for students, parents, and the community at large to build a unique community. through plays, art shows, and other engaging events.

### **Admissions Policy**

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

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

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

1. After the final approval we will start advertising where to pick up applications and when the first lottery will be held. The first lottery will be held on February 19, 2015. Parents will be notified by phone that day and a packet accepting the spot will be sent to the parents by 2/20/15. The acceptance letter must be returned by March 1, 2015. A randomized wait list will be developed on 2/19/15. If all the students who received a lottery spot do not turn in their signed acceptance letter by 3/1/15, the first person on the wait list will receive an acceptance letter after 3/2/15. They will also have 10 days to respond.

2. All persons are eligible for enrollment in KATCHS. The only statutory enrollment will be for students of teachers, founding board members, siblings, and children of former students (i.e. in 2035 if a child wants to go to the same school as their parent, they will get preference). We believe that if it takes a village to raise a child, the community members putting in the most work to make that happen should have a place in the village.

The lottery will be a randomized computer program. A designated staff member will input the student names. The first 200 students will be offered seats. The wait list will be generated from the randomized program. After the acceptance letters have been returned, if any spaces are free, letters will be sent out to the first name on the waiting list on down.

Subsequent years will be the same, lotteries will be advertised in January and the lottery will be held in February.

3. Students will be placed on the wait list and offered seats as they come available. If a person is offered a seat and they decline the next person on the list will be offered the seat. The person who declined may ask to remain on the wait list. They will stay in the same order on the list.

Students must withdraw or transfer in writing and the parents and/or student (depending on age) must attend an exit meeting with the administration to assure that the student has everything they need, including a copy of their file. The student will remain on the schools roster until they have officially withdrawn. Once the student has withdrawn then records may be sent to a new school. This will happen within 1 week of a signed request for records.

Students may re-enroll through the lottery process unless they have been expelled in which case they would need a signed note from a mental health

professional.

4. As explained in #2, it takes a village to raise a child, it is important that the teachers and the founding members are able to have their children with them, if that is what they would like. It is also important for families and communities for siblings to be allowed to attend the same school. Lastly, it is important for families to be able to hand on a legacy.

5. Students may withdraw or transfer at any time. They or their parents must sign the students out and sign releases to send any information on to any other schools. They must attend an exit interview and take a copy of the student's file.

**PROJECTED ENROLLMENT 2015-16 through 2019-2020**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools  
 LEA #2  
 LEA #3

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Grade 09	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 10	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0
Grade 11	0	0	0	10	0	0	100	0	0	100	0	0	100	0	0
Grade 12	0	0	0	0	0	0	100	0	0	100	0	0	100	0	0
	200			210			400			400			400		

**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.*

The school will have a dedicated staff member coordinate car pools for all parents interested at the beginning and throughout the year, so that no student from Wake County will have a problem accessing the school.

**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.*

Students will bring their own lunches to school. Lessons on what constitutes a healthy lunch will be reviewed in classes several times a year. A list of healthy lunch and snack choices will be listed in the student handbook.

A healthy lunch, snack, and breakfast will be provided for all students who qualify for free lunch. Healthy snacks will be provided for all students who qualify for the reduced lunch program.

If any student comes to school without food, the school will provide something for the student to eat, with the understanding that the student will bring in non-perishable food for the next student who forgets their lunch.

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

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,364.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$2,381.00
Property Insurance	\$200,000		\$400.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$0	\$250,000	\$332.00

Other	\$1,000,000	\$6,850.00
Total Cost		\$11,508.00

\*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

**Health and Safety Requirements:**

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

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

kaleidoscope 12/06/2013

(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. If a facility has been identified please fill out the Facility Form (Appendix N).*

The board plans to rent space in Morrisville. Since it is over a year and a half out, they have not contracted to rent the space yet. We are budgeting for \$100 per square foot per student. There are buildings buildings available that can be converted for the school. Since we have been discussing the school, we have had people come forward interested in building us a building. These talks are in the beginning stages, so we are not at liberty to reveal the interested parties.

We expect to raise any funds needed to prepare a rented facility. If the building is built for us, it will be built to suit. The rent will not be higher than for what we have budgeted. Either way, the board and the administrators will make sure that we are on track to obtain our Educational Certificate of Occupancy a couple of months before our doors open. We expect to know by the time we except students through the lottery when we will be able to get our ECO and open our doors for business.

Of course, we hope to get the build to suit building, but we have to have at lwast preliminary approval first.

**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.*

We have identified many buildings in Morrisville that will meet the schools

temporary and/or permanent facility needs. If we need to rent something other than our permanent space, we would like to find a space that is 15,000 square feet the first year and expand to 30,000 square feet by the third year. We expect to pay about \$100 per square foot per month.

Since we do not plan to have a gym per se until we build our own building, we believe that all programs will be available when the school opens. Our physical education program is at the beginning of the day for all students, it consists of track, yoga, Tai Chi, dance, calisthenics, Wii games, and possibly off campus swimming. If there is interest among the students for a soccer team that space may also be rented in the future. It will not be available the first year.

## V. 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 2015-16**

**SHOW  
CALCULATIONS  
FOR FIGURING  
STATE  
AND LOCAL  
DOLLARS  
FOR THE  
PROPOSED  
CHARTER  
SCHOOL**

*Refer to the  
Resource Manual  
Finance Section  
for guidance on  
estimated funding  
amounts*

**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 1<sup>st</sup> month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

**Local Funds:** Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

**Federal Funds:** Charter schools must qualify and apply for the individual federal grants based on their population of students.

**REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS**

LEA #1920 - Wake County Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,539.11	200	\$907,822.00
Local Funds	\$2,047.92	200	\$409,584.00
Federal EC Funds	\$3,743.48	0	\$ .00
<b>Totals</b>			\$1,317,406.00

**Total Budget: Revenue Projections 2015-16 through 2019-2020**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
-State ADM Funds	\$907,822	\$1,361,733	\$1,815,644	\$1,815,644	\$1,815,644
-Local Per Pupil Funds	\$409,584	\$614,376	\$819,168	\$819,168	\$819,168
-Exceptional Children Federal Funds	\$0	\$20,048	\$44,922	\$44,922	\$44,922
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	<b>\$1,317,406</b>	<b>\$1,996,157</b>	<b>\$2,679,734</b>	<b>\$2,679,734</b>	<b>\$2,679,734</b>

**\*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 R.**

**Personnel Budget: Expenditure Projections 2015-16 through 2019-2020**

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 (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$90,000	\$90,000	1	\$90,000	\$90,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000	1	\$95,000	\$95,000
Assistant Administrator	1	\$65,000	\$65,000	1	\$65,000	\$65,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000	1	\$70,000	\$70,000
Clerical	1	\$30,000	\$30,000	1	\$30,000	\$30,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000	1	\$35,000	\$35,000
Guidance Counselor	0	\$0	\$0	1	\$55,000	\$55,000	2	\$55,000	\$110,000	2	\$55,000	\$110,000	2	\$55,000	\$110,000
A - Total Admin and Support:	3	\$185,000	\$185,000	4	\$240,000	\$240,000	5	\$255,000	\$310,000	5	\$255,000	\$310,000	5	\$255,000	\$310,000
Instructional Personnel:															
Core Content Teacher(s)	6	\$50,000	\$300,000	9	\$50,000	\$450,000	12	\$50,000	\$600,000	12	\$50,000	\$600,000	12	\$50,000	\$600,000
Electives/Specialty Teacher(s)	4	\$45,000	\$180,000	6	\$45,000	\$270,000	8	\$50,000	\$400,000	8	\$50,000	\$400,000	8	\$50,000	\$400,000
Exceptional Children Teacher(s)	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000	1	\$50,000	\$50,000
Instructional Support	2	\$30,000	\$60,000	3	\$30,000	\$90,000	4	\$35,000	\$140,000	4	\$35,000	\$140,000	4	\$35,000	\$140,000
B - Total Instructional Personnel:	13	\$175,000	\$590,000	19	\$175,000	\$860,000	25	\$185,000	\$1,190,000	25	\$185,000	\$1,190,000	25	\$185,000	\$1,190,000
A+B = C - Total Admin, Support and Instructional Personnel:	16	\$360,000	\$775,000	23	\$415,000	\$1,100,000	30	\$440,000	\$1,500,000	30	\$440,000	\$1,500,000	30	\$440,000	\$1,500,000
Administrative & Support Benefits															
Health Insurance	3	\$3,000	\$9,000	4	\$3,000	\$12,000	5	\$3,000	\$15,000	5	\$3,000	\$15,000	5	\$3,000	\$15,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0

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Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	5	\$1,700	\$8,500	5	\$1,700	\$8,500	5	\$1,700	\$8,500
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	3	\$894	\$2,682	4	\$894	\$3,576	5	\$899	\$4,495	5	\$899	\$4,495	5	\$899	\$4,495
Social Security	3	\$3,823	\$11,469	4	\$3,823	\$15,292	5	\$3,844	\$19,220	5	\$3,844	\$19,220	5	\$3,844	\$19,220
D - Total Admin and Support Benefits:	9	\$7,717	\$23,151	12	\$7,717	\$30,868	20	\$9,443	\$47,215	20	\$9,443	\$47,215	20	\$9,443	\$47,215
Instructional Personnel Benefits:															
Health Insurance	11	\$3,000	\$33,000	16	\$3,000	\$48,000	22	\$3,500	\$77,000	22	\$3,500	\$77,000	22	\$3,500	\$77,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	22	\$1,167	\$25,674	22	\$1,167	\$25,674	22	\$1,167	\$25,674
Social Security	13	\$2,814	\$36,582	19	\$3,410	\$64,790	25	\$2,951	\$73,775	25	\$2,951	\$73,775	25	\$2,951	\$73,775
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	13	\$658	\$8,554	19	\$798	\$15,162	25	\$690	\$17,250	25	\$690	\$17,250	25	\$690	\$17,250
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	37	\$6,472	\$78,136	54	\$7,208	\$127,952	94	\$8,308	\$193,699	94	\$8,308	\$193,699	94	\$8,308	\$193,699
D+E = F - Total Personnel Benefits	46	\$14,189	\$101,287	66	\$14,925	\$158,820	114	\$17,751	\$240,914	114	\$17,751	\$240,914	114	\$17,751	\$240,914
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	12	\$469,725	\$208,151	16	\$651,517	\$270,868	25	\$791,043	\$357,215	25	\$791,043	\$357,215	25	\$791,043	\$357,215
B+E = H - Total Instructional Personnel (Salary & Benefits)	50	\$237,972	\$668,136	73	\$271,208	\$987,952	119	\$315,308	\$1,383,699	119	\$315,308	\$1,383,699	119	\$315,308	\$1,383,699
G+H = J - TOTAL PERSONNEL	62	\$707,697	\$876,287	89	\$922,725	\$1,258,820	144	\$1,106,351	\$1,740,914	144	\$1,106,351	\$1,740,914	144	\$1,106,351	\$1,740,914

**Operations Budget: Expenditure Projections 2015-16 through 2019-2020**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Office Supplies	\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
	Paper	\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
	Computers & Software	\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
	Communications & Telephone	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Copier leases	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Professional Contract	Legal Counsel	\$500	\$500	\$500	\$500	\$500
	Student Accounting	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000
	Financial	\$24,000	\$36,000	\$48,000	\$48,000	\$48,000
	Other Professional	\$0	\$6,000	\$6,000	\$6,000	\$6,000
Facilities	Facility Lease/Mortgage	\$180,000	\$270,000	\$360,000	\$360,000	\$360,000
	Maintenance	\$4,000	\$4,000	\$5,000	\$5,000	\$5,000
	Custodial Supplies	\$1,000	\$1,500	\$2,000	\$2,000	\$2,000
	Custodial Contract	\$14,000	\$18,500	\$23,500	\$23,500	\$23,500
	Insurance (pg19)	\$11,508	\$12,000	\$13,000	\$13,000	\$13,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$10,000	\$14,000	\$18,000	\$18,000	\$18,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
	Trash	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Other	Marketing	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$1,200	\$1,500	\$1,800	\$1,800	\$1,800
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$277,008	\$403,800	\$526,600	\$526,600	\$526,600
	Instructional:					
Classroom Technology	Computers	\$7,500	\$10,000	\$15,000	\$15,000	\$15,000
	Software	\$7,500	\$10,000	\$15,000	\$15,000	\$15,000
	Instructional Technology	\$7,500	\$10,000	\$15,000	\$15,000	\$15,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$10,000	\$10,000	\$10,000	\$10,000
	Staff Development	\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
Books and Supplies	Instructional Materials	\$15,000	\$20,000	\$30,000	\$30,000	\$30,000

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	Curriculum/Texts	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000
	Copy Paper	\$2,000	\$5,000	\$6,000	\$6,000	\$6,000
	Testing Supplies	\$5,000	\$6,000	\$7,000	\$7,000	\$7,000
	L - TOTAL Instructional Operations	\$56,500	\$89,000	\$122,000	\$122,000	\$122,000
	K+L = M - TOTAL OPERATIONS	\$333,508	\$492,800	\$648,600	\$648,600	\$648,600

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$876,287	\$1,258,820	\$1,740,914	\$1,740,914	\$1,740,914
M - TOTAL OPERATIONS	\$333,508	\$492,800	\$648,600	\$648,600	\$648,600
J+ M =N TOTAL EXPENDITURES	\$1,209,795	\$1,751,620	\$2,389,514	\$2,389,514	\$2,389,514
Z - TOTAL REVENUE	\$1,317,406	\$1,996,157	\$2,679,734	\$2,679,734	\$2,679,734
Z - N = SURPLUS / (DEFICIT)	\$107,611	\$244,537	\$290,220	\$290,220	\$290,220

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

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

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

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

*Provide the break-even point of student enrollment.*

The school believes that since there are no high schools in Morrisville and the ones nearby are all overcrowded that we will have no problem accepting 200 students the first year and 100 each the next two years. Arts and technology high schools are popular these days, especially ones dedicated to helping students learn a trade as well as prepare for college. Students will also enjoy the respectful philosophy practiced in the Montessori environment.

The break even point for the first year will be 122 students. To be on the safe side, we will not open without 125 students in 2015. We will only hire teachers as the enrollment is confirmed.

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

We will keep approximately 10% of our expected income available in general funds to make sure if any unexpected expenses should arise. We intend to be very conservative with expenditures, donations and second hand materials will be welcome to be able to spend more on high quality teachers, paints, and important technology.

*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*

*We expect to recruit donations of furniture and other equipment before school starts. Indeed, we will not open without these types of donations. We do not have these sources secured at this time, but know with our expertise, we will be able to find all the donations of things that we need in the next year and a half.*

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

1:16

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and*

*procedures for the selection of contractors and large purchases.*

The school will use student and financial services that other charter schools trust. We will have a special education teacher in-house who will also be responsible for ELL students. Psychological testing and reporting will be outsourced, again to clinicians used by other charter schools.

The custodial service providers will have to have background checks as they will be around students and their possessions.

Purchases over \$5000 must be approved by the board. Purchases under \$5000, within a line item budget, may be purchased with the principal's approval. Purchases over a line item budget must have prior approval by the board to increase the budget. In case of an emergency, the board may approve this with online and verbal approval.

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

This aligns with the school's mission to develop a fiscally healthy school to guarantee longevity of a school with strong academics and a caring culture. The line items in the budget list whole positions, but many of those are part-time art and technical professionals. This is also why they are not budgeted for health insurance.

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.*

The school will use the local fund allocations to develop a general fund of about 10% of the budget per year.

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

For the foreseeable future, the school will rent space based on \$100 for 75 square feet per student. If a company builds a building to suit, we will rent the space until we are in a position to purchase it in when the board feels they are comfortable fiscally to sign a loan agreement.

Our copier will be leased, because it is more prudent to have a maintenance plan. With a lease contract a technician is usually on site within 24 hours, a must in a school.

We will raise money or take donations for the furniture and equipment that we need to start the school. With the interest that people have shown so far, we believe that it will be easy to secure the donations that we need for the school within the next year and a half. We have people who plan to pledge funds that will be made available when the school gets their primary approval.

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*

We expect to write grants and ask for donations for computers and art supplies. We hope to get the latest computer equipment by waiting until closer to our open date. We do have \$45,000 allocated the first year for

technology, but we hope to garner more funds or computers.

We will collect donations for other items over the next year and a half.

At this point, except for the application fee, we are asking people for pledges only until we get our preliminary approval.

**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?*

Policies and procedures for all internal and external controls will be approved by the board before the school starts. To ensure accurate record keeping there will be a secondary procedure for all student and financial records and a comprehensive report to the board 10 times a year. All financial reports will be generated in-house and double checked by the contractor who is paying the bills and payroll.

We expect that the building we rent we come with a security system, if it does not, than we will have one installed.

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

We expect all funds to be donated to the non-profit organization. We do not intend to have any co-mingling of funds with any other persons or organizations.

*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.*

Petway, Mills, Pearson, PA  
5116 Bur Oak Cir  
Raleigh, NC  
(919) 781-1047  
Fax (919) 269-8728

**VI. AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.*

*\*Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

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

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

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

kaleidoscope

Date: 12/06/2013

**Applicant Signature:**

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

Print/Type Name: kaleidoscope

Board Position: Chair, KS, INC, Board of Directors

Signature: \_\_\_\_\_

Date: 12/06/2013

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

