



Charter High School

Appendix A1: Evidence of Need

For over five (5) years the Board of Directors and Advisory Board of Kaleidoscope Charter High School have been participating in **outreach** and **market research** to obtain EVIDENCE OF NEED for a high school in Morrisville, North Carolina area.

By now we have been in contact with over a 1,000 community members either in-person, via email, surveys, social media as well as through the growing Morrisville Hindu Community from the Hindu Society of NC. Our growing community continues to support our efforts and intention to create a “student-centered” high school, giving young adults a more creative and engaging learning environment.

We have obtained over 450 responses to two (2) separate surveys:

- 1) Survey asked people about their desire for a Morrisville high school
Would you support a High School in Morrisville? 341 responded "yes"
Would you enroll your child in KCHS in August 2017? 129 responded "yes"
- 2) The other survey inquired whether responder would attend a private or charter school. The majority of responders wanted a free charter high school.

We have a vibrant social media presence and hundreds of online followers on our FaceBook Page, which we update frequently.

The following are Public Relations and Outreach events KCHS has participated in and obtained signatures.

January, 2017, KCHS was featured in Morrisville’s 919 Magazine. (see below)

August, 2017 - Information and Art Night (WholeFoods) with Lara Visser

August, 2016 and 2017 - Triangle Children’s Business Fair

2015 and 2016 Morrisville East West Festival and Spring Festivals

June, 20th -The Hindu Society of North Carolina, Health Fair

August 8, 2015 - Kaleidoscope Benefit Performance at The HSNC, 65 signatures

2015 and 2016 - HSNC India Independence Day celebration at the HSNC,

2015 and 2016 - Lazy Daze Festival, Cary, NC

**September 10, 2015 – Advisory Board member, Sai Sudhini’s private fundraiser
Community letters of support (See Appendix U.)**

GIVING YOUTH MORE OWNERSHIP OF THEIR EDUCATION

Supporters of New Morrisville Charter High School Planning A Student-Centered Approach

Submitted Photos

by G. CLEVELAND KILGORE
919 Magazine Writer

Janet Salvio-Littlejohn has a lot of confidence – and that confidence, combined with her personal persistence – just might give Morrisville it's own high school.

Five years ago, Salvio-Littlejohn and Lara Visser co-founded the proposed Kaleidoscope Charter High School to create an empowering high school offering youths a core-curriculum enhanced by (digital) arts and technology, preparing them for careers and beyond.

After two previous applications to the state Charter School Advisory Board, Salvio-Littlejohn is determined that she and her supporters and board members will succeed now in securing approval from the State Board of Education.

"We are currently preparing for our capital campaign to raise funds for a down payment on land with the help of investors, as well as generate working capital to hire staff and implement Phase One of our 21st Century high school," she said. "We have learned with each charter application submission, to fine-tune our focused vision, mission and purpose to create a student-centered school that provides a rigorous core-curriculum and empowers youth."

Salvio-Littlejohn said the proposed school will provide in-depth learning op-



Founders Janet Salvio-Littlejohn (left) and Lara Visser (right)

JANET SALVIO-LITTLEJOHN, MA ED ADMIN

POSITION: Board of Directors Chair, Co-Founder Kaleidoscope Charter High School (in-development)

PROFESSIONAL

BACKGROUND: Educator and Administrator, Project Manager, Producer

EDUCATION: BA Psychology/Clinical Counseling; Masters in Educational Admin

RESIDENCE: Cary

FAMILY: Husband, Bradley (Tech Lead, Cisco Systems); daughter, Sara Anne (UNC-Greensboro student)

PETS: Lark, Lucy and Cami (domestic shorthair cats); Juliet (golden/greyhound mix dog)

INTERESTS: Horseback riding, ceramics, arts and crafts, self-actualization and human evolution



Kaleidoscope Charter High School Co-Founder and Board Chair Janet Salvio-Littlejohn, MA Ed Admin

portunities during the school year, as well as after finals during the week-long intersession created by students who desire learning “outside-the-box” – with intensive classes such as nano-technology, robotics, theater production, community service and travel.

In Phase One, the supporters of the new campus plan to lease a school location appropriate for 9th and 10th Graders beginning in August 2018. This property would be leased for one-to-three years while raising funds purchase property in Morrisville. Phase Two includes building a sustainable 21st Century campus, suitable for 550-plus students and staff.

“Our mission is to provide a student-centered learning environment and a creative and dynamic 21st-century curriculum, Kaleidoscope will uniquely prepare students for higher education and beyond,” said Salvio-Littlejohn, a married mother who holds a BA in Psychology/Clinical Counseling and a Masters in Educational Administration. “We seek to attract highly qualified teachers and instructors (and career professionals as adjunct instructors) who are trained and engaging, while using “student-centered” teaching techniques.”

Salvio-Littlejohn stressed that the new school will assess students not only by testing, but also by compiling their work

KALEIDOSCOPE Charter High School

KALEIDOSCOPE CHARTER HIGH SCHOOL

LOCATION: Morrisville (planned)

OPENING: August 2018 (planned)

GRADES: 9-12 (starting with 220 in Grades 9-10 in 2018; 550 students in Grades 9-12 by year 3)

Charter application under review by Charter School Advisory Board reviewers

MISSION: By providing a student-centered learning environment and a creative and dynamic 21st-century curriculum, Kaleidoscope will uniquely prepare students for higher education and beyond

PHILOSOPHY: Attract highly qualified teachers and instructors (and career professionals as adjunct instructors) who are trained and engaging, while using “student-centered” teaching techniques (currently seeking curriculum vitae for educators and head of school candidates with experience in “student-centered” education and leadership)

BOARD: Janet Littlejohn, MA Ed Admin, Chair/Co-Founder, educator and administrator, project manager, producer
James Stout, MA, Director; writer, state-licensed educator-Montessori Certification, currently working with upper elementary students at Sterling Montessori
Rupali Tayal, MA, Secretary; entrepreneur (owner, The Ladders Teaching Store)
Nakenge Robertson, MA, Director (project manager, UNC-Chapel Hill)
Gautam Aggarwal, MA, Director (entrepreneur and founding partner, Triangle Insights Group)

ADVISORY BOARD: Lara Visser, Co-Founder (architect, artist, parent)
Mark Stohlman, Development Committee (CPA, Mayor of Morrisville); Margaret Broadwell (first female Mayor of Morrisville, entrepreneur; Edwin Norse (retired CFO Connecticut Utilities, nonprofit consultant); Marian Hale, MH (DesignSpaces); Angela Randall, MA, (high school counselor); Missy McClure, MA (educator, Montessori certified-Heartwood Montessori)
Irfan Azam (educator, student-centered math and video/audio production; Arvind Mahajan (entrepreneur, owner of Live Spectrum, AKM Realty, The Goddard School and Investor); Naresh Kumar Giri (entrepreneur, software engineer at Cisco Systems, founder of Triangle Events on Facebook, networking producer

WEBSITE: kaleidoscopehighschool.org

EMAIL: info@kaleidoscopehighschool.org

PHONE: 919-694-7030, 919-434-5769



Special gathering of Kaleidoscope Board of Directors and Advisory Board

in their personal digital or physical portfolio – which can be used for higher education admissions and career application.

“Our philosophy, of giving youth more ownership of their education, by virtue of the student-centered approach, challenges the student by giving them an opportunity to learn more of what really interests them, at their learning pace, and by nudging them to take on more rigorous projects and goals,” Salvio-Littlejohn said. “We were inspired by international student-centered schools, such as high schools in Finland and Sweden, as well as by the Montessori philosophy and pedagogy,” she said. “We are looking forward to creating partnerships with schools in other countries (such as China) to develop international relations experience and better understanding of what our world neighbors’ lives and education are like.”

Morrisville high school students now largely attend Green Hope High

‘We recognize the positive impact our school will have for Morrisville and its citizens and we are going to make it a reality.’

JANET SALVIO-LITTLEJOHN
Kaleidoscope Charter High School

or Panther Creek High in Cary – which Salvio-Littlejohn indicated were excellent, yet over-crowded. “Morrisville needs an innovative high school where future entrepreneurs, artists, technologists and inventors are stimulated, challenged, encouraged and nurtured,” she said, noting that the Board of Directors and Advisory Board include a dynamic and experienced group of experienced politicians and business savvy leaders.

“We recognize the positive impact our school will have for Morrisville and its citizens and we are going to make it a reality. We believe a good education is the foundation of strong families and strong communities,” she said. “The Morrisville community wants our school. That’s all that matters!”

Kaleidoscope Charter High School seeks individual and corporate sponsors. For more information, call 919-434-5769 or visit kaleidoscopehighschool.org.



Charter High School

Kaleidoscope Charter High School English I Curriculum Map	
Course Overview	This course builds on the understanding of the Conventions of Standard English, improving literacy with regards to the knowledge of the English language, Vocabulary Acquisition, and Critical Thinking.
Unit 1: Basics of Rhetoric *	Students review the elements of effective writing. All writing begins with an understanding of how to write an effective sentence. One of the goals of this course is to teach students how to express themselves in writing with greater maturity and complexity. Another goal is learn about their personal interests as well as strengths and weaknesses; this will aid the process of creating a more personalized, student-centered, and student-directed curriculum.
Unit 2: Literary Analysis and Criticism	Students will explore short and long prose. Expository, narrative and research-based writing, technology projects, and oral presentations, among other projects will be assigned to prove mastery. The majority of the projects and assignments will end up in a student portfolio, both for this unit and the others as well.
Unit 3: Exploring Poetic Voices	Key ideas and details; craft and structure; and integration of knowledge and ideas as they pertain to poetry will be explored. Students will also write narratives of their own and produce poetry for the teacher and to share with the rest of the class.
Unit 4: Drama**	Students will read closely a variety of plays. They will determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text; determine central ideas and themes of a text; and summarize the key supporting details and ideas. Students will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Lastly, they will be involved in the writing and production of a class wide play of their own creation.
Unit 5: Effective Argumentation	Students will learn to argue and debate with clear, convincing evidence. Methods of argumentation will be applied to both writing and in-class presentations. The essay will be at the heart of this unit and developing and how to develop and support a clear thesis statement.

--- Other Possible Units: Unit 6: Epic Poetry: Look at *The Odyssey* or *The Aeneid*. Unit 7: Nonfiction Essays: Look at "A Neighbor of Mine"; "From a Lincoln Preface"; "From Kon Tiki"; "Nameless Tennessee"; "I Have A Dream (audio)"; "Single Room Earth View"; "Butch Cassidy" Film: "Castaway."

*Unit 1 (September to October)

Initial Weeks' Activities: Pre-writing assessment: Biography; Intro to Journal Writing (ongoing); Spelling (once a week); Elements of Writing (ongoing); Elements of Speaking: Talk-A-Minute (ongoing, once a week, for six weeks); Independent reading (ongoing); and Short Story Unit in October.

Vocabulary: (Based on early writing assignments and prepared lists)

Skills: Demonstrate ability to write clear, grammatically correct sentences, paragraphs and compositions. They should use quality narratives and informative text in their writing. Demonstrate ability to write a five-paragraph essay, using all components. Write with focus, organization, unity, coherence and purpose. Use appropriate voice for specific audiences. Revise and edit writing for correct use of punctuation and capitalization. Work cooperatively with others while peer editing. Integrate voice and tone in their writing so it is authentic and compelling. Demonstrate organization and transitions in writing.

Standards/Benchmarks met:

I CS 2 HS 3, 4

I CS 3 HS 1, 3,
4, 7

II CS 4 HS 1

III CS 5 HS 1

IV CS 6 HS 1, 2

V CS 7 HS 1,
2, 3

VI CS 8 HS 1

Instruction: Biography Project: Student interviews a classmate and then provides a written biography, as well as collage to represent their subject.

- Brainstorming, outline
- Rough Draft
- Peer editing
- Teacher writing conference
- Final draft
- Class presentation Writing
- Students respond to several writing prompts (various topics based on class choice) in paragraph form
- Students share their prompts in groups; or, whole-class.
- Warm-ups: Students write journal responses on a daily basis; entire school year.
- Students compose a five-paragraph descriptive essay, using five senses based on an outdoor observational trip. Includes a multi-step writing process, including pre-writing, outline, rough draft, peer editing, teacher conference & final draft.

Topic: Short Story Unit: Choose from:

“The Most Dangerous Game”

“All The Years of Her Life”

“The Interlopers”

“The Sniper”

“The Landlady”

“The Invalid’s Story”
“The Good Deed”
“The Cask of Amontillado”
“The Necklace”
“The Speckled”
“Band”
“The Gift of The Magi”
“Thank You Ma’am”
“Gwilan’s Harp”

Short Story Unit Skills:

- Understand point of view
- Define and understand plot and all of its elements.
- Understand characterization
- Understand first-person narration.
- Demonstrate how to use context clues
- Appreciate omniscient narration
- Use narration to draw conclusions.
- Understand points of view
- Define and understand setting
- Define and understand theme
- Understand irony
- Understand parable, symbolism
- Understand foreshadowing
- Gain fluency in reading skills by using a combination of strategies
- Appreciate the short story
- Construct a response to a writing prompt
- Justify a position related to literature
- Integrate grammar, interpretative, mechanics and comprehension skills while selecting and reading literature.

Instruction:

- Students will read short stories, as a whole class, in groups, and silently.
- Students respond to text [verbally and in written responses (warm-ups {journals} and writing prompts)] during the reading of the short stories.
- Students will use graphic organizers in pre-reading exercises.
- Students will interpret readings and analyze literary elements by responding to questions.
- Students will participate in critical thinking activities.
- Students will outline the plot of a short story, using the plot diagram and explain by answering writing prompts.
- Students will participate in text-related vocabulary exercises.
- Students will compose expository and narrative essays as part of “Thinking and Writing” exercise.

Assessment:

- Journal responses
- Writing prompts (Rubrics) to texts and videos.
- Expository and Narrative Essays (Rubrics)

- Selection Quizzes/Tests (Multiple -Choice, Short Answer (rubric),
- Vocabulary, Word Usage and Spelling Tests
- Speeches (topics from short stories)
- Dialogue Sampler
- Graphic Organizers (rubric)
- Plot diagram and analysis (rubric)
- Interpretative and Analytical responses (rubric)
- Grammar exercises, quizzes and tests
- Short Story (rubric)

** Unit 4: Drama (March and April)

- Read *Romeo and Juliet* and *A Doll's House* by Henrik Ibsen
- Instruction:
 - Read the plays, taking on the roles of the characters.
 - Respond to writing prompts in journals.
 - Discuss the various issues that arise.
 - Write blank verse
 - Write and present a soliloquy.
 - Write & present, in a pair exercise, a dialogue between two characters.
 - Create a glossary of words they do not understand, & use those words correctly in sentences.
 - View the film, viewing it after each act; & then respond in writing to make comparisons between the film and the play.
 - Take quizzes after each act (written response and multiple choice).
 - Make predictions in writing and discussion exercises.
 - Write an ending & present it in the form of a puppet show.
 - Write an essay discussing theme and character.
 - Take a cumulative exam.

KALEIDOSCOPE C.H.S.

The following is a general listing of courses. Course selection may vary from year to year.

KCHS, in compliance with its mission and purpose requires that all students complete the Future Ready diploma requirements for acceptance into the University of North Carolina System. Although many courses and options exist within that pathway, the completing of our graduation requirements, along with the longitudinal portfolio, electives, Intensive Course Week, and Capstone project, will prepare students for continuing education after high school.

The general course of study is determined by the Common Core. In extraordinary circumstances, certain course requirements may be exempted and other courses substituted for those requirements. To obtain a diploma, students must complete the following graduation requirements: 4 credits in English, *4 credits in Mathematics (Math I, Math II, Math III and one course beyond Math III), 4 credits in Social Studies, 3 credits in Science (Biology, 1 Earth/Environmental Science, 1 Physical Science), 2 credits in the same foreign language, 1 credit Health and Physical Education and 6 electives = 24 total credits. * Students who enter KCHS already having credit for Math I must still take four math courses at KCHS, one per year.

Year 1 - Core Course Offerings

9 th Grade	10 th Grade
Future-Ready Core	
English: <ul style="list-style-type: none"> • English I (A/H) * 	English: <ul style="list-style-type: none"> • English I (A/H) • English II (A/H)
Math: <ul style="list-style-type: none"> • Foundations of Math 1A/1B • Math I (A/H) • Math II (A/H) 	Math: <ul style="list-style-type: none"> • Math I (A/H) • Math II (A/H) *
Science: <ul style="list-style-type: none"> • Biology (A/H) 	Science: <ul style="list-style-type: none"> • Earth Science (A/H)
Social Studies: <ul style="list-style-type: none"> • World History (A/H) 	Social Studies: <ul style="list-style-type: none"> • Civics and Economics (A/H)
Physical Education: <ul style="list-style-type: none"> • PE/ Healthful Living (A/H) 	World Languages: <ul style="list-style-type: none"> • Spanish I & II
Electives: <ul style="list-style-type: none"> • Microsoft Word/ PPT/ Publr (A/H) * 	Electives: <ul style="list-style-type: none"> • Principles of Business and Personal Finance (A/H) • Microsoft Excel/ Access *
Future-Ready Occupational	
English: <ul style="list-style-type: none"> • NCVPS or OCS English I * 	English: <ul style="list-style-type: none"> • NCVPS or OCS English II
Math: <ul style="list-style-type: none"> • NCVPS or OCS Intro to Math 	Math: <ul style="list-style-type: none"> • NCVPS or OCS Math I
Science: <ul style="list-style-type: none"> • NCVPS or OCS Biology 	Science: <ul style="list-style-type: none"> • NCVPS or OCS Biology
Social Studies: <ul style="list-style-type: none"> • NCVPS or OCS American History I 	Social Studies: <ul style="list-style-type: none"> • NCVPS or OCS American History II
Career and Technical Education: <ul style="list-style-type: none"> • Microsoft Word/ PPT/ Publisher * 	Physical Education: <ul style="list-style-type: none"> • PE/ Healthful Living
OCS: <ul style="list-style-type: none"> • Occupational Prep I 	OCS: <ul style="list-style-type: none"> • Occupational Prep II

* = Year-long paired courses

A/H = Academic and Honors

KALEIDOSCOPE C.H.S.

Year 2 - Core Course Offerings

9 th Grade	10 th Grade	11 th Grade
Future-Ready Core		
English: • English I (A/H) *	English: • English II (A/H)	English: • English III (A/H) • Speech/ Debate I (A/H)
Math: • Math I (A/H) • Math II (A/H)	Math: • Math I (A/H) • Math II (A/H) • Math III (A/H)	Math: • Math II (A/H) • Math III (A/H) • Precalculus (A/H)
Science: • Biology (A/H)	Science: • Earth Science (A/H)	Science: • Chemistry (A/H) • AP Environmental Science
Social Studies: • World History (A/H)	Social Studies: • Civics and Economics (A/H)	Social Studies: • American History I (A/H) • AP US History
Physical Education: • Healthful Living (A/H)	World Languages: • Spanish I & II (A/H)	World Languages: • Spanish I, II, & III (A/H)
Elective Credit: • Microsoft Word/ PPT/Publisher* (A/H) • Foundations of Math 1A/1B	Elective Credit: • CTE: Princ. of Business & Finance (A/H) • Horticulture I	Elective Credit: • CTE: Princ. of Business & Finance (A/H) • Entrepreneurship I (A/H) •
Future-Ready Occupational		
English: • OCS English I *	English: • OCS English I • OCS English II	English: • OCS English II • OCS English III
Math: • OCS Intro to Math	Math: • OCS Intro to Math • OCS Math I	Math: • OCS Math I • Financial Management *
Science: • OCS Biology	Science: • OCS Biology • OCS Applied Sciences	Science: • OCS Biology • OCS Applied Sciences
Social Studies: • OCS American Hist. I	Social Studies: • OCS Amer. Hist. I & II	Social Studies: • OCS Amer. Hist. I & II
Career & Technical Education: • Microsoft Word/ PPT/ Publisher *	Physical Education: • PE/ Healthful Living	Career & Technical Education: • Entrepreneurship *
OCS: • Occupational Prep I	OCS: • Occupational Prep II	OCS • Occupational Prep III

*Yearlong paired courses

A/H = Academic and Honors)

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Kaleidoscope Charter H.S. Academic 2019-2020 Calendar

July_2019						
b	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August_2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						12

September_2019						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						19

October_2019						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						22

November_2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						17

December_2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						12+

January_2020						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						19

February_2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
						19

March_2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22

April_2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						16

May_2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

June_2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						5+

ANNUAL CALENDAR _2019-2020	
August 1-14:	Teacher Work Day (Required)
August 15:	First Day of School
August 23:	Back to School Night
September 2:	Holiday - Labor Day (No School)
September 30:	Teacher Work Day (Optional) (No School)
October 14:	Holiday - Columbus Day (No School)
October 25:	Early Release/ Teacher Work Day (Optional)
November 11:	Holiday - Veteran's Day (No School)
November 16:	Open House for Prospective Families
November 27-29:	Holiday - Thanksgiving (No School)
December 18-20:	Winter Intensive Coursework
December 21-January 2:	Holiday - Winter Break (No School)
January 3:	Teacher Work Day (No School)
January 17:	Early Release/ Teacher Work Day (Optional)
January 20:	Holiday - Martin Luther King, Jr. (No School)
January 25:	Open House for Prospective Families
January 30:	Open House for Prospective Families
January 31:	Begin 30-day Student Application Period
February 14:	Early Release/ Teacher Work Day (Optional)
February 17:	President's Day Holiday (No School)
February 29:	Saturday Public Lottery 2020-2021 School Year
March 27:	Early Release/ Teacher Work Day (Required)
April 6 - 13:	Spring Break (No School)
April 13:	Teacher Work Day (Optional)
May 25:	Memorial Day (No School)
June 2-5:	EOC Testing and Make-up Testing
June 8-12:	Summer Intensive Coursework
June 12:	Last Day of School
June 15-16:	Teacher Work Day (Required) (No School)
Make-Up Days: January 3, February 17, April 13, Banked hours	

Holiday (No School)	Early Release	Testing Day	Special Events
Teacher Workday (No School)	First/Last Day of School	Intensive Course Week	End of Quarter

KCHS 501 c3 IRS Notification Appendix D

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 16 2015

KALEIDOSCOPE CHARTER HIGH SCHOOL
C/O JANET LITTLEJOHN
100 AIRLIE CT
CARY, NC 27513

Employer Identification Number:
47-1555496
DLN:
17053026325035
Contact Person:
RACHEL M LEIFHEIT ID# 31617
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 8, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

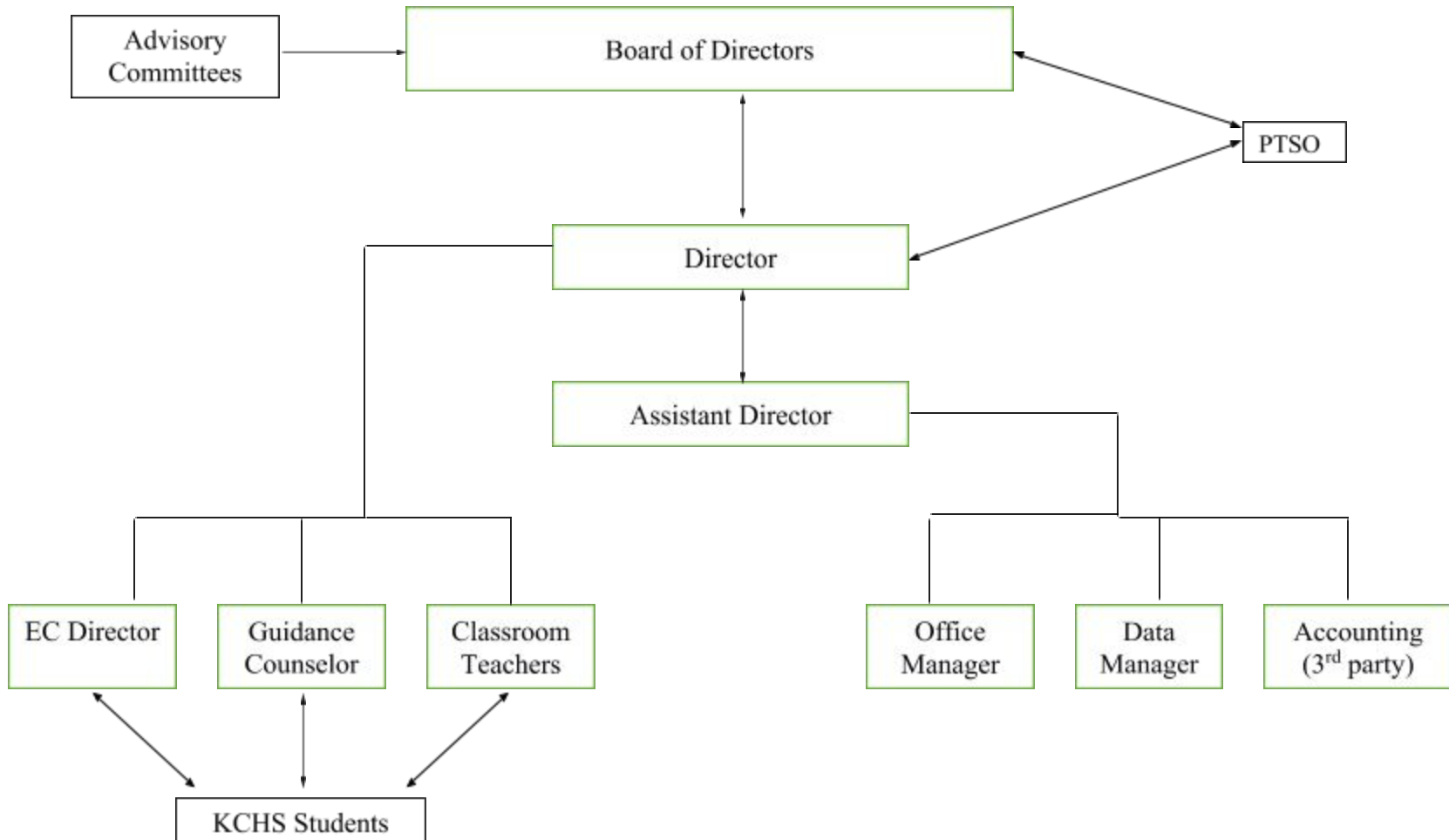


Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements



Charter High School

APPENDIX E - Organization Chart



Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Kaleidoscope Charter High School

2. Full name: **Gautam Aggarwal**

Home Address: **1913 Jadewood Drive, Morrisville, NC**

Business Name and Address: **512 South Mangum Street, Suite 404, Durham, NC**

Telephone No.: **919-813-6088**

E-mail address: **GAggarwal@TriangleInsights.Com**

3. Brief educational and employment history.

Education:

BSPH Biostatistics from UNC-Chapel Hill (1998)

MS Biostatistics from UNC-Chapel Hill (2000)

MBA from Fuqua (2005)

Employment:

GSK – Senior Statistician – 2000-2003

BCG – Consultant – 2005-2007

Campbell Alliance – Senior Practice Executive – 2007-2012

Triangle Insights – Founding Partner – 2012-Current

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I heard about KCHS via various friends and marketing campaigns. I was interested in the concept of a local Morrisville high school with a targeted mission focusing on students.

6. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member should provide oversight on the various administrative, operational, financial, and performance related aspects of running a high school. The board member should be familiar with guidelines (including charter school law), school objectives (including charter), and high school performance (i.e., once approved and launched).

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I founded a local healthcare-focused strategy consulting company that has now grown to over 30 employees– this experience provided me with insights on the legal, financial, and strategic aspects of launching and running a business. This experience is immediately translatable to KCHS.

8. Describe the specific knowledge and experience that you would bring to the board.

MBA – Finance, legal, and strategic foundational knowledge and experience

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

KCHS mission is to service the need for a high school in Morrisville. Additionally, the school will be focused on fulfilling the rigorous academic standards of North Carolina (and Wake County) and providing students an opportunity to learn within an environment that encourages creativity and critical thinking via a student-centric approach.

2. What is your understanding of the school's proposed educational program?

The educational program will follow required standards. Additionally, teachers will follow a Montessori-type mindset – students will be encouraged to learn in different ways (while following all relevant academic standards). The focus will be on allowing students to become well-rounded individuals who can think creatively and critically.

3. What do you believe to be the characteristics of a successful school?
Characteristics of a good school include: a) high academic performance (measured via standardized tests), b) high-level of engagement from the KCHS family (measured based on level of volunteer activity by parents), c) high-level of desire for entry into the school via a lottery (measured via increased enrollment and lotter entries), and d) most importantly, graduating high school students who are well-rounded and ready for the next academic or employment challenge.
4. How will you know that the school is succeeding (or not) in its mission?
Each of the above objectives will have actionable and measurable goals (as outlined in the rubric).

Governance

1. Describe the role that the board will play in the school's operation.
The Board of Directors will provide initial strategic guidance and oversight on all administrative, governance, finance, operational, and performance related items. The board will be ultimately responsible for the performance of the school and students.
2. How will you know if the school is successful at the end of the first year of operation?
Success will be measured based on the academic performance of the students, financial integrity of the school (sticking to budget, maintain appropriate cash-flow), hiring strong teachers and school leadership, and gaining momentum (and interest) within the community.
3. How will you know at the end of five years of the schools is successful?
**Primarily: Meeting defined targets on school performance and enrollment.
Additionally: Meeting budget (remaining budget neutral), established involvement within the community, exceeding performance objectives and ensuring flawless execution on operations/governance.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Holding frequent meetings, hiring high-caliber school leader, and ensuring clear communication and setting clear goals for the board and school leadership.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Clear communication with other team members is paramount. Ensuring everyone knows what is going on and can decide on clear actions. Some actions are unethical and would need to be dealt with quickly and decisively (including potential immediate removal of those individuals from the board and appropriate communication to the state and county). As the questions is framed – other items may not be unethical (but potentially just bad decisions), the board would then need to look at the specific merits of the situation (while ensuring open communication with board members, parents, and the state/county),

*Please include the following with your Information Form

- a one page resume (will be attached)
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, GAUTAM AGGARWAL, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Kaleidoscope Charter School is true and correct in every respect.

Signature

Gautam Aggarwal

Date

8/13/2017

Individual Board Member Agreement
Kaleidoscope Charter High School
Board of Directors

I, GAUTAM AGGARWAL understand that as a member of the Board of Directors for Kaleidoscope Charter High School (KCHS), we have a collective responsibility to govern our school in accordance with its mission statement and charter, as may be amended when deemed necessary. I believe in the purpose and mission of our school, and I will act responsibly to provide oversight and governance for KCHS.

I have read, understood, and I am willing to comply with the requirements of the KCHS BOARD MEMBER PROFILE AGREEMENT and CHARTER SCHOOL BOARD OF DIRECTOR POSITION DESCRIPTION for KCHS, which outlines my responsibilities as a Board member. If I am unable to fulfill these requirements, then I will resign from the Board.

In turn, the Board of Directors of KCHS will be responsible for assisting me in several ways:


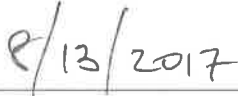
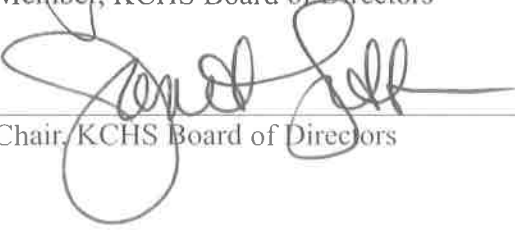
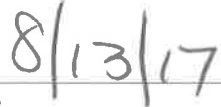
I will be provided with monthly financial statements that detail the financial situation of the school, as well as details about the activities of KCHS that impact our compliance with applicable charter school laws and regulations.

The Board of Directors of KCHS will help me stay informed about issues that impact our organization, and will offer me opportunities for professional development as a Board member.

Board Members and the Executive Director will respond in a timely manner to questions that I have that are necessary to carry out my Board and committee-related responsibilities.

Board Members and the Executive Director will work with me, in good faith, towards the mutual achievement of our goals for KCHS.

If I feel that the KCHS Board have not fulfilled its responsibilities to me, I will notify the Board Chair and the Executive Director to discuss my concerns.

 _____ Member, KCHS Board of Directors	 _____ Date
 _____ Chair, KCHS Board of Directors	 _____ Date

GAUTAM AGGARWAL

Entrepreneur and experienced advisor within the pharmaceutical industry with a focus on corporate strategy, commercial strategy, and business development.

- **Foundational Skills:** Ability to define a clear strategy based on analysis of market dynamics, identification of trends, and consideration of competitive dynamics.
- **Consistent Performer:** >96% client satisfaction and a proven thought-leadership role with the C-Suite of healthcare focused companies.
- **Servant with Broad Management Experience:** Experienced manager with range of top-tier experiences (Fuqua MBA, Boston Consulting Group, Founded and Currently Leading Boutique Management Consulting Shop) and local community involvement (board of directors for community HOA).

WORK EXPERIENCE

Triangle Insights Group LLC, Durham, NC Founding Partner	Apr'13 - Current
Summary of Experience:	
<ul style="list-style-type: none">• Entrepreneur – Consistent 30% growth year-over-year (currently at ~30 employees)• Strategic Advisor– Responsible for selling and executing (along with my team) projects to healthcare focused companies with a range of challenging commercial problems• Thought Partner – Routinely providing advice to executive leadership and board of directors for clients (ranging from \$500Mn - \$20Bn+ market capitalization)	
Pharma Analytics and Strategy Services, Raleigh, NC President, CEO	2012 – 2013
CAMPBELL ALLIANCE, Raleigh, NC Senior Practice Executive, Business Development & Corporate Strategy	2007-2012
THE BOSTON CONSULTING GROUP, Atlanta, GA Consultant	2005 - 2007
GlaxoSmithKline, Durham, NC Statistician	2000 - 2003

EDUCATION:

DUKE UNIVERSITY, The Fuqua School of Business, Durham, NC	2003 - 2005
<ul style="list-style-type: none">• Master of Business Administration, May 2005.• Recipient of Fuqua Merit Scholarship. Member of Consulting, Finance and Asset Management Clubs.	
UNIVERSITY OF NORTH CAROLINA, Chapel Hill, NC	1998 - 2000
<ul style="list-style-type: none">• Master of Science, Biostatistics, May 2000. Recipient of Graduate Fellowship (with full scholarship)	
...	
UNIVERSITY OF NORTH CAROLINA, Chapel Hill, NC	1994 - 1998
<ul style="list-style-type: none">• Bachelor of Science, Biostatistics, May 1998. Minored in Business Administration.• Dean's List (1994-1998).	

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Kaleidoscope Charter High School**

2. Full name: **Missy McClure**

Home Address: 4123 Proctor Woods Lane, Cary, NC

Business Name and Address: N/A

Telephone No.: 919-616-4024

E-mail address: missymcclure99@gmail.com

3. Brief educational and employment history.

I have a degree in English and a degree in Early Childhood Education. I have a Master's Degree in Education. I am Montessori certified to teach ages 3-12. I currently teach, in a Montessori school, Middle and High School. I also teach for two different Montessori Teacher Training Centers: The Center for Guided Montessori Studies, and the Center for Montessori Teacher Education North Carolina. During my career I have taught for multiple years at two different North Carolina Montessori Charter Schools.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was not recruited. I saw what the goals and mission of the school were and I wanted to be a part of making that happen.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter School boards work in cooperation with the schools administration and provide governance, oversight, and guidance. It is the responsibility of each board member to be intimately familiar with the school's charter, as well as charter school law.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I was a teacher at Casa Esperanza Montessori Charter School, I served as the Board-Faculty liaison for one year.

8. Describe the specific knowledge and experience that you would bring to the board.

I am well-versed in student-centered learning experiences, as that is what I do. I am currently teaching in a private Montessori Middle and High School, which is student-centered. I have worked in education with all ages of people, from three year-olds to adults. I am in the field of education so I have a lot of practical experience that will allow us to make educational decisions based on best practice with an understanding of how it actually works in the classroom in the day-to-day life of the school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Kaleidoscope Charter High School intends to make available to local high school students a student-centered learning approach, with ties to Montessori philosophy. This approach appreciates the individual student and seeks to use their interests to help them make the maximum amount of progress possible.

2. What is your understanding of the school's proposed educational program?

Kaleidoscope Charter High School will use a student-centered learning approach. This means that the teachers will help students structure their assignments and projects in such a way that the State and National Standards are met, but that the student's particular talents and interests are also allowed to flourish.

3. What do you believe to be the characteristics of a successful school?

A successful school keeps its mission at the heart of all of its decision making. There is strong leadership and a team approach to all plans, decisions and projects keep members of the faculty and staff engaged and empowered. All of that has to be in place in order for the school to benefit the students. All leadership and participants must keep at the forefront of their awareness, the child, and what is best for that child.

4. How will you know that the school is succeeding (or not) in its mission?

If students are not being engaged, if they are not forming bonds with the faculty and if they are not encouraged to pull in their talents and interests in the completion of their work, then we will know we are failing. That is not a quantifiable measure. The success of the whole child also resists quantification.

QUESTIONS

1. Describe the role that the board will play in the school's operation.
Generally speaking, the Board of the Directors provides oversight, support, and guidance to the administration, and governance to the process as a whole. This particular board brings a wide diversity of experience and expertise to the process.
2. How will you know if the school is successful at the end of the first year of operation?
A successful school is one that upholds its mission, makes decisions in the best interest of students, maintains healthy enrollment and finances, where students can't wait to get to school each day.
3. How will you know at the end of five years of the schools is successful?
We will know that the school is successful in five years if we have a waiting list because people are so excited to attend. We will know that the school is successful when we have helped create a dynamic, connected community with the students at the heart of that community. We will know we are successful when we have our first graduates go on college and/or do amazing things, which they will have been prepared to do because of the way learning happens at Kaleidoscope.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
First of all, once we receive our charter, we will finalize any unfinished matters with our location. Then we must begin the search for a head of school that will embody and embrace the type of humanistic leadership that will be a hallmark of our school. This person will also need to have experience with student-centered learning. We will also begin streamlining the application process and be sure that the community knows that we are accepting applications.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would have a non-threatening conversation with that member to see if I have misperceived what is actually going on. If it turned out that they were acting in an unethical manner, I would bring it to the attention to the board president and follow the procedure for raising concerns.

*Please include the following with your Information Form

- a one page resume (will be attached)
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Melissa McClure, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Kaleidoscope Charter School is true and correct in every respect.

Signature

Melissa McClure

Date

8.13.17

Individual Board Member Agreement
Kaleidoscope Charter High School
Board of Directors

I, Melissa McClure understand that as a member of the Board of Directors for Kaleidoscope Charter High School (KCHS), we have a collective responsibility to govern our school in accordance with its mission statement and charter, as may be amended when deemed necessary. I believe in the purpose and mission of our school, and I will act responsibly to provide oversight and governance for KCHS.

I have read, understood, and I am willing to comply with the requirements of the KCHS BOARD MEMBER PROFILE AGREEMENT and CHARTER SCHOOL BOARD OF DIRECTOR POSITION DESCRIPTION for KCHS, which outlines my responsibilities as a Board member. If I am unable to fulfill these requirements, then I will resign from the Board.

In turn, the Board of Directors of KCHS will be responsible for assisting me in several ways:

I will be provided with monthly financial statements that detail the financial situation of the school, as well as details about the activities of KCHS that impact our compliance with applicable charter school laws and regulations.

The Board of Directors of KCHS will help me stay informed about issues that impact our organization, and will offer me opportunities for professional development as a Board member.

Board Members and the Executive Director will respond in a timely manner to questions that I have that are necessary to carry out my Board and committee-related responsibilities.

Board Members and the Executive Director will work with me, in good faith, towards the mutual achievement of our goals for KCHS.

If I feel that the KCHS Board have not fulfilled its responsibilities to me, I will notify the Board Chair and the Executive Director to discuss my concerns.



Member, KCHS Board of Directors

8.13.17

Date



Chair, KCHS Board of Directors

8/13/17

Date

MELISSA R MCCLURE

OBJECTIVE

To explore opportunities for sharing Montessori, offering excellent and compassionate leadership, and fostering connections among colleagues, students and families.

EXPERIENCE

June 2016-present Center for Guided Montessori Studies

Teacher Trainer 6-12

2013-present Center for Montessori Teacher Education/NC Charlotte, NC

Teacher trainer 3-6 and 6-9

2015-present Heartwood Montessori School Cary, NC

Teacher of English and Social Studies, Middle and High School

2013-2015 Heartwood Montessori School Cary, NC

Co-teacher, Upper Elementary

2007-2013 Heartwood Montessori School Cary, NC

C0- Teacher, Lower Elementary

Planned and implemented Montessori lessons for 6-9 year-olds

2003-2007 Casa Esperanza Montessori Charter School Raleigh, NC

Lead Teacher, Children's House

1998-2003 Sterling Montessori Academy Morrisville, NC

Lead Teacher, Children's House

EDUCATION

2014-2016 Xavier University Cincinnati, OH

- **Master's Degree in Education**

2013-2014 NCCMTE Charlotte, NC

- **Elementary II certification**

2008-2009 NCCMTE Holly Springs, NC

- **Elementary I certification**

1999-2001 NCCMTE Holly Springs, NC

- **Early Childhood Certification**

2000-2005 North Carolina Central University Durham, NC

- **B.A. in Early Childhood Education**

1993-1997 North Carolina State University Raleigh, NC

- **B.A. in English**

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Kaleidoscope Charter High School
2. Full name: Mark Lawrence Stohlman

Home Address: 209 Bailey Ridge Drive, Morrisville, NC 27560

Business Name and Address: Copernicus Group IRB, One Triangle Dr Suite 100 RTP, NC 27709

Telephone No.: 919-949-1403

E-mail address: mstohlman@nc.rr.com

3. Brief educational and employment history.

Employment- Mayor of Morrisville, 2013 to present, Morrisville Town Council since 2007. Copernicus Group IRB, Controller of clinical trials services company, 2012 to present. FHI 360, Accounting and Finance Mgr 2011-2012. Education-Masters in Accounting, UNC Chapel Hill Kenan-Flagler Business School, American University, BS in Business Administration, NC CPA since 1995.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by a former Board member, Margaret Broadwell, who served with me on the Morrisville Town Council. I have dealt directly with the unprecedented growth in Wake County and lack of education options. Morrisville has seen significant growth in the past 10 years and still doesn't have a high school. We have an extremely well educated population and our curriculum is a perfect fit for our citizens.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a charter school board member is to understand the framework of the charter school's mission and to help develop a plan to help execute that plan for a successful launch. Depending on the stage of the application and operations of the school, the role would include raising awareness of the school, fundraising, developing policies and curriculum, financial and procedural governance and finally oversight of the school's operations and goals.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

The most relevant experience is probably my work on the Town Council of Morrisville. As Mayor, I must deal with the pressures of a growing town, significant public input, limited budgets, capital projects, long-term planning....all limited by and subject to the laws of the State of North Carolina and Wake County.

8. Describe the specific knowledge and experience that you would bring to the board.

In addition to my civic board work, I bring 20 years experience as a North Carolina CPA to the board. I have worked for a variety of businesses, both public and private. These roles have required a high level of ethics and continuous education. I have worked extensively with annual budgets, forecasts and financial statements.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Kaleidoscope Charter High School's mission is to prepare students for a successful life. In addition to the traditional high school courses, our students would enjoy a student-centered based curriculum, enhanced by the arts and technology.

2. What is your understanding of the school's proposed educational program?

It would have a core curriculum, enhanced by student-centered focus and supplemented by arts and technology classes.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school has not only the best tools available, as far as equipment and atmosphere, but passionate teachers and truly supportive parents. The students should see the school as something they want to do, not something they have to do.

4. How will you know that the school is succeeding (or not) in its mission?

There will be requirements for students to take standard tests, such as PLAN, ACT and SATs under the guidance of our Executive Director and continuous improvement team. In the long run, the success will be measured by our student's success in college, and in their chosen career fields.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be responsible for the operations of the charter school, including personnel decisions, academic programming, facilities and financial management.

2. How will you know if the school is successful at the end of the first year of operation?

By measuring against our established goals, budgets and mission.

3. How will you know at the end of five years of the schools is successful?

In addition to the metrics listed above, we will have a couple of classes that would have graduated. Did those students reach the level of academic excellence that we envisioned; did they graduate on time and with the tools to be successful in their chosen careers? Lastly, did those first two classes produce graduates that met our academic mission?

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- o A successful application
- o Continuing to engage students and parents
- o Connecting to a supportive community and access to world-class teachers and opportunities.
- o Execution of our mission and goals

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would want to investigate (or have another person do so) the facts and if the board member were to be found that they acted unethically, I would join the rest of the board in seeking their resignation and alerting the proper State authorities. If they were not acting in the best interest of the school, I would talk with the rest of the board about removing them. I would also seek legal advice depending on the situation.

*Please include the following with your Information Form

- a *one page* resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Mark L. Stohlman certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Kaleidoscope Charter High School is true and correct in every respect.

Signature



8/13/17
Date

Individual Board Member Agreement
Kaleidoscope Charter High School
Board of Directors

I, MARK STOLLMAN understand that as a member of the Board of Directors for Kaleidoscope Charter High School (KCHS), we have a collective responsibility to govern our school in accordance with its mission statement and charter, as may be amended when deemed necessary. I believe in the purpose and mission of our school, and I will act responsibly to provide oversight and governance for KCHS.

I have read, understood, and I am willing to comply with the requirements of the KCHS BOARD MEMBER PROFILE AGREEMENT and CHARTER SCHOOL BOARD OF DIRECTOR POSITION DESCRIPTION for KCHS, which outlines my responsibilities as a Board member. If I am unable to fulfill these requirements, then I will resign from the Board.

In turn, the Board of Directors of KCHS will be responsible for assisting me in several ways:

I will be provided with monthly financial statements that detail the financial situation of the school, as well as details about the activities of KCHS that impact our compliance with applicable charter school laws and regulations.


The Board of Directors of KCHS will help me stay informed about issues that impact our organization, and will offer me opportunities for professional development as a Board member.

Board Members and the Executive Director will respond in a timely manner to questions that I have that are necessary to carry out my Board and committee-related responsibilities.

Board Members and the Executive Director will work with me, in good faith, towards the mutual achievement of our goals for KCHS.

If I feel that the KCHS Board have not fulfilled its responsibilities to me, I will notify the Board Chair and the Executive Director to discuss my concerns.

 8/13/17
Member, KCHS Board of Directors Date

 8/13/17
Chair, KCHS Board of Directors Date

Mark Stohlman, CPA
209 Bailey Ridge Drive
Morrisville, NC 27560
(919) 949-1403

Experience:

Controller – Copernicus Group IRB 2012-present

Independent review board for clinical trial companies and research institutes.

Associate Director of Corporate Accounting and Finance – FHI 360 2011-2012

In July 2011, Family Health International and AED merged to form FHI 360, a global non-government association working with funders including USAID, CDC, Global Fund, Gates Foundation and others on HIV-AIDS, reproductive health and communicable diseases programs in over 50 countries.

Accounting Project Consultant – Allscripts 2010

Healthcare software IT service provider

Interim Senior Accounting Manager – Clinsys Clinical Research, Inc. 2008-2009

International contract research organization

IPO Project, Accounting Manager – Talecris Biotherapeutics, Inc. 2007-2008

Global pharmaceutical company

Accounting Manager – Global Revenue and Billing – Harris Stratex, Inc. 2004-2007

International communication and IT company serving government and commercial markets in more than 50 countries

Accounting Manager – Billing and Accounts Receivable – Computer Sciences Corporation 2000-2004

CSC is a Fortune 150 company that provides global IT services and outsourcing.

Education:

NC CPA Certification Active North Carolina CPA license # 23372, 1995

Dixon, Odom & Co., LLC, Public Accounting Firm
Audit and Tax Staff

Masters of Accounting

University of North Carolina at Chapel Hill
Kenan Flagler Graduate School

B.S., Business Administration American University, Washington, D.C.

Community Service:

Mayor, Town of Morrisville – Town Council 2007-2009, 2011-present

Board Member, Kaleidoscope Charter High School, Morrisville, NC 2013-present

Audit Committee Chair, RTP Federal Credit Union, 2007 to present

Appendix F

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Kaleidoscope Charter High School**

2. Full name: **John M. Perna**

Home Address: **412 Village Orchard Rd., Cary NC 27519**

Business Name and Address: **Perna Law Firm, 202 Davis Grove Circle, Suite 101, Cary NC 27519**

Telephone No.: **919-234-0940**

E-mail address: **PERNALAW@GMAIL.COM**

3. Brief educational and employment history.

Formal education includes Bachelor of Arts, University of Maryland, Masters Degree in Professional Education, Seton Hall University and Juris Doctorate in Law, New York Law School. Professional experience includes Public Safety Administrator and Attorney at Law.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? **Why do you wish to serve on the board of the proposed charter school? Open position on Charter Board was made known to me by a neighbor. I wish to serve as I have a strong interest in new modalities of education and delivery of same from that of traditional methods.**

6. What is your understanding of the appropriate role of a public charter school board member? **To provide governance, oversight and direction for charter school in terms of setting policy and ensuring that such policies, consistent with law, are carried out in an efficient manner.**
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **Previous experience serving on boards of non-profits to include a New Jersey based association for attorneys, a North Carolina private school board and church board.**
8. Describe the specific knowledge and experience that you would bring to the board. **I would bring professional experience as an attorney and organizational and administrative experience from previously working with a mid-sized public safety agency.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Kaleidoscope Charter High School's mission is to deliver student centered education to the greater Morrisville, NC Area. The guiding principal is to place the focus on the student and the particular learning styles of each student to maximize the educational process and to ensure that children are not left behind.
2. What is your understanding of the school's proposed educational program? **To educate high school students in a student centered environment similar to the Montessori approach which has been gaining traction throughout the country as an alternative to traditional teaching methods.**
3. What do you believe to be the characteristics of a successful school?
Characteristics of a good school are a strong and executable mission, outstanding leadership and discipline, a sense of community, and making every decision about doing what is in the best interest of students.
4. How will you know that the school is succeeding (or not) in its mission? **Although the school's approach to education will be very different to traditional models, the traditional methods of evaluation and assessment will still be relevant. The charter school, like any other school, will be able to measure success by comparing measuring statistics to traditional schools similarly situated. For example graduation rates, college acceptance rates, standardized testing results, statewide mandated testing, etc.**

Governance

1. Describe the role that the board will play in the school's operation.
Generally speaking, the Board of the Directors provides oversight, support, and guidance to the administration and governance to the process as a whole. This particular board brings a wide diversity of experience and expertise to the process.
2. How will you know if the school is successful at the end of the first year of operation?
A successful school is one that upholds its mission, makes decisions in the best interest of students, maintains healthy enrollment and finances and meets or exceeds the measurable objectives to be

accomplished in year one. Moreover, the atmosphere of the school should be one where students can't wait to get to school each day.

3. How will you know at the end of five years of the schools is successful? **The measurable goals and objectives of the five year planning cycle in terms of the administration and operation of the school should be met or exceeded.**

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **First and foremost the school must develop a code of ethics for all of its faculty and staff members. The school must develop an appropriate and efficient organizational structure to carry out its mission. The school administration must incorporate best practices into its written directive system and standard operating procedures and provide a system to evaluate and make changes when deficiencies are identified. The school must implement effective evaluation and auditing systems to ensure that the policies and procedures of the school are complied with and the budgeting and financial processes are strictly adhered to. Finally, the school must continually monitor the progress of the students both formally and informally to ensure that the school effective in delivering high quality education to its students.**

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **I would bring the matter to full board of directors and demand an investigation and action. If the board should fail to act, I would have my dissent recorded in the official minutes and I would resign from the board.**

*Please include the following with your Information Form

- a one page resume (will be attached)
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

9. I, **John M. Perna**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Kaleidoscope Charter High School** is true and correct in every respect.

Signature



Date

8/10/17

Individual Board Member Agreement
Kaleidoscope Charter High School
Board of Directors

I, John Perna understand that as a member of the Board of Directors for Kaleidoscope Charter High School (KCHS), we have a collective responsibility to govern our school in accordance with its mission statement and charter, as may be amended when deemed necessary. I believe in the purpose and mission of our school, and I will act responsibly to provide oversight and governance for KCHS.

I have read, understood, and I am willing to comply with the requirements of the KCHS BOARD MEMBER PROFILE AGREEMENT and CHARTER SCHOOL BOARD OF DIRECTOR POSITION DESCRIPTION for KCHS, which outlines my responsibilities as a Board member. If I am unable to fulfill these requirements, then I will resign from the Board.

In turn, the Board of Directors of KCHS will be responsible for assisting me in several ways:


I will be provided with monthly financial statements that detail the financial situation of the school, as well as details about the activities of KCHS that impact our compliance with applicable charter school laws and regulations.

The Board of Directors of KCHS will help me stay informed about issues that impact our organization, and will offer me opportunities for professional development as a Board member.

Board Members and the Executive Director will respond in a timely manner to questions that I have that are necessary to carry out my Board and committee-related responsibilities.

Board Members and the Executive Director will work with me, in good faith, towards the mutual achievement of our goals for KCHS.

If I feel that the KCHS Board have not fulfilled its responsibilities to me, I will notify the Board Chair and the Executive Director to discuss my concerns.

 _____ Member, KCHS Board of Directors	Date 8/13/17
 _____ Chair, KCHS Board of Directors	Date 8/13/17

JOHN M. PERNA

412 VILLAGE ORCHARD ROAD ▪ CARY, NC 27519

908-295-8119 ▪ PERNALAW@GMAIL.COM

BAR ADMISSIONS

State of New Jersey (November 28, 2007)

U.S. District Court for the District of New Jersey (December 3, 2007)

State of North Carolina (December 5, 2014)

EDUCATION

J.D., New York Law School, New York, NY, 2006

Rank: 15/53, Top 29%, Part-time Division Rank

Honors: Dean's List Spring 2005

M.A., Education, Seton Hall University, South Orange, NJ, 1993

Honors: Kappa Delta Pi Honor Society (Final Cumulative GPA 3.88)

B.A., General Studies, University of Maryland, College Park, MD, 1987

Honors: 4 Year Athletic Scholarship

WORK EXPERIENCE

LAW OFFICE OF JOHN M. PERNA,

SOLE PRACTITIONER, CARY NC

February 2015 – Present

SOLE PRACTITIONER, Marlboro, NJ

July 2008 – January 2014

Practice includes Municipal Court Practice, Small Business formation and consultation, Wills, Trusts and Estates Planning and Real Estate Practice Representing Buyers and Sellers in Residential Transactions

TOWNSHIP OF MAPLEWOOD POLICE DEPARTMENT, Maplewood, NJ

CAPTAIN/ADMINISTRATIVE COMMANDER

June 2012-December 2013

Appointed to Captain by Governing Body to help manage organization of 60 sworn officers and civilian staff of 40. Organize, direct, and control staff and resources of the Department to accomplish its mission of preserving the peace, protecting persons and property, and enforcing local, state and federal laws.

COMPUTER SKILLS

Proficient in Microsoft Office

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Kaleidoscope Charter High School

2. Full name: **Janet L. Salvio-Littlejohn, MA Ed. Admin.**

Home Address: 100 Airlie Court, Cary, NC 27513

Current position held at: Sterling Montessori 202 Treybrooke Drive Morrisville, NC 27560

Personal Telephone No.: 919-434-5769

E-mail address: janetlittlejohn2@gmail.com

3. Brief educational and employment history.

Bachelors Psychology from San Francisco State University, 1983; Masters in Educational Administration, University of Phoenix, 2010. NC State Licenses in both Elementary Education (K-6), Principal Leadership. I have been an Assistant-Teacher at Sterling Montessori from 2002 to present. I have over 10 years experience in a Montessori charter school, in Lower and Upper Elementary classrooms and as an assistant to an Assistant Director for 1.5 years. I have also been the Cultural Arts Chairperson for over 8 years and have produced over 50 public/social entertainment/fundraising events and grants for the non-profits I've done service. After 34 years of experience in the high tech/corporate sector, working in project management, marketing, public relations, community outreach and logistics, I believe my contribution to Kaleidoscope Charter High School, is valuable.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? **I have had positions on four (4) Board of Directors and Advisory Boards, since 1980. I have been on two educational boards and one social/support organization. Currently, Kaleidoscope Charter HS is one school and the other is Vance County Learning Center for at-risk youth, located in Henderson, NC.**

No: Yes **X**

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

The founder of Kaleidoscope charter school project is a friend and she shared her vision for a more creative and technologically advanced “student-centered” high school in Morrisville over three (3) years ago. Since there isn’t a high school in Morrisville, we felt strongly we were working towards a noble cause! We also have years of experience in Montessori education and we know this type of “student-focus” teaching would empower young people to be their best, preparing them for higher education and careers.

6. What is your understanding of the appropriate role of a public charter school board member?

Board of Directors are responsibly for the fiduciary oversight and supervision – guiding school administration leadership in charter schools, who make sure the school leadership are supported and the school is successful throughout the years. They also insure the Charter vision is insured and maintained.

7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been on four Boards. I am organized, enthusiastic, and passionate about my service, raising funds, organizing events and doing Public Relations, Marketing and outreach. I have raised over 1 million dollars during various fundraising events for all of my board positions. I have organized over 50+ community social and fundraising events over the last 35 years.

8. Describe the specific knowledge and experience that you would bring to the board.

I have my Masters in Educational Administration and over 30 years experience as a project manager and producer of events, projects and services for non-profits and for profit organizations. I have worked over 12 years in a very successful charter school, in Lower and Upper Elementary classrooms and on community and morale-building creative projects. I have also been the grant-writer and cultural-arts-chairperson for Sterling Montessori Charter School. I am very knowledgeable about the business of charter education as well as alternative teaching techniques using technology and problem/project-based learning. I also have over 30 years corporate experience working as a Project Manager, as well as a Life Coach, for individuals, small businesses and writers/artisans, working with these clients accomplish their career and life goals.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs? **I believe Kaleidoscope Charter High School (KCHS) mission and guiding beliefs are based in a *student-centered* philosophy where creative young people will be empowered to be their best, engage and learn from the best instructors in education and professionals, found in the Triangle of North Carolina, blending with high-school-core-curriculum. While high school determines *future* higher education and life goals, KCHS education/teaching and learning teams will support and ensure students become contributing members of society.**

2. What is your understanding of the school's proposed educational program?
I am knowledgeable of the NC common-core curriculum and how our instructors (experienced educators and expert professionals) will blend common core within a creative and engaging "student-centered" learning environment. Our students will learn and use various creative and technologically advanced software, internet and hardware (ex. 3D-printing) to learn deeper levels of knowing academic and personal growth. I am also very committed to hiring engaging educators and professionals, from local fields to work closely with our students.

3. What do you believe to be the characteristics of a successful school? *Successful ethical schools start with good communication between professional adult leaders and empowered students.*
As a "student-centered" school, our school board will include one (non-voting) educator and student to represent our Board team. Our "homeroom" teachers will hold weekly class meetings, ensuring all voices are heard on important issues, conflicts and decision-making. Teamwork is a very important characteristic of a successful school. Successful schools accomplish their goals yet if goals are not being achieved, Board and Administration leaders will help guide student or instructor get back on track.

4. How will you know that the school is succeeding (or not) in its mission? **If the students are happy, have friendships, productive in their classes/intercessions, activities/clubs and service opportunities, their portfolios will be progressing positively, monthly and yearly. At the end of the school year, their portfolios and test scores will have met or exceeded their personal expectations as well as what their peers in other local schools have achieved (EOG growth.)**

Governance

1. Describe the role that the board will play in the school's operation. **Other than fiduciary oversight, capital campaign fundraising and other Board committees, the Board will insure the Head of School is ethically leading the school. The board will meet monthly and insure our Administrative leadership and staff is supported and successful in achieving their monthly goals and working on incremental steps, toward their larger 5 and 10 year goals.**

2. How will you know if the school is successful at the end of the first year of operation?
Our first year's goals will be accomplished by providing the best education to 220 students, by hiring highly qualified and expert instructors (for Intercession weeks) from local Triangle education and corporate organizations. Students will have learned how to adapt to "student-centered" teaching and learning techniques, for instance, by doing more hands-on projects, and team building and by being given more attention from their instructors and belonging to small peer teams where mentorship is offered. Student's longitudinal portfolio, including project and test scores will be reviewed by our school leadership, and each student will be working towards mastery in academic core subjects, electives (*some of which are creative/artistic and technological innovative*) and socially doing well.

3. How will you know if at the end of five years, if the school is successful?
We will use SMART Goals – Specific, Measureable, Attainable, Realistic and Timely – So each year we will keep a close eye on how the students are doing in their portfolios, quizzes/tests, projects and presentations, as well as, insuring our Administration will be observing Instructors to insure they

are "engaging" with students and following our mission and purpose. Within the first five years of school, our student and school-teams will be working on our "yearly goals" and many will be accomplished; finances will be ethically maintained and the whole school team is working towards our 10 year goals.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **During the planning year, prior to opening the school in August, 2017, we will hire an experienced Head of School/Executive Director who is knowledgeable about "student-centered" learning/teaching and the Head of School will help with hiring exceptional, Masters-level educators, finding a leased property and helping with a Capital Campaign to raise funds for land and building.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **I have been a Life Coach for over 25 years and an educator for over 12 years and I know that challenges occur among different types of people, when working together. If someone is not acting ethically, I will diplomatically address this person and help resolve their unethical conflict. I know our Board of Directors are very ethical and professionally expert and appropriate people.**

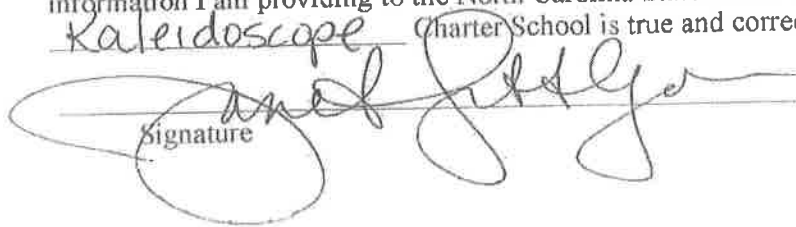
*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, JANET L. Littlejohn, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Kaleidoscope Charter School is true and correct in every respect.


Signature

9/1/17
Date

Individual Board Member Agreement
Kaleidoscope Charter High School
Board of Directors

I, JANET Littlejohn understand that as a member of the Board of Directors for Kaleidoscope Charter High School (KCHS), we have a collective responsibility to govern our school in accordance with its mission statement and charter, as may be amended when deemed necessary. I believe in the purpose and mission of our school, and I will act responsibly to provide oversight and governance for KCHS.

I have read, understood, and I am willing to comply with the requirements of the KCHS BOARD MEMBER PROFILE AGREEMENT and CHARTER SCHOOL BOARD OF DIRECTOR POSITION DESCRIPTION for KCHS, which outlines my responsibilities as a Board member. If I am unable to fulfill these requirements, then I will resign from the Board.

In turn, the Board of Directors of KCHS will be responsible for assisting me in several ways:

I will be provided with monthly financial statements that detail the financial situation of the school, as well as details about the activities of KCHS that impact our compliance with applicable charter school laws and regulations.

The Board of Directors of KCHS will help me stay informed about issues that impact our organization, and will offer me opportunities for professional development as a Board member.

Board Members and the Executive Director will respond in a timely manner to questions that I have that are necessary to carry out my Board and committee-related responsibilities.

Board Members and the Executive Director will work with me, in good faith, towards the mutual achievement of our goals for KCHS.

If I feel that the KCHS Board have not fulfilled its responsibilities to me, I will notify the Board Chair and the Executive Director to discuss my concerns.

 _____ Member, KCHS Board of Directors	 _____ Date 8/13/17
 _____ Chair, KCHS Board of Directors	 _____ Date 8/13/17

Janet L. Salvio-Littlejohn, MA Ed. Admin

100 Airlie Court, Cary, NC 27513 – janetplanetz@nc.rr.com
919-434-5769

A corporate and certified educational professional with over 30 years of project management skills, strongly motivated to empower educational staff and youth in an artistically creative, technologically advanced student-focused environment. Dynamic and innovative visionary leader, as well as a solid team-player, with a proven track record establishing strong, trustworthy and lasting relationships with school community members. Successfully collaborating with staff and leadership with superior communication skills on numerous projects.

CORE STRENGTHS

- Marketing/Program Coordination and Implementation
- Motivating students and staff for success
- Leadership and Team Building
- Budget Development and Oversight
- Outreach and Customer Service
- Teaching, Mentoring and School Development
- Grant Writing (Federal & Private)
- Curriculum Improvements
- Artistic and Technology Methodologist
- Program Evaluation and Assessment
- Workshop & Seminar Presentations
- Active with Community Involvement

EMPLOYMENT and LEADERSHIP EXPERIENCE

2013 to Present	Kaleidoscope Art and Technology Charter High School <i>(in development)</i> – Morrisville, NC, Chair of the Board of Directors
2012 to Present	Vance County Learning Center (VCLC) , Henderson, Board Chairperson, Advisor to the Director and Marketing
2009 to Present	Recovery Consultants , Cary, NC Medical Addiction and Peer Support, Curriculum Development and Training for Eastern Region
2002 to Present	Sterling Montessori Charter School - Morrisville, NC Educator, Cultural Arts Grant/Event Coordinator and Grant Writer
2007 to 2015	The Triangle Alano Club (TAC) – Cary, NC President and Chairperson for various committees: Grant Writing – awarded \$10,000 ABC grant, Social Committee producing over 35 social and fundraising events
1990 to present	Coach for Success, Inc. (<i>Life Coaching</i>) - San Francisco, CA Salt Lake City, UT Cary, North Carolina
1987 to 1992	Autodesk, Inc. Marin County, CA Project Management and Developer Relations Project Coordinator
1980 to 1982	Alcohol Awareness, Inc. - San Francisco, CA Board Member, Project Coordinator and outreach development training and services

EDUCATION & CREDENTIALS

- **Masters of Educational Administration** (2005) University of Phoenix
- **Bachelor of Arts in Psychology/Clinical Counseling** (1984) San Francisco State University
- **NC State License Educational Administration and Leadership** (Principal License), 2009
- **NC State License Elementary Education**, 2010

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Kaleidoscope Charter High School**
2. Full name: **James Stout**

Home Address: 6229 Donnybrook Road Raleigh, NC 27606

Current position: Sterling Montessori 202 Treybrooke Drive Morrisville, NC 27560

Personal Telephone No.: 919-830-2114

E-mail address: jamesstout@sterlingmontessori.org

3. Brief educational and employment history.

**Bachelors in Arts from Calvin College 1995; Masters in Arts from North Carolina Central University 2008;
Teacher at Sterling Montessori 2000-Present.**

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

My colleague and friend recruited me. I wished to join and serve because I see the need in Morrisville for a student-centered high school and an option for students after they graduate from Sterling.

6. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that the appropriate role is for the board members to assist the school in running as best as it possible can.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have taught for more than 15 years and served on several committees as well as parent/teacher organizations.

8. Describe the specific knowledge and experience that you would bring to the board.
Beyond my experience in the classroom and teaching at a charter school, I have a Master's Degree in English and am certified to teach 6 to 12 year olds in Montessori classrooms. My current state license also is for Middle Grades Language Arts and Elementary Education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I believe the mission of the school is to provide an alternative high school to the norm in so far as students will have a more active role in directing their own education. I understand the guiding beliefs to be focused on creating an environment that supports student-centered and student-generated models of education, where teachers help to facilitate the creativity and individualized interests of every student. In short, it will support the fact that no two students are identical and, therefore, they all deserve special education.
2. What is your understanding of the school's proposed educational program?
I understand the KCHS will provide an excellent educational program that will exceed all the State driven models of education (Common Core or whichever current model is in place). Students will meet the minimum requirements and then have the opportunity to guide their own education and pursue their own interests in a nurturing environment that facilitates creativity and self-interest.
3. What do you believe to be the characteristics of a successful school?
Successful schools provide children with a safe environment to pursue their interests. A successful school also exposes children to a variety of interesting subject matter that should excite them to learn more and push themselves to greater heights. It should provide a support structure that prepares children for the next leg of their journey, whether it be universities or something else.
4. How will you know that the school is succeeding (or not) in its mission?
We will know by how wells students test, the types of colleges and universities they are accepted into, and feedback from both the students and faculty.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be very instrumental in finding an appropriate environment for the learning to take place as well as funding to ensure that a competent staff in classrooms that are fully equipped can provide all the activities. As well, the board will be sure to hire a good leader or principal to help run the school and hire the best possible staff.
2. How will you know if the school is successful at the end of the first year of operation?
We will look at the productivity of students as well as levels of retention.
3. How will you know at the end of five years of the schools is successful?
In five years, there will still be the standards of productivity and retention as well as alumni who can be tracked.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to make sure that the school can pay all of its bills and keep the classrooms running all year. It will also need to make sure that appropriate leadership is in place and that standards of accountability are applied.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If one or more members of the school's board appeared to be acting unethically or in the best interests of the school, I would approach that member or those members and ask them to explain the situation. If they are unable to provide adequate explanations, I would be forced to contact DPI and ask for assistance in handling the situation appropriately.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, James Stout, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Kaleidoscope Charter School is true and correct in every respect.


Signature

9/2/17
Date

Individual Board Member Agreement
Kaleidoscope Charter High School
Board of Directors

I, James Stout understand that as a member of the Board of Directors for Kaleidoscope Charter High School (KCHS), we have a collective responsibility to govern our school in accordance with its mission statement and charter, as may be amended when deemed necessary. I believe in the purpose and mission of our school, and I will act responsibly to provide oversight and governance for KCHS.

I have read, understood, and I am willing to comply with the requirements of the KCHS BOARD MEMBER PROFILE AGREEMENT and CHARTER SCHOOL BOARD OF DIRECTOR POSITION DESCRIPTION for KCHS, which outlines my responsibilities as a Board member. If I am unable to fulfill these requirements, then I will resign from the Board.

In turn, the Board of Directors of KCHS will be responsible for assisting me in several ways:

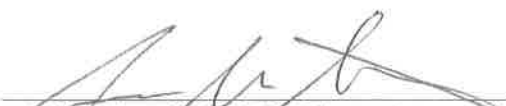
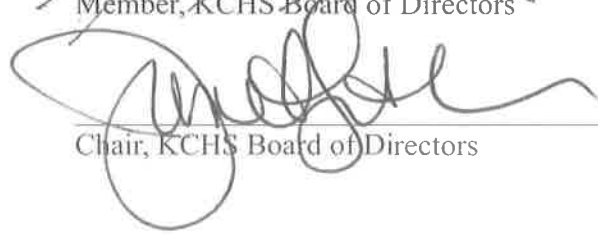
I will be provided with monthly financial statements that detail the financial situation of the school, as well as details about the activities of KCHS that impact our compliance with applicable charter school laws and regulations.

The Board of Directors of KCHS will help me stay informed about issues that impact our organization, and will offer me opportunities for professional development as a Board member.

Board Members and the Executive Director will respond in a timely manner to questions that I have that are necessary to carry out my Board and committee-related responsibilities.

Board Members and the Executive Director will work with me, in good faith, towards the mutual achievement of our goals for KCHS.

If I feel that the KCHS Board have not fulfilled its responsibilities to me, I will notify the Board Chair and the Executive Director to discuss my concerns.

 _____ Member, KCHS Board of Directors	<u>8/13/17</u> _____ Date
 _____ Chair, KCHS Board of Directors	<u>8/13/17</u> _____ Date

James Stout

6229 Donnybrook Road
Raleigh, NC 27606
919.830.2114
jamesstout@sterlingmontessori.org

Professional Summary

Accomplished and energetic teacher with a solid history of educating young minds. A motivated teacher with strong organizational and prioritization abilities. Areas of expertise include: classroom management, lesson planning, interpersonal relations, and skillful verbal and written communication.

Qualifications

North Carolina State Teaching Certificate (Highly Qualified in both Middle Grades Language Arts and Elementary Education.)

Montessori Certified (AMS – American Montessori Society): Ages 6 to 12

Work History

2000-present, *Teacher*. Sterling Montessori Academy and Charter School. All content areas from first through eighth grade.

1995-2000 – *Independent Sales Representative*. Represented several lines of decorative fabric and related materials throughout New England and New York. Grew account base from <500 to >2000 and saw commissions rise by nearly 300% within five years of sales.

Education

1991 to 1995, B.A. English. Calvin College (Grand Rapids, MI)

2005 to 2008, M.A. English. North Carolina Central University, *Summa Cum Laude*



Charter High School

By-laws of Kaleidoscope Charter High School, Inc.

ARTICLE I Organization

Section 1. Name - The Corporation's name shall be **Kaleidoscope Charter High School, Inc.** The school shall be known as **Kaleidoscope Charter High School (KCHS).**

Section 2. Principal Office - The corporation's principal office shall be located at mailing address: 100 Airlie Court, Cary, NC . The Board of Directors may change the principal office from time to time.

Section 3. Fiscal Year - The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II Purpose

Section 1. Purpose - The purpose of the corporation shall be the operation of a public charter school under the North Carolina General Statutes 115C-238.29 as now enacted or hereafter amended.

ARTICLE III Members

Section 1. Members - Kaleidoscope Charter High School, Inc. shall have no members.

ARTICLE IV Board of Directors

Section 1. General Powers - The business of the corporation shall be conducted by a Board of Directors. Except as otherwise expressly provided by-law, the Articles of Incorporation, or these by-laws, all of the power of the Corporation shall be vested in the Board of Directors.

Section 2. Number - The number of the directors shall be 5 to 9 members. The actual number of directors shall be determined by the Board of Directors and may be changed from time to time by a vote of the Board of Directors.

Section 3. Terms - The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in June of 2018. After the founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in one year.

Section 4. Election - Directors shall be elected by a 2/3 vote of the directors at the annual meeting of the Board of Directors.

Section 5. Vacancies - A vacancy occurring on the Board may be filled by a majority of the remaining Board, though less than a quorum, or by the sole remaining Board member. Any member who shall be absent from three (3) consecutive meetings of the

Board, without excuse satisfactory to the Board, shall be deemed to have resigned from the Board, and the vacancy thus created shall be immediately filled as provided herein. A Director elected to fill a vacancy shall have the same term as the Director that said Director replaces. Any Directorship to be filled by reason of an increase in the authorized number of Directors shall be filled by a majority of the remaining Directors, though less than a quorum, or by the sole remaining Director.

Section 6. Qualifications - At least one director shall be an officer of the Parent/Teacher/Students Association (PTSO.)

Section 7. Removal - Any director may be removed with or without cause by a 2/3 vote of the directors serving at the time. Directors must be notified of the request for removal at least 5 days in advance of the meeting in which the removal will be voted upon.

Section 8. Conflict of Interest - If a matter before the board places a director in a conflict of interest between the interests of the corporation and the interest of the director, or the director's family or business, the director shall inform the Board of Directors. The director with the conflict shall be prohibited from participating in discussions and votes on that matter. Each director shall sign a conflict of interest policy that shall be kept on file at the principal office of the Corporation.

ARTICLE V Meetings

Section 1. Regular Meetings - The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board of Directors.

Section 2. Special Meetings - Special Meetings of the Board of Directors may be called by the chairman or a majority of the members of the Board of Directors. Directors shall be given a minimum of 48 hours notice of any special meeting and all meetings shall comply with the open meetings laws.

Section 3. Annual Meetings - Annual meetings of the Board of Directors shall be held in June of each year at a date and time to be determined by the Board of Directors.

Section 4. Emergency Meetings - Emergency meetings of the Board of Directors may be called by the chairman or a majority of the directors then serving.

Section 5. Notice of Meetings - Other than regular meetings held according to any schedule determined by the Board, the Chairman of the Board or of the Corporation may call a regular meeting of the Board by giving **at least seven (7) days'** advance notice thereof by any usual means of communication. The person or persons calling a special meeting of the Board shall, **at least seven (7) days prior** to the meeting, give notice thereof by any usual means of communication. Such notice shall specify the purpose for which the meeting is called. Attendance by a Board member at a meeting shall constitute a waiver of notice of such meeting, except where a Board member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called. Notice of all such meetings will be posted on the principal bulletin board of the Corporation, and shall be mailed, emailed, or delivered to

any person who has appropriately filed a written request for such notice.

Section 6. Quorum - A quorum for conducting business of the Board of Directors shall consist of a majority of the directors then serving.

Section 7. Participation - At any meeting, directors may participate by any electronic means that allows all participating members to simultaneously hear and speak to each other during the meeting. A director participating in this type of meeting shall be considered present at the meeting.

Section 8. Manner of Acting - Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a properly called meeting of the directors in which a quorum is present shall be the act of the Board of Directors.

Section 9. Compliance with Open Meetings Laws - Notwithstanding any other provision of these Bylaws, the corporation shall comply in all respects with the North Carolina Public Schools Law, code section 115C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular, special, or emergency meetings of the Board of Directors.

ARTICLE VI Officers

Section 1. Officers - The Corporation's officers shall consist of a chairperson, a vice-chairperson, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the Board of Directors may from time to time determine. No officer shall act in more than one capacity when the actions of two or more officers are required.

Section 2. Election - Officers shall be elected by a majority vote of a quorum at the annual meeting. Each officer shall hold office until his death, removal, resignation, or disqualification or until his successor has been elected.

Section 3. Removal - Any officer may be removed with or without cause by a majority vote of the Directors at any regular or special meeting.

Section 4. Terms- Each officer shall hold office for a term of three (3) years.

Section 5. Vacancies - Any vacancy shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

Section 6. Chairperson - The chairperson shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the business affairs of the corporation. The chairperson shall preside at meetings of the Board of Directors. The chairperson may sign and execute instruments in the name of the Corporation except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. The chairperson shall perform other duties incident

to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

Section 7. Vice-Chairperson - In the absence of the chairperson or in the event of his/her death, inability, or refusal to act, the vice-chairperson shall perform the duties of the chairperson, and when so acting shall have all of the powers of and be subject to all the restrictions of the chairman. The vice-chairperson shall perform such other duties as from time to time may be assigned to him/her by the Board of Directors.

Section 8. Secretary - The secretary shall keep the minutes of the meetings of the Board of Directors in books designated for that purpose. The secretary shall see that all notices of meetings of the directors are duly given in accordance with these Bylaws and the North Carolina open meetings laws. The secretary shall have charge of the books, records, and papers of the Corporation. The secretary shall perform all duties incident to the office of secretary and such other duties that from time to time may be assigned to him/her by the Board of Directors.

Section 9. Treasurer - The treasurer shall have charge and be responsible for all funds and securities, receipts, and disbursements of the Corporation. The treasurer shall deposit all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors. The treasurer shall in general perform all of the duties incident to the office of treasurer and such other duties that from time to time may be assigned to treasurer by the Board of Directors.

ARTICLE VII Executive Committee and Other Committees

Section 1. Creation - The Board by resolution may designate two (2) or more Directors to constitute an Executive Committee, which Committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board in the management of the Corporation, except that the Executive Committee shall not have any authority to alter or amend the Bylaws.

Section 2. Vacancy - Any vacancy occurring in the Executive Committee shall be filled by the Directors at a regular or special meeting of the Board.

Section 3. Removal - Any member of the Executive Committee may be removed at any time with or without cause by the Board.

Section 4. Minutes - The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board when required.

Section 5. Responsibilities of the Directors: The designation of an Executive Committee and the delegation thereto of authority shall not operate to relieve the Board, or any member thereof, of any responsibility or liability imposed upon it or him by law. If action taken by the Executive Committee is not thereafter formally considered by the Board, a Director may dissent from such action by filing his written objection with the Secretary with reasonable promptness after learning of such action.

Section 6. Other Committees - Other committees not having and exercising the authority of the Board in the management of the Corporation may be designated by a resolution adopted by a majority of the members present at a meeting at which a quorum is present. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 7. Term of Office - Each member of a committee shall continue as such until resignation or removal with or without cause by the Board, or until such member shall cease to qualify as a member thereof.

Section 8. Chairman: One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.

Section 9. Vacancies - Vacancies in the membership of any committee may be filled by appointment made in the same manner as provided in the case of the original appointments.

Section 10. Quorum - Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

ARTICLE VIII Contracts, Loans, Checks, and Deposits

Section 1. Contracts - The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans - No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks - All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits - All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE IX Indemnification

Section 1. Indemnification - The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed

action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the corporation or is or was serving at the request of the corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE X Amendments

Section 1. Amendments - These By-laws may be amended by a 2/3 vote of a quorum present at any regular or special meeting provided that written notice of any proposed changes to the Bylaws are included in the notice of the meeting of the Board of Directors. Proposed changes to the Bylaws shall be submitted to the North Carolina State Board of Education for approval.

CONFLICT OF INTEREST POLICY

Article I Purpose

The purpose of the conflict of interest policy is to protect the interest of **KALEIDOSCOPE CHARTER HIGH SCHOOL (KCHS)**, a North Carolina nonprofit corporation ("Corporation"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable Corporations.

Article II
Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- (b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting

while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

(a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

(a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature

of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

(a) A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the governing board or any committee whose jurisdiction include compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Statements

Each director, principal officer and member of a committee with governing board delegated powers shall sign a statement that affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,

(c) Has agreed to comply with the policy, and

(d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

- (b) Whether partnerships, joint ventures, and arrangements with management Corporations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, an impermissible private benefit, or an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

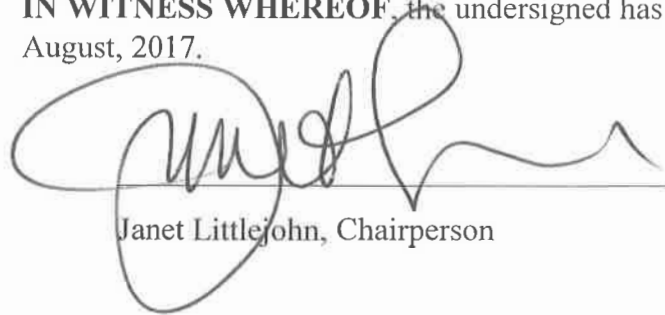
Resolution of the Board of Directors of Kaleidoscope Charter High School

August 13, 2017

Upon motion duly made, seconded, and unanimously carried at a meeting of the full board of directors of Kaleidoscope Charter High School convened on August 13, 2017, at which meeting a duly constituted quorum of the Board of Directors was present and acting throughout, it is hereby resolved that the following language be added to the bylaws of Kaleidoscope Charter High School, Inc. under Article IV, Paragraph 6 titled "Qualifications:"

"All members of the Board of Directors shall be residents of the State of North Carolina during their term of service on the board."

IN WITNESS WHEREOF, the undersigned has affixed his/her signature this 13th day of August, 2017.



Janet Littlejohn, Chairperson



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF AMENDMENT

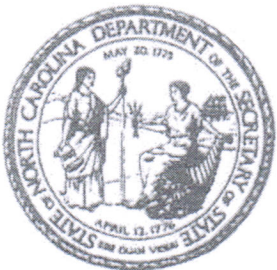
OF

KALEIDOSCOPE ART & TECHNOLOGY CHARTER HIGH SCHOOL

WHICH CHANGED ITS NAME TO

KALEIDOSCOPE CHARTER HIGH SCHOOL

the original of which was filed in this office on the 29th day of June, 2015.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 29th day of June, 2015.

Elaine F. Marshall

Secretary of State

Kaleidoscope Charter High School
Appendix H: Articles of Incorporation

C201331000222

SOSID: 1347120
Date Filed: 11/8/2013 10:29:00 AM
Elaine F. Marshall
North Carolina Secretary of State

C2013 310 00222

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: KALEIDOSCOPE ART & TECHNOLOGY
CHARTER HIGH SCHOOL
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The name of the initial registered agent is: LARA VISSER
4. The street address and county of the initial registered agent's office of the corporation is:
Number and Street: 131 MALDON DRIVE, CARY, NC, 27513
City: CARY State: NC Zip Code: 27513 County: WAKE
The mailing address *if different from the street address* of the initial registered agent's office is:
Number and Street or PO Box: _____
City: _____ State: NC Zip Code: _____ County: _____
5. The name and address of each incorporator is as follows:
LARA VISSER
131 MALDON DRIVE, CARY, NC, 27513
NC
6. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.
7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
8. Any other provisions which the corporation elects to include are attached.

Kaleidoscope Charter High School
Appendix H: Articles of Incorporation

C201331000222

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (919) 744 9160

Number and Street: 131 MALDON DRIVE

City: CARY State: NC Zip Code: 27513 County: WAKE

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

Privacy Redaction

10. (Optional): Please provide

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

Privacy Redaction

11. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 6 day of NOVEMBER, 2013.

(Optional – Incorporator Business Entity Name)

LVISSE

Signature of Incorporator

LARA VISSER

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

CORPORATIONS DIVISION
Revised September, 2013

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

C201331000222

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Kaleidoscope Charter High School
Appendix H: Articles of Incorporation

State of North Carolina
Department of the Secretary of State

Date Filed: 6/29/2015 3:34:00 PM
Elaine F. Marshall
North Carolina Secretary of State

C2015 173 00452

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Kaleidoscope Art & Technology Charter High School

2. The text of each amendment adopted is as follows (state below or attach):

Name of School change

From: Kaleidoscope Art & Technology Charter High School

To: Kaleidoscope Charter High School

3. The date of adoption of each amendment was as follows:

June 18, 2015

4. (Check a, b, and/or c, as applicable)

a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (set forth a brief explanation of why member approval was not required)

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

Kaleidoscope Charter High School
Appendix H: Articles of Incorporation

5 These articles will be effective upon filing, unless a date and/or time is specified: _____

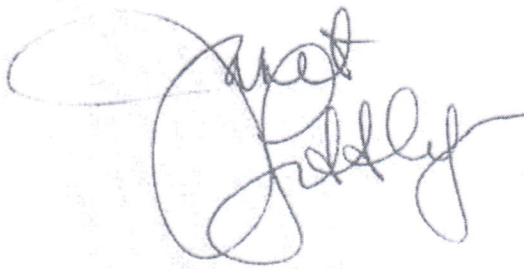
This the 28 day of June, 2015

Kaleidoscope Art & Technology Charter High School

Name of Corporation

Janet Littlejohn, MA Ed. Admin.

Signature



President of the Board of Directors

Type or Print Name and Title

Notes

1 Filing fee is \$25. This document and one exact or conforming copy of this document



Kaleidoscope Charter High School
Appendix H: Articles of Incorporation

NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

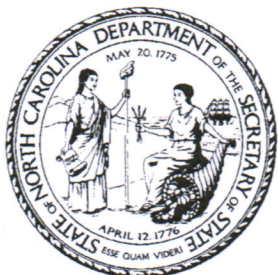
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF AMENDMENT

OF

KALEIDOSCOPE CHARTER HIGH SCHOOL

the original of which was filed in this office on the 21st day of September, 2015.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 21st day of September, 2015.

Elaine F. Marshall

Secretary of State

Kaleidoscope Charter High School
Appendix H: Articles of Incorporation
State of North Carolina
Department of the Secretary of State

SOSID: 1347120
Date Filed: 9/21/2015 11:43:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C2015 258 00209

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Kaleidoscope Charter High School.
2. The text of each amendment adopted is as follows (state below or attach):

(#6.) The corporation will not have
members.

3. The date of adoption of each amendment was as follows: September 9, 2015

4. (Check a, b, and/or c. as applicable):

a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (set forth a brief explanation of why member approval was not required)

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

Kaleidoscope Charter High School
Appendix H: Articles of Incorporation

5. These articles will be effective upon filing, unless a date and/or time is specified: _____

This the 9th day of September, 2015

Kaleidoscope Charter High School
Name of Corporation


Signature

Janet Littlejohn, Chairperson
Type or Print Name and Title
of Board of Directors

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

INSURANCE PEOPLE

Below are the estimated annual premiums Kaleidoscope Charter High School

Property Premium Estimate **\$525**

Contents	\$350,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,398**

Rating Basis:	Students	230
	Faculty	20

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,676
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$959,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$13,638
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/20/2017

Insurance Estimate for Kaleidoscope Charter H.S.

Here's how we suggest you complete the online insurance section of the charter application:

Civil Liability and Insurance

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
*Comprehensive General Liability	\$1,000,000		\$1,398
*Officers and Directors/Errors and Omissions	\$1,000,000		3,057
*Property Insurance	\$350,000		525
*Motor Vehicle Liability	\$1,000,000		181
*Bonding Minimum/Maximum	\$250,000	\$250,000	332
*Other	\$1,000,000		8,145
Total Cost			\$13,638

*Include the "Insurance People" Word document as Appendix P of the application to demonstrate the levels of insurance coverage and projected cost.

Thank you for the opportunity to help start another charter school in N.C.

John Ramsey
Insurance People
1920 Front Street, Suite 750
P.O. Box 3006
Durham, NC 27715-3006

800-825-0442 (Main)
919-210-3907 (Mobile)

john@inspeople.com

Kaleidoscope Charter High School
Working Capital Report
2017

Cash on Hand: \$350

Certificates of Deposit: \$0

Bonds: \$0

Real Estate: \$0

Capital Equipment: \$0

Motor Vehicles: \$0

Other Assets: \$0

Total: \$ 350

KALEIDOSCOPE CHARTER HIGH SCHOOL----Multi-Tiered Student Support (MTSS) Structure

	Teacher	Student	Parent	Intv. Coord	Guidance	Leadership	SST	Special Ed
TIER IV	<ul style="list-style-type: none"> •TIER III Cont. •Implement SST/ IEP/ 504 Plans •Communicate and collaborate with stakeholders •Participate in SST/ IEP/504 Mtgs. 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in SST/IEP/504 Mtgs. •Follow SST/ IEP/504/LEP/ AIG Plans •Advocate for individual needs 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in SST/ IEP/ 504/ LEP/AIG Mtgs. •Communicate and collaborate with student and school 	<ul style="list-style-type: none"> •TIER III Cont. •Report Tier I- III data to IEP/ 504 Teams 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in IEP/504 Mtgs •Manage 504 Program Plans •SST layered with 504 •Oversee AIG/ LEP Programs 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in SST/ IEP/504 Mtgs. •Strategic resource placement as necessary •Appropriate student placement in classes 	<ul style="list-style-type: none"> •TIER III Cont. •SST Coord. reports Tier I- III data to IEP Team •Collaborate and communicate with stakeholders 	<ul style="list-style-type: none"> •Review referrals from SST/Parent •SST continues until IEP developed •Establish IEP Team •Decide whether to evaluate •Evaluate and determine eligibility •Develop IEPs for eligible students •Refer ineligible students to SST or 504 •Coordinate implementation of IEP •Communicate/ collaborate with stakeholders •Train staff on Cecas and SpEd process
TIER III	<ul style="list-style-type: none"> •TIER II Continued •Parent-teacher Conference/s •Implement Individual Interventions •Collaborate on Tier III planning •Implement & track Tier III intvs. •Participate in SST Mtgs. •Report to SST Coord. if Ind. Intv. ineffective 	<ul style="list-style-type: none"> •TIER II Cont. •Collaborate on Tier III planning •Conf. with parent & teacher/s •Complete Tier III plan 	<ul style="list-style-type: none"> •TIER II Cont. •Conference with student and teacher/s •Collaborate in SST Mtgs. 	<ul style="list-style-type: none"> •TIER II Cont. •Member SST •Coordinate Success Lab •Train staff on Individual Intensive Interventions (IIIs) 	<ul style="list-style-type: none"> •TIER II Cont. •Conference with students Below 70 in one or more classes •Member and Oversee SST •Train staff AIG/LEP/ PBIS/SST 	<ul style="list-style-type: none"> •TIER II Cont. •Analyze Tier II data and adjust instruction or resources as needed for non-responding students •A member in SST 	<ul style="list-style-type: none"> •Review referrals and determine eligibility •Establish Individual Problem-Solving Team •Design Individual Intensive Interventions (IIIs) •Assign an SST Coord. for each student •Track intervention data; Adjust IIIs as needed •Train teachers on SST process •Refer to SpEd when interventions are not effective 	
TIER II	<ul style="list-style-type: none"> •Tier I Cont. •Report names of Below 80 students and intervention data to Intv. Coord. every 4 weeks. •Collaborative conference with each Below 80 student •Implement Standard Protocol Interventions (SPIs) •Frequent communication with parents •PLT on Below 80 students •PLT with Intv. Coord. if SPIs not eff. 	<ul style="list-style-type: none"> •Tier I Cont. •Conference with Teacher •Participate in SPIs •Participate in Success Lab, Teacher Tutoring, or other SPI as outlined on the Tier II plan •Complete weekly Self-Assessment 	<ul style="list-style-type: none"> •Tier I Cont. •Regular two-way communication with teachers •Monitor and assist student with Tier II plan •Implement agreed upon interventions at home •Respond to Below 80 list letters 	<ul style="list-style-type: none"> •Tier I Cont. •Design and implement Standard Protocol Interventions (Literacy, Math, Behavioral) •Collect and analyze Below 80 List data •Collect Self Assessment and SPI data & monitor student progress •PLT with teachers on concerns •Regular two-way communication with parents on all Below 80 list students •Train staff on Tier II plans and SPIs •Refer non-responders/at risk students to SST 	<ul style="list-style-type: none"> •Tier I Cont. •Conf with students at risk of failing 1 or more classes •Address variables other than academics •Communicate and collaborate with stakeholders •Refer non-responders to SST 	<ul style="list-style-type: none"> •Tier I Cont. •Problem-solve and allocate resources for Below 80 List/ Attendance/ Behavior •Assess and revise environment, curriculum, instruction, and data evaluation tools as needed 		
Core Practices – Tier I	<ul style="list-style-type: none"> •Core Curriculum and Instruction •Conduct Formative & Interim Assessments •Provide Differentiated Instruction •PLT with other teachers on content, strategies, and concerns •Implement and document classroom-based interventions •Interims sent midway in each quarter wks; Qtly, mid-term, and final grades posted •Two-way, regular communication with parents •PLT with Intv. Coord. & Guidance Counselor •Maintain and update teacher website and grades weekly •Provide weekly tutoring hours, serve on SMART Lunch team •Assist with school-wide assessments (EOC's, US, etc.) •Participate in teacher training •Hold regular collaborative meetings with parents 	<ul style="list-style-type: none"> •Fulfill expectations •Check grades weekly •Use teacher websites •Maintain and update student portfolio •Use school-based supports 	<ul style="list-style-type: none"> •Monitor student grades weekly •Monitor teacher websites •Communicate any concerns with teachers •Participate in parent-teacher conferences 	<ul style="list-style-type: none"> •Coord. Universal Screening Measures and Outcome Assessments, •Collect Universal Data (US, EOCs, EVASS, etc.) •Coordinate SMART Lunch, Teacher Tutoring, and Success Lab •Provide intervention consultation and training •Communicate and collaborate with stakeholders •Member Leadership Tm 	<ul style="list-style-type: none"> •Assist and advise individual students •Manage PBIS •Collect, analyze, and report attendance and behavioral data •College and Career Planning •Communicate and collaborate with stakeholders •AIG/LEP referrals •Member Leadership Team 	<ul style="list-style-type: none"> •Leadership •Build Capacity/Infrastructure •Four-tiered Instruction/Intervention Model •Select, define, and continuously evaluate Curriculum and Instruction •Ensure Educator Effectiveness •Environmental Analysis and Design •Build Data Collection, Decision Rules, and Evaluation Structure •Analyze Universal Data •Analyze attendance /behavioral reports •Integrate Data-Based Problem Solving •Strategic allocation of resources 		



**RESOLUTION 2017-033 OF THE MORRISVILLE TOWN
COUNCIL SUPPORTING THE LOCATION OF MIDDLE AND
HIGH SCHOOLS IN MORRISVILLE**

WHEREAS, The Town of Morrisville has experienced significant population growth in the last ten years with 36% of that growth seen in the 20 and under age group (*Statistic courtesy of UNC Carolina Population Center, 2017*); and

WHEREAS, The safety and well-being of our children is of utmost priority. To provide them with the brightest future, children need access to quality education; and

WHEREAS, The Town of Morrisville is home to two public elementary schools, and one charter school, offering kindergarten through eighth grade education. No middle or high schools are located in Morrisville; and

WHEREAS, Morrisville has proven to be a desirable location for families to live and work, but is only able to offer limited primary education opportunities at this time. After elementary school, families must find education options outside of Morrisville for their children, separating the connections they have made with elementary friends, creating transportation challenges and possible challenges to find placement outside of their neighborhood or school district; and

WHEREAS, Wake County Public School System (WCPSS) estimates that 2,000 new students join its system each year. With populations continuing to expand, there remains an ongoing need to find suitable school placement sites in the areas that are seeing the most expansion, more specifically, Morrisville and northwest Wake County;

NOW, THEREFORE, BE IT RESOLVED THAT THE MORRISVILLE TOWN COUNCIL hereby supports the identification and placement of additional high quality school facilities within the Town of Morrisville to provide the best and brightest futures for our children.

Adopted this the 28th day of February, 2017.

ATTEST:



Mark Stohlman, Mayor



Erin L. Hudson, Town Clerk





STERLING MONTESSORI Academy and Charter School

202 Treybrooke Dr., Morrisville, NC 27560 / 919.462.8889 fax: 919.462.8890

28 August 2017

To Whomever it May be of Concern:

We are writing to express our support for the approval of **Kaleidoscope Charter High School (KCHS.)**

We are writing as members of the **Laura Holland Uzzell School Board of Sterling Montessori Academy and Charter School in Morrisville, NC.** As the President of the Board and Interim Head of School at Sterling,

we believe Kaleidoscope Charter High School will be an incredible asset to Morrisville, Wake County, and be of great benefit to the children, families, and local community for the following reasons:

- Kaleidoscope Charter High School will fill a long-standing need in our community for an *innovative* community charter high school, since Morrisville is without a high school and the traditional public high schools are currently over-capacity.
- We believe Kaleidoscope Charter High School will create a fine alternative for the graduates of **Sterling Montessori Charter School** who may not wish to attend a more conventional high school. Kaleidoscope Charter High School may also attract other children from the area who also seek an alternative high school experience. One of the foundations of Montessori education is student-centered learning. That focus, which is research-based and is increasingly in usage throughout our nation, will empower our young people to be the very best they can be as they approach higher education.
- Kaleidoscope Charter High School would provide an educational option for our socio-economic and diverse student and family community. Morrisville is growing and with a "weighted lottery" ALL KCHS students will receive an exceptional student-

focused education which will help them to move beyond their economic limitations and have equal opportunity and access to educational options.

- The Laura Holland Uzzell School Board of Sterling Montessori Academy and Charter School would value having Kaleidoscope Charter High School's mission enacted and would be happy to see another school of choice in our community.

Sincerely,



Elisa Sumakeris, President of the Board

Laura Holland Uzzell Board of Directors



Frank Brainard, Interim Head of School

Sterling Montessori Academy and Charter School



Janet,

I am a strong believer in your cause to create the Kaleidoscope Charter High School in Morrisville, NC.

I'm writing this letter of endorsement to express my support for you and your board of directors to present to those who would like to know more about your mission and the ultimate goal you are striving to achieve.

There are many benefits that would be gained from the creation of the charter high school. It will be a great contribution to the advancement of education in the community and would expand the learning capabilities of its students by providing them more options to grow their potential and scholastic abilities. It will also give them a better chance to pursue their own hopes and dreams.

This charter high school will offer an innovative student centered curriculum enhanced by the arts and technology. Their community school environment where everyone interacts better than larger schools by having a closer and more structured student, teacher relationship.

The students will use many "student centered techniques" such as hands on problem solving and project based collective learning. Building business and practical life skills and much more. Their core curriculum will be taught in a dynamic and structured setting. Students will be empowered to have more responsibility of their own education and the mastering of it. Which will be determined not only by test scores but also by their personal projects and intensive interactive courses.

I believe that the Kaleidoscope Charter High School would be a tremendous asset to the Morrisville community.

It will also be the first high school incorporated there. There are many good reasons for allowing the establishment of this school.

Sincerely,

Phillip Montessori - CEO
Montessori Corporation

KALEIDOSCOPE CHARTER HIGH SCHOOL

APPENDIX O

Delineation of Board of Director Committee Tasks

Finance and Audit - This committee will review the current and year to date budget to actual, ask questions, consider course alterations where necessary not to exceed budget and make recommendations. It will provide accounting oversight where helpful, and will meet both with and without the Head of School and the Outside Auditors, to consider any Auditor recommendations. (generally 4-5 individuals)

The Governance Committee will be involved in the initial Head of School search, as delineated elsewhere, and will search for, as necessary, new Board members, making recommendations to the Board (generally minimum of 3 to maximum of 5 individuals)

The Development Committee and Advisory Board shall be responsible for additional fundraising through an annual appeal, activities such as fund raisers, approach to High Net Worth sponsors, both individuals and businesses, seeking of grants from foundations, sponsorship or emplacement of current technological equipment, like white boards and IT equipment, etc. (generally 8 – 12 individuals with marketing, financial, banking, previous development. Triangle, and foundations experience, not necessarily all Board members.

KALEIDOSCOPE CHARTER HIGH SCHOOL----Multi-Tiered Student Support (MTSS) Structure

TIER IV	Teacher	Student	Parent	Intv. Coord	Guidance	Leadership	SST	Special Ed
	<ul style="list-style-type: none"> •TIER III Cont. •Implement SST/ IEP/ 504 Plans •Communicate and collaborate with stakeholders •Participate in SST/ IEP/504 Mtgs. 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in SST/IEP/504 Mtgs. •Follow SST/ IEP/504 Plans •Advocate for individual needs 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in SST/ IEP/ 504 Mtgs. •Communicate and collaborate with student and school 	<ul style="list-style-type: none"> •TIER III Cont. •Report Tier I-III data to IEP/ 504 Team 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in IEP/504 Mtgs •Manage 504 Program Plans •SST layered with 504 	<ul style="list-style-type: none"> •TIER III Cont. •Participate in SST/ IEP/504 Mtgs. •Strategic resource placement as necessary •Appropriate student placement in classes 	<ul style="list-style-type: none"> •TIER III Cont. •SST Coord. reports Tier I-III data to IEP Team •Collaborate and communicate with stakeholders 	<ul style="list-style-type: none"> •Review referrals from SST/Parent •SST continues until IEP developed •Establish IEP Team •Decide whether to evaluate •Evaluate and determine eligibility •Develop IEPs for eligible students •Refer ineligible students to SST or 504 •Coordinate implementation of IEP •Communicate/ collaborate with stakeholders •Train staff on Cecas and SpEd process
TIER III	Teacher	Student	Parent	Intv. Coord.	Guidance	Leadership	Student Success Team (SST)	
	<ul style="list-style-type: none"> •TIER II Continued •Parent-teacher Conference/s •Implement Individual Interventions •Collaborate on Tier III planning •Implement & track Tier III intvs. •Participate in SST Mtgs. •Report to SST Coord. if Ind. Intv. ineffective 	<ul style="list-style-type: none"> •TIER II Cont. •Collaborate on Tier III planning •Conf. with parent & teacher/s •Complete Tier III plan 	<ul style="list-style-type: none"> •TIER II Cont. •Conference with student and teacher/s •Collaborate in SST Mtgs. 	<ul style="list-style-type: none"> •TIER II Cont. •Member SST •Coordinate Success Lab 	<ul style="list-style-type: none"> •TIER II Cont. •Conference with students Below 70 in one or more classes •Member SST 	<ul style="list-style-type: none"> •TIER II Cont. •Analyze Tier II data and adjust instruction or resources as needed for non-responding students •A member in SST 	<ul style="list-style-type: none"> •Review referrals and determine eligibility •Establish Individual Problem-Solving Team •Design Individual Intensive Interventions (IIIs) •Assign an SST Coord. for each student •Track intervention data; Adjust IIIs as needed •Train teachers on SST process •Refer to SpEd when interventions are not effective 	
TIER II	Teacher	Student	Parent	Intervention Coord.		Guidance	Leadership Team	
	<ul style="list-style-type: none"> •Tier I Cont. •Report names of Below 80 students and intervention data to Intv. Coord. every 4 weeks. •Collaborative conference with each Below 80 student •Implement Standard Protocol Interventions (SPIs) •Frequent communication with parents •PLT on Below 80 students •PLT with Intv. Coord. if SPIs not eff. 	<ul style="list-style-type: none"> •Tier I Cont. •Conference with Teacher •Participate in SPIs •Participate in Success Lab, Teacher Tutoring, or other SPI as outlined on the Tier II plan •Complete weekly Self-Assessment 	<ul style="list-style-type: none"> •Tier I Cont. •Regular two-way communication with teachers •Monitor and assist student with Tier II plan •Implement agreed upon interventions at home •Respond to Below 80 list letters 	<ul style="list-style-type: none"> •Tier I Cont. •Design and implement Standard Protocol Interventions (Literacy, Math, Behavioral) •Collect and analyze Below 80 List data •Collect Self Assessment and SPI data & monitor student progress •PLT with teachers on concerns •Regular two-way communication with parents on all Below 80 list students •Train teachers on Tier II plans and SPIs •Refer non-responders/at risk students to SST 		<ul style="list-style-type: none"> •Tier I Cont. •Conf with students at risk of failing 1 or more classes •Address variables other than academics •Communicate and collaborate with stakeholders •Refer non-responders to SST 	<ul style="list-style-type: none"> •Tier I Cont. •Problem-solve and allocate resources for Below 80 List/ Attendance/ Behavior •Assess and revise environment, curriculum, instruction, and data evaluation tools as needed 	
Core Practices – Tier I	Teacher		Student	Parent	Intervention Coordinator	Guidance	Leadership Team	
	<ul style="list-style-type: none"> •Core Curriculum and Instruction •Conduct Formative & Interim Assessments •Provide Differentiated Instruction •PLT with other teachers on content, strategies, and concerns •Implement and document classroom-based interventions •Interims sent midway in each quarter wks; Qtly, mid-term, and final grades posted •Two-way, regular communication with parents •PLT with Intv. Coord. & Guidance Counselor •Maintain and update teacher website and grades weekly •Provide weekly tutoring hours, serve on SMART Lunch team •Assist with school-wide assessments (EOC's, US, etc.) •Participate in teacher training •Hold regular collaborative meetings with parents 		<ul style="list-style-type: none"> •Fulfill expectations •Check grades weekly •Use teacher websites •Maintain and update student portfolio •Use school-based supports 	<ul style="list-style-type: none"> •Monitor student grades weekly •Monitor teacher websites •Communicate any concerns with teachers •Participate in parent-teacher conferences 	<ul style="list-style-type: none"> •Coord. Universal Screening Measures and Outcome Assessments, •Collect Universal Data (US, EOCs, EVASS, etc.) •Coordinate SMART Lunch, Teacher Tutoring, and Success Lab •Provide intervention consultation and training •Communicate and collaborate with stakeholders •Member Leadership Tm 	<ul style="list-style-type: none"> •Assist and advise individual students •Manage PBIS •Collect, analyze, and report attendance and behavioral data •College and Career Planning •Communicate and collaborate with stakeholders •Member Leadership Team 	<ul style="list-style-type: none"> •Leadership •Build Capacity/Infrastructure •Four-tiered Instruction/Intervention Model •Select, define, and continuously evaluate Curriculum and Instruction •Ensure Educator Effectiveness •Environmental Analysis and Design •Build Data Collection, Decision Rules, and Evaluation Structure •Analyze Universal Data •Analyze attendance /behavioral reports •Integrate Data-Based Problem Solving •Strategic allocation of resources 	

Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response. Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: **Phillip Akins, Charter Attorney**
- Date of Review: **August 13, 2017**
- Signature of Board Members Present (Add Signature Lines as Needed):

- Janet Littlejohn, Chairperson _____
- Gautam Aggarwal, MA and Treasurer _____
- John Perna, Attorney and Director _____
- Mark Stohlman, CPA and Director _____
- Missy McClure, MA, Director _____
- James Stout, MA, Director _____

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: N/A - We will hire an outside firm
- Date of Review: 8/13/17
- Signature of Board Members Present (Add Signature Lines as Needed):

- Janet Littlejohn, Chairperson _____
- Gautam Aggarwal, MA and Treasurer _____
- John Perna, Attorney and Director _____
- Mark Stohlman, CPA and Director _____
- Missy McClure, MA, Director _____
- James Stout, MA, Director _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: **N/A - We will not be working with an CMO/EMO**
- Signature of Board Members Present (Add Signature Lines as Needed):

- Janet Littlejohn, Chairperson _____
- Gautam Aggarwal, MA and Treasurer _____
- John Perna, Attorney and Director _____
- Mark Stohlman, CPA and Director _____
- Missy McClure, MA, Director _____
- James Stout, MA, Director _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: To be determined N/A
- Name of the Selected Financial Service Provider: We'll obtain financial services after charter approval
- Date of Review: 8/13/17
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Janet Littlejohn, Chairperson _____
 - Gautam Aggarwal, MA and Treasurer _____
 - John Perna, Attorney and Director _____
 - Mark Stohlman, CPA and Director _____
 - Missy McClure, MA, Director _____
 - James Stout, MA, Director _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate **PowerSchool** that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: N/A
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: 8/13/17
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Janet Littlejohn, Chairperson _____
 - Gautam Aggarwal, MA and Treasurer _____
 - John Perna, Attorney and Director _____
 - Mark Stohlman, CPA and Director _____
 - Missy McClure, MA, Director _____
 - James Stout, MA, Director _____

Certification

I, JANET Littlejohn, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Kaleidoscope Charter School is true and correct in every respect.

Signature

8/13/17
Date

Notarization Document

Appendix P - Charter School Required Signature Certification

North Carolina Wake County

I, Anne Z. Clayton, a Notary Public for said County and State, do hereby certify that the following personally appeared before me this day and acknowledged the due execution of the foregoing instrument.

- Janet Littlejohn
- James Stout
- Mark Stohlman
- Gautam Aggarwal
- Missy McClure
- John Perna

Witness my hand and official seal, this the 13th day of August, 2017

(Official Seal)

Anne Z Clayton
Notary Public

ANNE Z CLAYTON

**ANNE Z. CLAYTON
NOTARY PUBLIC
WAKE COUNTY, N.C.**

My commission expires 04-03-2022