

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B100038

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 25, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 8/25/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier: US Department of Education	* 5b. Federal Award Identifier: N/A	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Triad Math and Science Academy Company		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 208471670	* c. Organizational DUNS: 021433997	
d. Address:		
* Street1:	900 16TH Street	
Street2:		
* City:	GREENSBORO	
County:	GUILFORD	
State:	NC	
Province:		
* Country:	USA	
* Zip / Postal Code:	27405	
e. Organizational Unit:		
Department Name:	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Dr.	* First Name: Arif
Middle Name:		

* Last Name: Dagli

Suffix:

Title: Curriculum Coordinator

Organizational Affiliation:

* Telephone Number: (252)481-4171 Fax Number: (336)621-0072

* Email: ADAGLI@TMSACHARTER.ORG

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

*** 12. Funding Opportunity Number:**

FR Doc 2010-18254

Title:

Office of Innovation and Improvement; Overview Information;
Charter Schools Program (CSP) Grants to Non-State Educational Agencies
for Planning, Program Design, and Implementation and for Dissemination;
Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

City of Greensboro; City of High Point; Guilford County; Davidson County;
Alamance County; Randolph County; State of North Carolina

*** 15. Descriptive Title of Applicant's Project:**

APPLICATION FOR GRANT UNDER THE CHARTER SCHOOL PROGRAM: CFDA NUMBER:
84.282B

Attach supporting documents as specified in agency instructions.

Attachment:

Title : TMSA Articles of Inc.

File : C:\fakepath\TMSA Articles of Inc.pdf

Attachment:

Title : TMSA 501 c3 Approval letter

File : C:\fakepath\TMSA 501c3 Approval letter.pdf

Attachment:

Title : TMSA Charter Approval letter

File : C:\fakepath\Charter Approval Letter.pdf

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NC-013

* b. Program/Project: NC-013

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 8/30/2010

* b. End Date: 6/30/2011

18. Estimated Funding (\$):

a. Federal	\$ 643406
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 643406

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Hakan

Middle Name:

* Last Name: Orak

Suffix:

Title: Principal

* Telephone Number: (336)621-0061 Fax Number: (336)621-0072

* Email: HORAK@TMSACHARTER.ORG

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

No. The applicant is not delinquent on any Federal Debt.

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 corporation is: **TRIAD MATH AND SCIENCE ACADEMY COMPANY**
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The street address and county of the initial registered office of the corporation is:

Number and Street **4409 FELDSPAR CT. APT. 2A**

City, State, Zip Code **GREENSBORO, NC 27409**

County **GUILFORD**

4. The mailing address *if different from the street address* of the initial registered office is:

SAME

5. The name of the initial registered agent is:

**ALI TOMBAK
4409 FELDSPAR CT. APT. 2A
GREENSBORO, NC 27409**

6. The name and address of each incorporator is as follows:

**ALI TOMBAK
4409 FELDSPAR CT. APT. 2A
GREENSBORO, NC 27409**

7. (Check either a or b below.)
a. The corporation will have members.
b. The corporation will not have members.

8. Attached are provisions regarding the distribution of the corporation's assets upon its 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 AS DIRECTED PURSUANT TO NORTH CAROLINA GENERAL STATUTES.

9. Any other provisions which the corporation elects to include are attached.

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

Number and Street **4409 FELDSPAR CT. APT. 2A**
City, State, Zip Code **GREENSBORO, NC 27409**
County **GUILFORD**

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

SAME

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

This is the 15th day of February, 2007

Signature of Incorporator
Ali Tombak

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.

**State of North Carolina
Department of the Secretary of State**

**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: **TRIAD MATH AND SCIENCE ACADEMY COMPANY**
2. The text of each amendment adopted is as follows (*state below or attach*):

ARTICLE 3:

Number and Street **900 SIXTEENTH STREET**
City, State, Zip Code **GREENSBORO, NC 27405**
County **GUILFORD**

ARTICLE 5:

ALI TOMBAK
900 SIXTEENTH STREET
GREENSBORO, NC 27405

ARTICLE 6:

ALI TOMBAK
900 SIXTEENTH STREET
GREENSBORO, NC 27405

ARTICLE 8:

UPON THE DISSOLUTION OF THIS CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE (OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE), OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT 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 ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE 9:

THIS CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE AND EDUCATIONAL PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

NOTWITHSTANDING ANY OTHER PROVISION 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 INTERNAL REVENUE CODE OF 1986 (OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW) OR (B) BY A CORPORATION CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE OF 1986 (OR CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW).

ARTICLE 10:

Number and Street **900 SIXTEENTH STREET**

City, State, Zip Code **GREENSBORO, NC 27405**

County **GUILFORD**

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

October 15th, 2008

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 according to the bylaws the voting of the board of directors was 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.

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

This is the 5th day of November, 2008

TRIAD MATH AND SCIENCE ACADEMY COMPANY



Dr. Ali Tombak, President

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.

Revised January 2000
CORPORATIONS DIVISION

P. O. BOX 29622

Form N-02
RALEIGH, NC 27626-0622

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

DEPARTMENT OF THE TREASURY

Date: JAN 27 2009

TRIAD MATH AND SCIENCE ACADEMY
COMPANY
3529 PARK HILL CROSSING DR
HIGH POINT, NC 27265

Employer Identification Number:
20-8471670
DLN:
208338016
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 13, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

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.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

TRIAD MATH AND SCIENCE ACADEMY

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

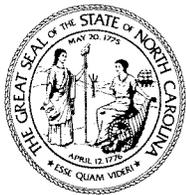
Letter 947 (DO/CG)

TRIAD MATH AND SCIENCE ACADEMY

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

November 15, 2007

Dr. Ali Tombak, Chairman of the Board
TRIAD Math and Science Academy
3529 Park Hill Crossing Dr.
High Point, North Carolina 27265

Dear Dr. Tombak:

We are pleased to inform you that the State Board of Education has given preliminary approval of your charter application. We congratulate you on this tremendous accomplishment.

There is much to be accomplished as you begin the process of planning and organizing for the opening of TRIAD Math and Science Academy. Dr. Jackie Jenkins will be working with you during the planning process to assist you in obtaining the information and developing the skills you will need to successfully open in the fall of 2008. She will be communicating requirements to you and providing training for your Board.

We look forward to working with you and your board during this exciting time. If you have questions, please do not hesitate to call us.

Sincerely,

A handwritten signature in black ink that reads "Jack Moyer". The signature is fluid and cursive, with the first name "Jack" being particularly prominent.

Jack Moyer

JM:sl

c: Robert L. Logan, Associate State Superintendent, Innovation and School Transformation
Philip Price, Associate State Superintendent, Financial and Business Services
Rebecca Garland, Executive Director, State Board of Education

OFFICE OF CHARTER SCHOOLS

Jack Moyer, *Director* | jmoyer@dpi.state.nc.us

6303 Mail Service Center, Raleigh, North Carolina 27699-6303 | (919) 807-3491 | Fax (919) 807-3496

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Triad Math and Science Academy C...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 509,670	\$ 0	\$ 0	\$ 0	\$ 0	\$ 509,670
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 46,688	\$ 0	\$ 0	\$ 0	\$ 0	\$ 46,688
7. Construction	\$ 27,048	\$ 0	\$ 0	\$ 0	\$ 0	\$ 27,048
8. Other	\$ 60,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 60,000
9. Total Direct Costs (lines 1-8)	\$ 643,406	\$ 0	\$ 0	\$ 0	\$ 0	\$ 643,406
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 643,406	\$ 0	\$ 0	\$ 0	\$ 0	\$ 643,406

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Triad Math and Science Academy C...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Hakan Orak

Title: Principal

Date Submitted: 08/25/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: MATH AND SCIENCE ACADEMY Address: 900 16TH STREET City: GREENBORO State: NC Zip Code + 4: 27405- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: US DEPARTMENT OF EDUCATION	7. Federal Program Name/Description: Office of Innovation and Improvement CFDA Number, if applicable: 84.282B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Hakan Orak Title: Principal Applicant: Triad Math and Science Academy Company Date: 08/25/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CHARTER SCHOOLS PROGRAM ASSURANCES

**NON-SEA APPLICANTS FOR
PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

NAME OF AUTHORIZED OFFICIAL: Hakan Orak

TITLE: Principal

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: Triad Math and Science Academy
Company

DATE SUBMITTED: 08/25/2010

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : TMSA Section 427 of GEPA

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SECTION 427 OF GEPA

This project is designed to give access to any of the proposed activities and any of the facilities for and by students, teachers, school staff, and parents regardless of gender, age, race, color, national origin, ethnicity, and physical and mental disability. This project is aiming to provide implementation support for grades K-12 and building costs at Triad Math and Science Academy, in Greensboro, NC.

For Project Participants: School programs and instructional activities are offered by the project staff for all students and participants; and every effort will be made to eliminate unfair barriers to their participating, such as translating written materials from English to Spanish, or Braille. Specialized electronic equipment will be available for those who request it.

Special outreach efforts to bring in at-risk students and their parents or guardians are planned, including special programs and announcements on services available in the community, the school, and at local colleges and universities.

TMSA sends notices annually and timely manner to students, parents and stakeholders to inform them of our school activities, and procedures and remind them of our school services and programs. All students and staff members at TMSA are equally and fairly provided access to school structure, facilities, and programs.

For Project Personnel: The project will follow stringent affirmative action procedures that are mandated by the federal or state statues for hiring personnel, including active recruitment of members of traditionally under-represented groups, documentation of these procedures, and written justification for any hire decisions. TMSA has an affirmative action commitment and philosophy to creating a workforce that reflects the

diversity of qualified individuals in the labor market. It is the policy of the school to recruit, hire, train, and promote persons in all job titles, without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or other extraneous consideration not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.

Employment practices: TMSA encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. We maintain a high dedication to ensuring equal access and treatment for eligible participants who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, age, or disability.

TMSA provides equal opportunity through affirmative action in employment and educational programs and activities. Equal employment opportunity includes but is not limited to recruitment, hiring, promotion, termination, compensation, and benefits.

TMSA is committed to practicing affirmative action by increasing opportunities at all levels of employment and by increasing participation in programs and activities by all faculty and staff. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, sexual orientation, age, disability, special disabled veterans, other eligible veterans.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Hakan Orak

Address:

* Street1: 900 16th Street
Street2:
* City: Greensboro
County: Guilford
* State: NC* Zip / Postal Code: 27405 * Country: USA

* Phone Number (give area code) (336)621-0061 Fax Number (give area code) (336)621-0072

Email Address:

HORAK@TMSACHARTER.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:**Attachment:**

Title :

File :

Project Narrative

ED Abstract

Attachment 1:

Title: **TMSA Project Abstract Pages: 1** Uploaded File: **TMSA Project Narrative-Abstract.pdf**

PROJECT ABSTRACT

Authorized Agent: Triad Math and Science Academy (TMSA)

Authorized Agent Mailing Address: 900 Sixteenth Street Greensboro, NC 27405

Authorized Representative: Mr. Hakan Orak, Principal

Phone: (336) 621-0061 & **Email:** horak@tmsacharter.org

Need: From the most gifted to the academically disadvantaged or at-risk students, there is a rising need for educators to serve better all students across the United States. In Guilford County and North Carolina, parents are beginning to see some quality charter schools and considering them as a viable option for their children. Need for schools that deliver a rigorous curriculum, focus on accountability, and actively participate in competitive extra-curricular programs has been a major concern of all educators and stakeholders. Therefore, new and promising educational approaches should be explored or supported.

Project: This project is aiming to provide implementation support for K-12 grades and building costs at TMSA, in Greensboro, NC. TMSA has not received any the Planning/Program Design/Implementation assistance at state level or federal level since the start date of August 2008. We have only relied on community and parental support in its first two years. Until now a former school building that had been fully furnished with its classroom desks, chairs, boards, and cafeteria materials, had been leased and served as our temporary school building. Finally we found a new facility that will best serve our needs. As we are in the process of moving to our permanent school facility and building, we are challenged with incurring infrastructure and building costs.

Furthermore, The Charter School program funds will be used to offset basic costs, such as textbooks, desks, computers, curriculum materials, technology needs, contractual works, and other necessary equipments and materials, to be able to run an effective, high quality K-12 public school in Guilford County. Most importantly we are requesting funds to bring the new building up to fire safety codes, install data cabling, set up two state of the art computer labs and media center to help prepare our students to careers in the science and technology fields and equip classrooms with more advanced instructional technologies to help improve the effectiveness of the instruction in the classroom at all levels.

TMSA's inquiry-based curriculum offers math, science, and technology learning opportunities for students to develop the capacity to succeed in college and pursue challenging scientific careers, through research-based and proven teaching methods; performance based accountability measures; and dedicated leadership. In order to achieve this goal, we are requesting funds to provide professional development opportunities and dedicated planning time as we grow and expand our faculty. We anticipate that results from TMSA student accountability will meet or exceed our charter objectives and result in high performance in state mandated measurements. We measure our students' progress with many strategies that assess and evaluate student performance at the individual, classroom, state and national levels.

Our approach to extra-curricular activities is one of the most unique features of our program. Among others TMSA supports and promotes clubs, such as, robotics, math works, Lego league, science competitions and Olympiads, and programs. Our program will not only increase student interaction, but also prepare students to work collaboratively in diverse environments, develop important skills for securing employment, and promote responsible citizenship.

We believe that this grant will make a world of difference in our school and surrounding North Carolina Communities and **we are requesting \$ 643,406.00 for 2010-2011 School year since we are at the end of our eligibility.**

Project Narrative

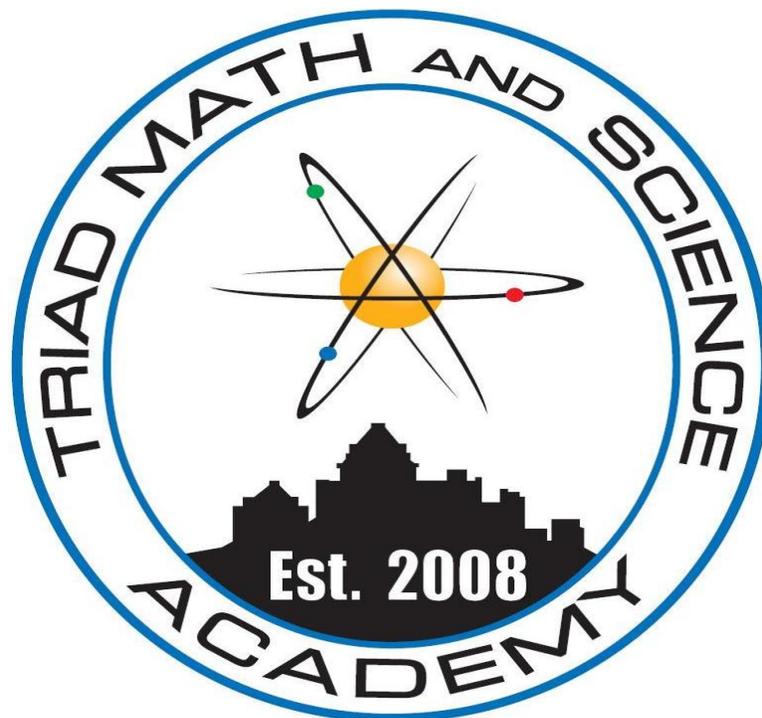
Project Narrative

Attachment 1:

Title: **TMSA Project Narrative** Pages: **45** Uploaded File: **TMSA Project Narrative.pdf**

APPLICATION FOR GRANT UNDER THE CHARTER SCHOOL PROGRAM

CFDA NUMBER: 84.282B



Submitted By

Triad Math and Science Academy in Greensboro, NC

A public not-for-profit corporation under contract with
The North Carolina Office of Charter Schools.

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8/25/2010

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PART IV. ASSURANCES AND CERTIFICATIONS

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We believe that this grant will make a world of difference in our school and surrounding North Carolina Communities and **we are requesting \$ 643,406.00 for 2010-2011 School year since we are at the end of our eligibility.**

1. THE QUALITY OF THE PROPOSED CURRICULUM AND INSTRUCTIONAL PRACTICES

TMSA's mission is to provide improved math, science, and technology learning opportunities for students to develop the capacity to succeed in college and pursue challenging scientific careers, through research based proven teaching methods, performance based accountability measures and dedicated leadership.

TMSA's educational program is aiming at providing opportunities for all students and close the gap for the disadvantaged students with the proven math and science programs that work for at-risk students, as well as academically gifted students. The success of the mission is measured by students' academic performance on standardized tests, advanced placement tests, end of year comprehensive examinations, graduation rates, and college entrance rates.

Expanding High-Quality Charter Schools in Central North Carolina

The State Board of Education in North Carolina approved school charter for Triad Math and Science Academy in November 15, 2007 and TMSA has started its instruction in 2008-2009 school year. TMSA currently serves Kindergarten through 9th grades. By adding a new grade level every year, it will become a K -12 public school by 2013-2014 school year. The school is located in Greensboro metropolitan area in NC and open to all students from Guilford County and surrounding communities. The current student population is 442 for upcoming 2010-2011 school year and will reach up to 602 in three years. As of August 25, 2010, over 200 students are on the school waiting lists because of limited capacity and resources.

The Need to Turn Around the NC Public Schools

The United States has entered into a significant national decline in the number of college graduates with Science, Technology, Engineering, and Mathematics (STEM) degrees. This downward trend is an issue of national importance as it affects the country's capacity to maintain a technological lead in critical skills and disciplines related to STEM. The ability to compete in the increasingly internationalized stage will be hindered without college graduates with the ability to understand and invent cutting edge technologies in the decades to come. Foundational skills to succeed in STEM fields must be built in early grades. Among the most essential skills are mathematics and science skills. Indeed, a strong mathematics and science foundation is critical to success in college regardless of the field attained. Further, as we move towards a more technology-based and globalized world, the importance of mathematics and science for functioning in the society effectively is indisputable.

North Carolina, as a leading state, houses many technology- and science-based businesses that demand employees with advanced knowledge and skills in mathematics and science. However, according to the Nations' Report Card, 25% of the fourth graders and 22% of the eighth graders were at or above the NAEP science proficient level in 2005. 43% of the fourth graders and 36% of the eighth graders were at or above the NAEP mathematics proficient level in 2009¹. That statistics imply that students of our state need additional innovative and effective approaches to reach the level of success they deserve.

Guilford County seems to be at disadvantage compared to North Carolina state averages. According to ABC reports of 2008-2009 the percentages of students scoring at or above level III on science, mathematics and reading in Guilford County were below

¹ The Nation's Report Card. (2005). *nationsreportcard.gov/*

that of statewide. The gap was particularly larger in the area of mathematics and science than it was in reading.

METHODS AND UNIQUENESS OF TMSA CHARTER SCHOOL PROGRAM

TMSA presents an educational model comprised of several proven research-based math and science programs. While there are commonalities, the program is unique as it emphasizes “whole student” approach. TMSA’s educational plan with its math and science research-based programs approach addresses all six of the following purposes for charter schools in North Carolina.

1- **Improving Student learning**: TMSA understands that not all the students learn the same way. That means there is no single way to improve students’ learning. Rather, a dynamic combination of effective instructional methods, coupled with research-based instructional programs in the area of reading, math, and science are chosen to improve student learning. The Following reading, mathematics, and science programs are being implemented at TMSA:

- **Growing with Mathematics** is a comprehensive K-5 program, which incorporates a balanced-approach to learning mathematical concept and problem-solving skills. *Growing with Mathematics* is:
 - Aligned to National Council of Teachers of Mathematics Standards (NCTM);
 - Identified as one of the 10 promising mathematics programs out of 61 reviewed by the U.S. Department of Education Expert panel;
 - Recognized as one of four elementary research based mathematics education core curriculum programs by National Science Foundation (NSF);

- Included in federally funded Catalog of School Reform Models published by Northwest Regional Educational Laboratory (NWREL); and
- Research based through extensive field-testing and in depth research.²
- *Science and Technology for Children (K-5), and Science and Technology for Children for Middle School (6-8). Science and Technology Curriculum Program[®]* (STC Program[®]) is a complete inquiry-based science program for children in grades K–8. Filled with innovative hands-on activities designed to motivate young students, it is the result of a joint effort by some of the leaders in the fields of education and science. Its mission is to improve the learning and teaching of science for all children in the United States and throughout the world. STC Program[®] is:
 - Aligned with the National Science Education Standards (NSES) and North Carolina Standard Course of Study;
 - Developed by the National Science Resources Center (NSRC), a nonprofit organization jointly operated by the Smithsonian Institution and the National

-
- a. ² National Council of Teachers of Mathematics. 2000. *Principles and Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics.
 - b. National Council of Teachers of Mathematics. 2000. *Assessment Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics.
 - c. Whitin, P. and Whitin, D. J. 2000. *Math Is Language Too: Talking and Writing in the Mathematics Classroom*. Reston, VA: National Council of Teachers of Mathematics.
 - d. Kilpatrick, J., Swafford, J., and Findell, B. 2001. *Adding It Up: Helping Children Learn Mathematics*. Washington DC: National Research Council.
 - e. Fennell, F., Bamberger, H. J., Rowan, T. E., Sammons, K. B., and Suarez, A. R. 2000. *Connect to NCTM 2000: Making the Standards Work at Grade 3*. Chicago: Creative Publications.
 - f. Cuoco, A. A. and Curcio, F.R. (eds.) 2001. *The Roles of Representation in School Mathematics*. Reston, VA: National Council of Teachers of Mathematics.

Academy of Sciences, National Academy of Engineering and Institute of Medicine to address the critical problem presented by the *A Nation at Risk* report;

- Research based through extensive field-testing and in depth research³.
- *Connected Mathematics Project* (6-8). Connected Mathematics Project (CMP) is a problem centered mathematics curriculum for middle school students. CMP is intended to enable students to define and solve problems with reason, insight, inventiveness, and technical proficiency. The development of CMP has focused on the tight alignment of curriculum, instruction, and assessment. The overall project goal is to enable all students to reason and communicate proficiently in mathematics. CMP is:
 - Aligned with the National Council of Teachers of Mathematics (NCTM) Standards;
 - Funded by National Science Foundation (NSF) and headquartered at Michigan University;
 - Identified as the only Exemplary Mathematics Program by the U.S. Department of Education Expert panel; and
 - Research based through extensive field testing and in-depth research⁴.
 - Ranked highest by The American Association for the Advancement of Science (1999), stating that it contains both in-depth mathematics content and excellent instructional support.

³ http://www.carolina.com/carolina_curriculum/stc/publications.asp#Evidence

⁴ <http://www.phschool.com/cmp2research>

- College Preparatory Mathematics (9-12). College Preparatory Mathematics (CPM) is a complete, balanced mathematics program with its unique emphasis of both basic skills and problem solving skills for middle school and high school students. CPM students are prepared to learn fundamental skills and procedures, understand concepts, and acquire an array of problem solving strategies so they will be prepared to be successful in college mathematics and the workplace of the 21st century. The goal of the CPM Educational Program is to improve the effectiveness of secondary mathematics instruction by helping students learn more mathematics more effectively, regenerate student interest and performance in college preparatory mathematics, and provide students with mathematics education that will make them competitive and successful in the global marketplace. CPM is
 - Aligned with the National Council of Teachers of Mathematics (NCTM) Standards;
 - Identified as an “exemplary program” by The Department of Education Expert Panel in 1999.
 - Research based through extensive field testing and in-depth research⁵.
- Open Court Reading (K-5) Open Court Reading ©2002 (OCR) is a complete elementary basal reading program for Grades K-6. It maintains strong instruction in the areas of decoding (learning how to read), comprehension (understanding what is read), inquiry and investigation (learning how to apply what has beenhave read), and writing (how to communicate with others in print). There are also applications

⁵ <http://cpm.org/teachers/research.htm>

for teaching spelling, vocabulary, grammar, usage, and mechanics, penmanship, and listening, speaking, and viewing. OCR maintains the following.

- Strong instruction in the areas of decoding (learning how to read),
- Comprehension (understanding what you read),
- Inquiry and investigation (learning how to apply what you have read), and
- Writing (how to communicate with others in print).
- OCR is a research based through extensive field-testing and in-depth research⁶.

In addition to these proven successful programs, TMSA staff utilizes current best practices in their teaching to improve student learning in all areas. The following list is not exhaustive and serves as a sampling of the instructional methods and strategies that are utilized by the TMSA faculty.

- Integration of Technology into Curriculum and Constructivist Learning: The modern constructivist concepts of learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. Technology will contribute to student learning through involvement with authentic, challenging tasks and creation of a culture that supports learning both in the classroom and beyond the school walls.
- Multi-sensory approach to learning: Students are provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students are guided through the process of determining which learning style is best suited to their needs.

⁶ <https://www.sraonline.com/download/OCR/Research/testscoresgain.pdf>

- Integrating STC Program™ with Non-Science Curricula: Research about how the brain functions and how students learn has given momentum to the curriculum integration approach to teaching subject areas according to their natural connections rather than in isolation from one another. Teaching across the disciplines connects subjects in ways that reflect the real world, which in turn improves student understanding. STC provides an instructional program that teachers can use as a framework for integrating other areas of elementary curriculum, such as reading, writing, math, and social studies.

All facets of a language arts program may be incorporated in the STC Program™ classroom. Children develop reading, writing, speaking, and listening skills as they complete record sheets, maintain science journals, read stories about topics studied in science class, and share findings in both formal and informal settings. Reading, however, is given special emphasis in the STC Program™ because students who read well and widely, build a strong foundation for learning in all areas of life.

- **Language Arts:** Educational studies indicate that children are more likely to engage in a reading exercise when the literature is related to an activity in which they have just participated. In other words, the activity has made the reading exercise contextually relevant. Each STC Program™ unit's hands-on investigations provide a natural transition to literacy activities, and each unit offers a variety of literacy methods and materials that give students opportunities to practice their reading skills and improve their reading comprehension.
- **Other Subjects:** The integration of mathematics with science activities occurs seamlessly within the STC Program™ units. Students develop math skills as they

measure, weigh, compare, design data tables, and create graphs and charts. Stimulating ideas for the integration of other subjects (such as social studies and the arts) with science appear as extensions in every STC Program[™] lesson. The extensions offer ideas for field trips, visits from local experts, ways to relate science to art and music, and a host of other activities. Each STC Program[™] Teacher's Guide includes a bibliography that provides information on science trade books, videotapes, software, and other learning resources.

- Teacher Specialization in/after 4th Grade: The elementary school has two parts. In the lower grades (classes Kindergarten to grade 3), the instruction is given by a classroom teacher. Students in upper grades (grade 4 and 5) receive specialized subject teachers in Math, Reading, Computer, Foreign Language, and Science.
- Interdisciplinary Learning: Students work on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers make cooperative lesson plans and student products and works consist of material covered in different subjects.
- Multiple Intelligences: TMSA takes into consideration the way children learn. Eight different intelligences are named to account for a broader range of human potential in children and adults. These intelligences are: Linguistic, Logical-mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Teachers present their lessons in a wide variety of ways using text, storytelling, visuals, multimedia, music, cooperative learning, art activities, role-play, field trips, inner reflection, and more. Each child has the opportunity to learn in ways harmonious with their unique minds.

- Alternative Assessments: Alternative forms of assessments provide more complete information about what students have learned and are able to do with their knowledge, and to provide more detailed and timely feedback to students about the quality of their learning than traditional multiple choice tests. Using alternative assessment TMSA faculty is able to capture how students think, reason, and apply their learning, rather than merely having students "tell" the teacher what they have remembered or show that they can perform a task or carry out a specific procedure correctly. Some of these alternative methods - portfolio assessment, authentic assessment, and performance assessment - are described below:
 - Portfolio assessment: The collection and evaluation of a carefully chosen selection of students' work. The number and types of selections included in a portfolio may vary, but are typically agreed upon by the teacher and student for the purpose of representing what that student has learned.
 - Authentic assessment: A method of obtaining information about students' understanding in a context that reflects realistic situations, and that challenges students to use what they have learned in class in an authentic context.
 - Performance assessment: Presenting students with a task, project, or investigation, then evaluating the products to assess what students actually know and can do.
- Peer Tutoring, Mentoring: Schools may use peer pressure as a positive tool. At TMSA, high school students will tutor elementary and middle school students in core areas under the supervision of the TMSA faculty. This approach is similar to the

Breakthrough Collaborative program (<http://www.breakthroughcollaborative.org>) where students teach students.

- Teachers as Homeroom Advisors: The middle school students are assigned a homeroom teacher who acts as an advisor, helper, and immediate guide for the student.

Increasing demands for individuals who are qualified to serve in scientific jobs in the globally competitive market requires that our children start rigorous science and math learning at much earlier grades. The educational design of TMSA is designed to result in improved learning in these areas, and enabling more students to choose choosing scientific and technical careers. At TMSA, students are excited about math and science because of the way they are taught, and learn more in these areas compared to their peers at traditional settings.

Offering learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted. TMSA's educational design includes proven programs that work for all students including at risk, as well as, academically gifted students. TMSA is providing at risk and gifted students with free and appropriate extended learning opportunities, after school, and on the weekends, in addition to the inquiry-based educational programs to increase learning opportunities. This includes individual tutoring, group tutoring, after school clubs, and academic enrichment activities, which will include preparation of academic teams to participate in local, statewide, national and international competitions such as Math Counts, American Mathematics Contest (AMC), and International Science Olympiads. These additional efforts to increase learning

opportunities will be made possible by designing the work day for faculty and staff accordingly, and making the time commitment as part of the employment contract and part of the duties for the faculty

Encouraging the use of different and innovative teaching methods. TMSA is using the following programs that are different and innovative, as compared to traditional public schools in Guilford County. The adopted programs for the first two school years are the following:

- Growing with Mathematics (K-5)
- Science and Technology for Children (K-5) and Science and Technology for Children for Middle School (6-8)
- Connected Mathematics Project (6-8)
- College Preparatory Mathematics (9-12)
- Open Court Reading (K-5)

In addition to these distinctive programs, TMSA faculty evaluations have components to assess innovativeness, in addition to other professional areas of concern. This ensures the instructional staff to maximize their potential to research, invent and learn different and innovative practices to use in their day to day teaching.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school. At TMSA, teachers are given a variety of professional opportunities and responsibilities within their classrooms, department, or at the school site in general. Modification of the learning program to better serve the students' needs is one of the duties of TMSA faculty. The following and

other similar ideas and concepts ensure that TMSA's faculty has new professional opportunities for advancement and opportunities to be responsible for the learning program.

- School Improvement Committee (SIC) is created to include teachers, as well as parents and administrators. SIC helps with the accreditation process and will make recommendations to the Principal in regards to the learning program or other aspects of the school.
- Successful teachers are designated as department chairs, team leaders, or such after the first year.
- Evaluation of the teaching staff includes components that assess the faculty disposition about taking responsibility for the learning program at the school.
- Faculty is recommended to attend the Governing Board meetings at least twice a year.
- Department meetings and faculty meetings are designed to facilitate sharing resources and ideas. School daily schedule enables teachers to discuss ideas, as well as present it to other faculty at their common planning time.

Providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system. TMSA provides parents and families with a proven approach to math and science education, one that uniquely addresses the need for a student centered and inquiry based instruction in the Guilford County School District. TMSA is particularly appealing to families and/or students who would like to have a stronger math and science education to pursue scientific-technical careers in college and later in their lives.

Accountability for meeting measurable student achievement results, and application of performance based accountability systems

TMSA is, by law, subject to performance based accountability through the accomplishment of set goals such as End of Grade (EOG) tests, End of Course (EOC) tests, SAT, graduation rates. TMSA's aim is to outperform similar schools in the Guilford County School District in all of these measures.

TMSA is also subject to performance based accountability before the parents and students by being a school of choice. In this category, number of students enrolled and parental satisfaction will be the measure of success. Parent and student satisfaction will be measured by annual satisfaction surveys. Results of the surveys will be reported to the Governing Board in a public meeting and they will be used to better understand and improve the areas of concern.

All of these combined are creating a powerful atmosphere to thrive and achieve TMSA's mission and further the purposes of the charter schools act.

2. THE DEGREE OF FLEXIBILITY AFFORDED BY THE SEA AND TO THE CHARTER SCHOOL

Relationship between the charter school and the authorized public chartering agency:

North Carolina legislators have enacted Charter school legislation through the Combined Text of House Bill 955 ratified on June 21, 1996 and subsequent charter school amendments. Charter schools are granted charter through contracts with the Office of Charter Schools at NC Department of Public Instruction. There is cap limiting the number of charter schools to only 100 schools at a time in North Carolina. Operation of charter schools in NC is clearly detailed in the Charter school Act, 115C-238.29E: (a) "A charter school that is approved by the State shall be a public school within the local school administrative unit in which it is located. It shall be accountable to the local board of education if it applied for and received preliminary approval from that local board for purposes of ensuring compliance with applicable laws and the provisions of its charter...(b) A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application. (c) A charter school shall operate under the written charter signed by the entity to which it is accountable under subsection (a) of this section and the applicant. A charter school is not required to enter into any other contract. The charter shall incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the State Board of Education. No other terms may be imposed on the charter school as a condition for receipt of local

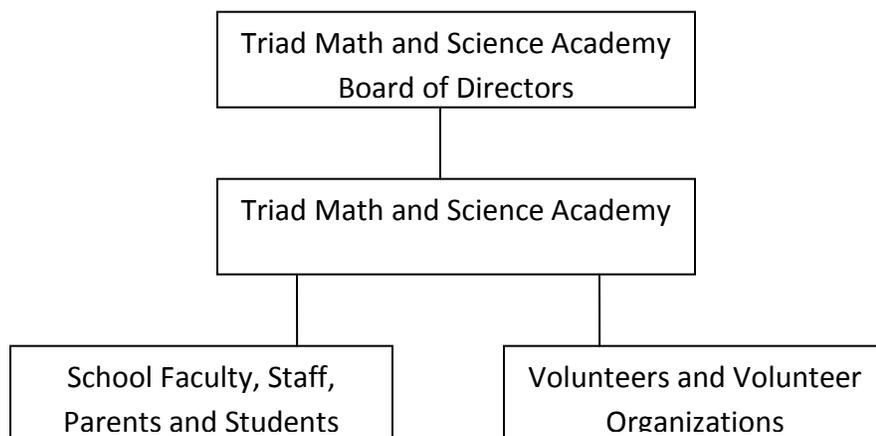
funds.(d) The board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures....”.

NC Charter schools are designated as a Local Education Agency (LEA) and the total funding estimated per student equalization is approximately \$6628, unless the school qualifies for entitlement funding, such as Title 1. These funds will pass directly to the school. In North Carolina, charter schools do not receive funding for facilities.

In November 2007, the NC Office of Charter Schools approved Triad Math and Science Academy’s application to open a charter school in Guilford County.

Management of TMSA

The organizational chart of Triad Math and Science Academy is shown below. The school is being governed by its Board of Directors. The Board hired the Principal, and the Principal is responsible for the business and affairs of the school. The Principal coordinates the faculty, staff, students, parents, volunteers, and volunteer organizations.



Accountability of Charter Schools: NC Charter school legislation holds charter schools established under the act “accountable for meeting measurable student

achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems”.

Additionally, TMSA is subject to financial accountability through use of the allocated funds for its programs. NC Charter School legislation requires each school certain accountability standards (115C-238.29F):

- (1) “The school is subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools. These audit requirements may include the requirements of the School Budget and Fiscal Control Act.
- (2) The school shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.
- (3) The school shall report at least annually to the chartering entity and the State Board of Education the information required by the chartering entity or the State Board.”

Finally, annual audits are publicized by the TMSA Board of Directors to inform the public of the financial performance of the school. TMSA crafts an annual budget that is balanced and will enact policy that requires adherence to the balanced budget.

THE EXTENT OF COMMUNITY SUPPORT FOR THE APPLICATION

TMSA Founders believe that we should be educating our children not only for today's job market or for academic programs in today's colleges and universities, but also for those jobs that will exist five to ten years from now. The US Department of Labor predicts that virtually all science, technology, engineering, and math (STEM) jobs will continue to have excellent prospects, and it also projects a much faster growth than in other employment fields.

In order to assess the need for a charter school in Guilford County, we met with numerous elected and public officials and members of local community organizations, churches, and neighborhood associations. The feedback we received was very positive, supportive, and encouraging.

In addition, we have surveyed residents of several Guilford County neighborhoods and received tremendous support and interest from many members of the local community. Furthermore, TMSA continues to publicize its school according to its marketing plan. TMSA is undertaking various strategies to create awareness and interest in the school, and to ensure a diverse student body. Some of these marketing and outreach strategies within next five years includes, but not limited to, the following:

Community Centers, churches, and public events will be starting places to reach out local residents.

Public and local radios will be one of the primary ways to get the word out about the school.

Local TVs and closed-circuit programs at public locations will be utilized to inform local community of our schooling efforts.

Media Resources: TMSA Board advertises in the local newspaper, outlets and other local publications to introduce the school to the community, and to reach a diverse group of people for potential qualified teachers and other staff members.

Public meetings: The school organizes quarterly Open-house meetings for parents of school age children in the county to promote the school's mission and philosophy, and discuss the school's educational plans for prospective students.

Location: TMSA is searching for a facility located in an area of the city that houses, or is nearby, a diverse population covering various socioeconomic levels.

Outreach: TMSA contacts community centers, church groups, and neighborhoods and give presentations about the school as an alternative solution to meet the educational needs of the community. The TMSA Board also consults with Hispanic organizations to outreach to the Latino population. Networking activities are attended with diverse community organizations.

The Board has created its own website providing information and pictures of the school to provide detailed and up-to-dated information about the school's program.

Hiring Qualified Staff & Teachers: TMSA believes that the structure of the school and quality of school staff will determine how successful the school is going to be.

Therefore, TMSA will utilize all possible recruiting tools to reach the highest quality of staff and teachers nationally and internationally.

TMSA Admission Policy

TMSA enrolls any eligible student under North Carolina Charter Law who submits a timely application, as specified in this charter, unless the number of applicants exceeds the capacity of a program, class, grade level or building. TMSA employs a lottery, random selection process that gives all applicants an equal chance of being admitted, if more students apply for admission to the school than can be admitted. TMSA with fewer applicants than spaces available does not need to conduct a lottery.

When the school is oversubscribed and, consequently, must use a lottery, all eligible applicants for admission are included in that lottery. In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for each grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to TMSA pending acceptance for the subsequent school year, or when vacancies come up, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

TMSA will exempt from the lottery only those students who have been admitted to the charter school already and, therefore, do not need to reapply.

Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) siblings of students already admitted to or attending the same

charter school; (b) children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and (c) children of employees in a work-site charter school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

Finally, when recruiting students, TMSA targets all segments of the parent community. TMSA recruits students in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. Once a student has been admitted to the school through an appropriate process, he or she will remain in attendance through subsequent grades. A new applicant for admission to the school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school.

The school will submit any admission or demographic reports as required by the NC State Board of Education.

THE QUALITY OF THE STRATEGY FOR ASSESSING ACHIEVEMENT OF THE CHARTER SCHOOL'S OBJECTIVES

TMSA participate in the ABC's Accountability Model and conduct the statewide testing as in all North Carolina public schools.

- The percentage of TMSA students who score at Level 3 or above in reading tested in End of Grade (EOG) at any grade will exceed the same of 85% of non-charter public schools with similar demographics in Guilford County School District.
- The percentage of TMSA students who score at Level 3 or above in mathematics tested in End of Grade (EOG) at any grade will exceed the same of 85% of non-charter public schools with similar demographics in Guilford County School District.
- The percentage of TMSA students who score at Level 3 or above in writing tested in North Carolina Writing Assessments at grade 4, 7, and 10 will exceed the same of 85% of non-charter public schools with similar demographics in Guilford County School District.
- The percentage of TMSA students who score at Level 3 or above in any subject tested in End of Course (EOC) at any grade will exceed the same of 85% of non-charter public schools with similar demographics in Guilford County School District.
- The percentage of TMSA students who are eligible for free and reduced lunch and who score at Level 3 and above in subjects tested in EOC or EOG will

exceed the same of 85% of non-charter public schools with similar demographics in Guilford County School District.

- The mean score of TMSA Juniors and Seniors who take the SAT Test or American College Testing (ACT) will exceed the same of 85% of non-charter public schools with similar demographics in Guilford County School District.
- Student graduation rate at TMSA will be higher than the same of 85% of non-charter public schools with similar demographics in Guilford County School District.
- College acceptance rate of TMSA students will be higher than the same of 85% of non-charter public schools with similar demographics in Guilford County School District.

2. PERFORMANCE MEASUREMENT AT THE SCHOOL

The curriculum of TMSA specifies what students should know at each grade level as defined by NC State Standards. The school has set performance objectives which are consistent with the state accountability targets as defined by the Public School Accountability Act of 1999, the federal accountability targets as defined in the No Child Left Behind Act (NCLB).

Understandably, various factors are related to student achievement and growth, such as motivation, quality of teaching, academic environment, and parental involvement. TMSA will maintain high academic standards that will challenge and motivate students. The academic mastery students will display upon graduation will include an understanding of, and ability to apply content knowledge.

The following is the synopsis of all required and recommended tests that TMSA implement.

Benchmark Assessments of the Standards: Due to the critical factor of providing intervention as early and as focused as possible, TMSA will utilize benchmarks for the Student Accountability Standards. These benchmarks will be administered at grades 3-8 in reading, writing, science, math, and in End Of Course (EOC) tested courses in high school in the proper sequence and frequency. The purpose of the assessments will be to guide teachers as they modify instruction and curriculum for students in danger of not meeting the standards. For benchmark assessment, nationwide-known standardized achievement tests will be used such as Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CoGAT), and Stanford Achievement Test (SAT).

Participation in North Carolina Testing Program: TMSA shall comply with the North Carolina Testing Program, including ABC Accountability Model, EOG Tests, EOC Tests, other state mandated tests, writing assessments, computer skill assessment, and student portfolio requirements. Below is the summary of the program.

1. Elementary school students are required to take the following assessments:

- Grade 3 Pretest in the first three weeks of the school,
- End of Grade Tests (EOGs) -Mathematics and Reading Comprehension at grades 3, 4 and 5
- End of Grade Test (EOG)- Science at grade 5.
- The North Carolina Writing Assessment at grade 4.

2. Middle school students are required to take the following assessments:

- End-of-Grade Assessments (EOGs) in Grades 6, 7, and 8 for Mathematics and Reading
- End-of-Grade Test (EOG) in Grade 8 Science
- The North Carolina Writing Assessment at Grade 7
- North Carolina Tests of Computer Skills at Grade 8

In addition to meeting local promotion requirements, students in grade 8 shall demonstrate proficiency by having test scores at Level III or above on an end-of-grade test in both reading and mathematics. Additionally, the School shall use the grade 7 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored

at or above proficiency level 2.5 on the grade 7 writing assessment, the school shall provide intervention and assistance to develop writing skills.

Alternate assessments are available for many of the state tests for students with disabilities who have Individualized Education Programs (IEPs) and students with limited English proficiency who meet specific eligibility requirements.

3. High school students enrolled in the following courses are required to take the NC EOC Tests.

Algebra-I, Algebra-II, Biology, Chemistry, English, Geometry, Physical Science, Physics, Civics and Economics, and U.S. History. All students at grade 10 will take writing assessment.

The North Carolina High School Competency Test: This test is administered annually to all ninth-grade students who did not meet the standard of Achievement Level III or above on the grade 8 end-of-grade tests or who have not passed the screening on other approved measures in the public schools. Students who fail to attain the required minimum standard for graduation in the ninth grade shall be given remedial instruction and additional opportunities to take the test up to and including the last month of the twelfth grade. Students who fail to pass either of the tests shall be retested only on the test they fail.

The competency tests are aligned to the grade 8 end-of-grade tests. The competency test for mathematics is based on the North Carolina Mathematics Standard Course of Study at grade 8, and the competency test for reading is based on the North Carolina English Language Arts Standard Course of Study at grade 8.

All school students enrolled in the 9th, 10th, 11th, and 12th grades shall have at least one opportunity each school year to take the competency test. School shall schedule administration dates of the competency tests during each testing cycle (summer, fall, spring).

High School Comprehensive Test (or its replacement): Students that have not taken English 1 and/or Algebra 1 by the end of the tenth grade will participate in the high school comprehensive (or its replacement) test administration.

3. PARENTAL INVOLVEMENT

Family involvement is strongly facilitated through classroom and school newsletters, parent-teacher conferences, home visits, parent volunteering, and family nights.

Community partnership is through collaboration with the local colleges and universities and institutions such as inviting professionals, visiting places of interests, field trips and so on.

Parents and Other Members of the Community are Involved

We will use community meetings, focus groups, parental satisfaction surveys, open houses, and parent-teacher conferences as an opportunity for parents to voice their views and values. Parents have several meaningful ways to become involved in the Triad Math and Science Academy, including:

1. Board Member representation
2. Function-driven parent committees (fundraising, events)
3. Community-based activities (mentoring students, providing field trips)
4. Boosters- a parent organization focused on making the school a community for their students—by hosting monthly potlucks and dances and providing week-end activities and field trips

Parent Participation

Parent participation in their student's education will be encouraged and supported by policy. Application and admission procedures as well as the philosophy of TMSA will be provided in English and Spanish language brochures. These are available to parents of prospective students and this information is also covered at community meetings.

The TMSA **Parent and Student Handbook** clearly defines school policies and procedures regarding:

1. Responsibilities for enrolled students and their parents/guardians;
2. Discipline, suspension, probation, and dismissal;
3. Appeals or complaints;
4. Communication between the school, parents, and students; and
5. Policies regarding the collection and retention of student academic records, especially issues, regarding students' privacy rights

Standard Due Process:

Parents will have the opportunity to request, in writing, School Board reconsideration of, and long-term suspension or expulsion. However, until the next school board meeting the decision made by the School Director will remain in effect. Regular board meetings are held at the beginning and the end of each semester. If the problem to be resolved threatens the safety of a student in any way, a special school board meeting will be called. Parent representation is included on the board.

7. THE QUALIFICATIONS OF THE PROPOSED PROJECT PERSONNEL

The quality of the personnel who will carry out the proposed project and their qualifications and short biographies are the following:

Numan S. Dogan, Ph.D.

Dr. Numan S. Dogan received his Ph.D. degree in Electrical Engineering from The University of Michigan at Ann Arbor, MI in 1986. He worked as an Assistant Professor in the School of Electrical Engineering and Computer Science at Washington State University, Pullman, WA from 1986 to 1994. Dr. Dogan also served as an Associate Professor in the Department of Electrical Engineering at Tuskegee University, Tuskegee, AL from 1994 to 1998. Dr. Dogan currently works as a full Professor in the Department of Electrical & Computer Engineering at North Carolina A&T State University, Greensboro, NC, where he started as an Associate Professor in 1998.

Under Dr. Dogan's leadership, IEEE Central North Carolina Section initiated the pre-college program called the Teacher In-Service program (TISP) that works with math, science, and technology teachers to promote science and engineering education in middle schools and high schools in Guilford County Public School System. TISP provides hands-on demonstrations and training to teachers in science and technology fields. Currently, he also serves as an IEEE North Carolina Council Vice Chair. He has published over 50 refereed journal/conference papers in his field, and has a one book chapter. Throughout his academic career, Dr. Dogan managed sponsored research projects exceeding \$5M as Principal Investigator or Co-principal Investigator. He continues to serve in various departmental committees and sub-committees including NC A&T State University Research Council, Intellectual Property Committee, Affirmative

Action Committee, and Washington State University Faculty Search Committee. Outside of work, he served as a soccer head coach (under 8 girls) in Auburn Soccer Association. He is married, a father of five, and a proud grandfather of five angels. He enjoys traveling and fly fishing.

Gary L. Leby, PhD.

Dr. Gary Leby is Team NCAT Program Manager, received his BS degree in Mathematics (minor in Computer Science) and the BS degree in Physics in 1980, and earned a MS degree in Physics in 1982, from the University of South Carolina, and a Ph.D. in Electrical Engineering from Clemson University in 1985. In 1985, Dr. Leby accepted the position of Assistant Professor of Electrical Engineering at North Carolina Agricultural and Technical State University. In 1992, he was promoted to Associate Professor, and was appointed Chairperson of Electrical Engineering in 1994. In 1996, Dr. Leby was promoted to Professor. In 1998, he graduated the first doctoral student from North Carolina Agricultural and Technical State University doctoral program. Dr. Leby has graduated 50% of the University's Doctoral Students as of January 2001. Since 1999, he has occupied the Electrical Engineering Research Chair of Excellence in the College of Engineering as a Research Professor. Areas of research include: Artificial Intelligence, Artificial Neural Systems, Complex Adaptive Systems, Parallel Distributed Processing, Machine Intelligence Applications, Data Mining and Power System Modeling.

He recently managed *Minority Institution Technology Support Services (MITSS)*, Defense Information Systems Agency and received funding of \$24,000,000 for 1999-2004.

Ali Tombak, Ph.D.

Dr. Ali Tombak received a B.S. degree in Electrical Engineering from Orta Dogu Technical University (METU), Ankara, Turkey in 1999, a M.Sc. degree in Electrical Engineering from North Carolina State University, Raleigh, NC in 2000, and a Ph.D. degree in Electrical Engineering from The University of Michigan, Ann Arbor, MI in 2004. He worked as a Research Assistant during his graduate study. Dr. Tombak is currently a Senior Design Engineer in the Corporate Research and Development group at RF Micro Devices Inc. (the major supplier of cellular phone power amplifier microchips to the World) in Greensboro, NC. He works on the research and development of new generation power amplifiers for cellular phones.

Dr. Tombak has been a member of the Institute of Electrical and Electronics Engineers (IEEE) and IEEE Microwave Theory and Techniques Society (MTT-S) since 1999, and has been an elected Board of Directors member in Turkish-American Scientists and Scholars Association (TASSA) since 2005. He has authored/co-authored more than 20 journal and conference publications, and has one U.S. patent pending. Dr. Tombak also actively serves as a reviewer for IEEE conferences and MTT-S journals. Dr. Tombak was the recipient of a 1st degree in National Physics Olympiads in Turkey organized by Turkish Scientific and Technical Research Council (TUBITAK) in 1993, the recipient of

Bulent Kerim Altay award at METU in 1996, and the recipient of a 1999 TUBITAK-NATO (North Atlantic Treaty Organization) joint scholarship.

He worked as a Teaching Assistant for a course at The University of Michigan in Fall 2003 semester. Before moving to Greensboro, he served as a Board of Directors member in Horizon Science Academy, a charter school in Toledo, OH. Dr. Tombak is married and has a nine month old daughter.

Mr. Alper Tekten

Mr. Tekten has a teaching background in Math. He holds B.S. in Math from Bogazici University, Istanbul. He continued his education at Georgia Institute of Technology in Atlanta, Georgia taking professional development and business English classes. Then, he started his volunteer internship at Fulton Science Academy (FSA) in Alpharetta, Georgia. During his administrative internship, he was involved in various charter school projects in GA, FL, NC, SC, and TN. He helped two charter schools to be established in Florida. After his internship, he accepted Math teacher position in FSA where he taught 6th grade students at different levels. He was the head coach for Math Olympiad and Future City Design. He received Ediff May Sliffe National Math Teacher Award in January 2008 from American Mathematics Competition. During his teaching, he participated in trainings on Connected Mathematics Project 2 in Michigan State University and differentiated instruction for talented and gifted students in Kennesaw State University. He has been the Assistant Principal at TMSA since the school started in August 2008.

Mr. Hakan Orak, Project Director

Mr. Hakan Orak is the principal at TMSA since the beginning of the school in 2008. He will serve as the project director.

Mr. Orak has a BS degree in Textile Engineering from Istanbul Technical University in 1997. After the college, he worked in Textile Industry for 2 years. He returned to college for his graduate studies in 1999. He received his MS degree from Auburn University in 2001. Then, he started his PhD in Clemson University, which is still in progress.

He started teaching Math in TEACH Charter High School in Atlanta, Georgia in 2006. His students received the highest results in Algebra I EOCT (End-Of-Grade-Test) among all Fulton County students. He accepted the Principal position at TMSA in May 2008. TMSA started education in August 2008. He can talk five languages. He is married with four children.

In addition to our board of directors and administrators, we worked together with several parents, staff members to put the application together. They have been helping develop the School and the school improvement plans and TMSA will continue to seek their collaboration and feedback during the operation of the school.

Performance and Compensation

TMSA teachers are offered annual contracts. Contract renewal and the terms of renewal are dependent on the teachers' performance during the previous academic year. In evaluating the teacher's performance, the School principal considers five

components of effective teaching (e.g., Knowledge of subject matter, knowledge of child development and learning process, presentation skills, student rapport and enthusiasm, professionalism and collegiality). Each teacher will get Superior or better on the rating scale of “below average, average, superior, outstanding, and excellent”.

Faculty Recruiting

The TMSA School strives to recruit and hire teachers who demonstrate a passion for teaching and a depth of knowledge in their subject area. TMSA will meet NC State requirements for highly qualified teachers according to the No Child Left Behind Act (NCLB). NCLB states that 100% of the teachers have degrees and teach in their content areas.

Equitable Access (Section 427 of GEPA)

This project is designed to give access to any of the proposed activities and any of the facilities for and by students, teachers, school staff, and parents regardless of gender, age, race, color, national origin, ethnicity, and physical and mental disability. This project is aiming to provide implementation support for grades K-12 and building costs at Triad Math and Science Academy, in Greensboro, NC.

For Project Participants: School programs and instructional activities are offered by the project staff for all students and participants; and every effort will be made to eliminate unfair barriers to their participating, such as translating written materials from English to Spanish, or Braille. Specialized electronic equipment will be available for those who request it.

Special outreach efforts to bring in at-risk students and their parents or guardians are planned, including special programs and announcements on services available in the community, the school, and at local colleges and universities.

TMSA sends notices annually and timely manner to students, parents and stakeholders to inform them of our school activities, and procedures and remind them of our school services and programs. All students and staff members at TMSA are equally and fairly provided access to school structure, facilities, and programs.

For Project Personnel: The project will follow stringent affirmative action procedures that are mandated by the federal or state statues for hiring personnel, including active recruitment of members of traditionally under-represented groups, documentation of these procedures, and written justification for any hire decisions. TMSA has an affirmative action commitment and philosophy to creating a workforce that reflects the diversity of qualified individuals in the labor market. It is the policy of the school to recruit, hire, train, and promote persons in all job titles, without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or other extraneous consideration not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, demotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.

Employment practices: TMSA encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. We maintain a high dedication to

ensuring equal access and treatment for eligible participants who are members of groups that have traditionally been under-represented based on race, color, national origin, gender, age, or disability.

TMSA provides equal opportunity through affirmative action in employment and educational programs and activities. Equal employment opportunity includes but is not limited to recruitment, hiring, promotion, termination, compensation, and benefits.

TMSA is committed to practicing affirmative action by increasing opportunities at all levels of employment and by increasing participation in programs and activities by all faculty and staff. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, sexual orientation, age, disability, special disabled veterans, other eligible veterans.

8. ASSISTING EDUCATIONALLY DISADVANTAGED

TMSA shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. TMSA shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

TMSA ensures to comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that TMSA makes:

- Enrollment to all children are open, regardless of disability status, which is in compliance with the regulation states that “free appropriate public education is available for exceptional children”
- Assistive technology devices or assistive technology services, or both, are made available to a child with a disability if required as a part of the child's--(1) Special education; (2) Related services; or (3) Supplementary aids and services
- Exceptional children are placed in least restrictive environment
- Each exceptional child has an Individualized Educational Plan (IEP) and IEP team.
- An initial evaluation and reevaluation activities is conducted after parent consent is obtained.
- Annual notices to the parents of exceptional children are given
- Child with special needs is placed in the appropriate special program within 90 calendar days of receipt of a referral, unless the parent refuses to give consent for evaluation or placement.

Curricula for exceptional children follow the curricula adapted for non-exceptional students. However, focus is given to instruction on various subjects, depending on the needs of the individual students. Exceptional students' cognitive, affective, motor and vocational development within the curricular areas are emphasized.

Although learning outcomes for exceptional children is mostly the same with students in general education, some exceptional children may need some accommodations to meet learning outcomes. Therefore, exceptional children are provided additional educational opportunities, depending on types of exceptionally, such as the following:

- Advanced and challenging instruction
- Highly qualified personnel and professional Development
- School Year Extended Programs and Summer Camps:
- Advanced Curriculum Opportunities
- Individualized student instruction
- Extended time and one-one teaching
- Instructional strategies that meet their learning style (e.g., multiple intelligence)
- Tutoring
- Small group instruction
- Different curriculum for students with severe disabilities, who might not meet the learning outcomes in general education

TMSA ensures that all students, regardless of their “intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry” are admitted to the school. Each child with special needs has an Individual Educational Program (IEP). An IEP team for each child consisting of the parents of the child, a regular education teacher of the child, a special education teacher of the child, the child by himself or herself, if appropriate, a representative of the public agency and other individuals as needed. TMSA ensures to carry out the IEP plan and to accommodate the children with special needs at its highest possible potential in a least restrictive environment. Therefore, children with special needs are mainstreamed with children who are not disabled. Children with special needs are in special classes or removed from the regular educational environment if their education cannot be accomplished satisfactorily in regular educational environments due to the nature of the child’s disability.

Triad Math and Science Academy submits any reports as required by the NC State Board of Education. The school accepts to provide free and appropriate education and related services to children with special needs.

Personnel and resources to be utilized: TMSA employs a full time special education teacher in house. All TMSA teachers works in cooperation with and receive guidance from the special education teacher. The school also works with contracted services whenever needed. The number of the contracted services is determined on an individual need basis. The special education teacher and the contracted services are expected to monitor and report all accommodations and service outcomes to school administration. The school provides all necessary amenities, including special books,

technological appliances, educational hearing, vision aids, and other supplies to facilitate the learning process. Precision and efficacy of individualized educational programs is continuously evaluated throughout the school year by TMSA administration.

Assessment of Students with IEPs: Individual Education Plans are developed with the Curriculum Standards and the unique needs of the student in mind. Students with disabilities are assessed regularly to gain information about the academic advancement of their skills within the Standards. These assessments are curriculum-based and sensitive to changes that reflect advancement toward curricular achievement. These curricular-based assessments occur regularly throughout the school year and cover all academic courses.

Students entering TMSA is assessed for the purpose of understanding individual strengths and weaknesses and to identify those students needing specialized instruction or classroom accommodations. The school registration form elicits information from parents regarding prior educational experiences including placement in Special Education. In addition, students will be screened within 45 days of entering TMSA to identify areas of potential weakness observed by classroom teachers.

Students who enter TMSA with a history of Special Education or demonstrate a specific weakness at the initial screening are referred to the Principal to schedule a Student Study Meeting. This meeting is used to discuss what is known about the student and to establish whether further curricular assessment is needed. Students who have a current IEP will receive the specialized instruction and accommodations necessary for academic success. The academic performance of students needing instructional support will be monitored regularly (Progress Reports). Changes in their

academic program will be made to reflect individual difference in individual growth patterns across the curriculum.

Project Narrative

Other

Attachment 1:

Title: **TMSA Charter Contract** Pages: **10** Uploaded File: **TMSA Charter Contract.pdf**

CHARTER

Pursuant to G.S. 115C-238.29A *et seq.* the North Carolina State Board of Education (hereinafter referred to as "SBE") grants **TRIAD MATH AND SCIENCE ACADEMY COMPANY** a Charter to operate **TRIAD Math and Science Academy**, a School (hereinafter collectively referred to as "the School").

1. Term

The Charter is effective on July 1 of the year that final approval is granted, and shall continue for ten (10) years. It shall terminate June 30 of the last year without further notice from or action by the SBE. (This charter is effective July 1, 2008, through June 30, 2018.) The School may apply to renew the Charter pursuant to SBE policies and procedures.

2. Application-Binding

The SBE has reviewed the Application submitted by the School and has approved it subject to adherence to all requirements set forth in this Charter and in the Charter School Act. The Application is fully incorporated in this Charter and all representations and conditions contained in the Application are binding on the School. The School shall immediately submit in writing to the Office of Charter Schools, the SBE and the local board of education in which the School is located, any proposed substantial changes to the Application or the representations or conditions contained in the Application. The SBE reserves the right to reject any proposed changes to the Application once the Application has been approved.

3. Operation of School

The School shall at all times be operated by the board of directors of the non-profit corporation in accordance with G.S. 115C-238.29A *et seq.* and all other applicable laws and regulations.

4. Compliance With Other Laws

The School shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The School shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local. Neither the SBE nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be provided by law or separate contract.

Neither the SBE nor the local board is required to monitor the School for compliance with applicable laws and regulations. The School is required to notify parents, students and staff of the School of the provisions of this paragraph.

5. Tax-Exempt Status

The School understands that, pursuant to G.S. 115C-238.29E(b), it is obligated to obtain federal tax-exempt status no later than twenty-four months from the date the SBE gives final approval of its Application.

6. Enrollment

- a. Admission and enrollment of students shall be as prescribed by the Charter School Act. Failure to adhere to the lottery requirements set forth in G.S. 115C-238.29F(g) is grounds for termination of this Charter.
- b. The School shall report (electronically if the School has the means to report through Student Information Management System or other student data information system as designated by the SBE) the names, addresses, names of the legal custodian of the students, addresses of the legal custodian of the students, and Student ID number of all students enrolled, as required by the SBE. On September 1 of each year or following the 20th day Average Daily Membership (hereinafter referred to as "ADM") headcount, whichever is later, the School will provide to the local boards of education from which it is entitled to receive local funds the above information with regard to any students from those districts enrolled in the School. This information will be provided electronically in a Uniform Education Reporting System approved software or system. When a student withdraws from the School, the School shall promptly notify the local board of education responsible for the attendance area in which the student resides so that the local board may fulfill its legal obligation to verify the student's compliance with compulsory attendance laws.
- c. Enrollment numbers in the application are projections, or estimates, and do not bind the State to fund the School at any particular level.

For the first two years of the initial charter the State will fund the school up to the maximum projected enrollment for each of those years as set forth in the application. However, in subsequent years, the School may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 10% per year based on the previous year's enrollment. Any increase above 10% must be submitted to the Office of Charter Schools and approved by the State Board of Education in accordance with G.S. 115C-238.29D(d).

7. Financial and Governance Warnings

This Charter incorporates by reference, and the School is subject to, State Board Policy EEO-U-006, Policy for Schools on Financial and Governance Noncompliance (effective 04/06/2000), and any subsequent amendments to such Policy. A copy of the Policy may be obtained by contacting the Office of Charter Schools, Department of Public Instruction, Raleigh, NC.

8. Children with Special Needs

- a. As prescribed by the SBE and in accordance with state and federal laws, the School will provide to the SBE the total number of children with special needs, identified in accordance with state and federal laws, enrolled in the School.
- b. The School accepts and understands that for purposes of federal and state law, it is obligated to provide free and appropriate education and related services to children with special needs.

9. Reporting Requirements

The School shall submit such reports as required by the SBE. Failure to submit such reports may be grounds for revocation of the Charter.

10. Technical Assistance

The School may request technical assistance from the SBE in any areas including curriculum matters and financial concerns. In no event is DPI or the SBE responsible for any financial support other than the ADM funding as provided by law.

11. Records

- a. Access

Subject to state and federal laws, the local board of education, the SBE, its agents, and the State Auditor shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student of the School.

- b. Public Records Law

The School is subject to the Public Records Law, Chapter 132 of the General Statutes. This provision is effective upon the SBE's final approval of the School's Application.

c. Student Records

The School is subject to all the provisions of Article 29 of Chapter 115C, entitled "Protective Provisions and Maintenance of Student Records."

12. Insurance and Bonding

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

NC State Board of Education shall be named as an additional insured to liability coverage of said charter school for work and services performed as a charter school.

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

These provisions shall not preclude any School from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.

13. Health, Safety, Welfare

The School shall adhere to all applicable federal, state, and local health and safety laws and regulations. The School shall grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

14. Facilities

Prior to commencing operation of the School, the School shall provide to the SBE a description of the facility, the financing for the facility and evidence from local government inspection authorities that the School's facilities are currently safe (*e.g.*, Certificate of Occupancy for Educational Use). In the event the School subsequently makes substantial changes in its facility or relocates to another facility, it shall comply with the foregoing conditions.

15. Licensed Employees

- a. All employees who hold professional valid licenses issued by the SBE are subject to the rules pertaining to licensed professionals and their licenses may be revoked based on any of the grounds listed in 16 N.C.A.C. 6C. 0312. In addition, licensed administrators are subject to the mandatory reporting requirement if a licensed employee engages in physical or sexual abuse of a child.
- b. Prior to each academic year, and as required by the SBE, the School will report the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the School. Failure to employ at least the number of licensed teachers required by law to teach in the School shall be grounds for revocation of the Charter.
- c. The School understands and agrees that it shall not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students. Violation of this provision will result in immediate revocation of the Charter.
- d. In the case of a School employee who is on leave from employment with the local board pursuant to G.S. 115C-238.29F(e) or its successor statute, the School will notify the local board if such employee is suspended, terminated, asked to resign, or otherwise subjected to disciplinary action because of poor performance or misconduct. The School shall cooperate with the local board and shall provide any information requested concerning such employees.

16. Fees

As prescribed by law, the School shall not charge tuition or fees.

17. Transportation

The School shall provide transportation for students as prescribed by law.

18. Indemnity

The School agrees to indemnify and hold harmless the SBE, DPI, the constituent institutions of the University of North Carolina, and local boards of education, their officers, agents, employees, successors and assigns from all claims, damages, losses and expenses, including attorney's fees, arising out of or resulting from any action of the School caused by any intentional or

negligent act or omission of the School, its officers, agents, employees, and contractors.

19. Student Discipline

- a. The School agrees to and shall comply with Article 27 of Chapter 115C of the General Statutes, except as otherwise provided by law or as may be provided by contract entered into with the local board of education.
- b. The School shall comply with all applicable federal and state laws and regulations governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 *et seq.* and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).
- c. The School shall comply with state and federal due process requirements both in notifying students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the School. If the School suspends a student with special needs, it shall continue to provide to the student all continuing education services to the extent mandated by federal and state laws and regulations. In the event the School suspends or expels a student, the School shall promptly notify local School officials in the School district to which the student would otherwise be assigned. Such notification shall include the student's name, special education status, length of suspension/expulsion and the circumstances giving rise to the suspension or expulsion. At the beginning of each School year, the School shall notify all parents/legal guardians that: "[T]he local board may refuse to admit any student who is suspended or expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S. 115C-391 until the period of suspension or expulsion has expired." (G.S. 115C-238.29B(b)(11)).

20. Instruction

As prescribed by law, the School shall provide a minimum of 180 days of instruction.

21. Criminal Background Checks

The School agrees to conduct thorough background checks on all of its employees. The SBE will conduct criminal history checks as authorized by statute of School personnel responsible for the fiscal affairs of the School. In addition, the SBE may conduct criminal history checks of any School personnel or director when the SBE deems it necessary to protect the financial integrity of the School or when necessary to protect the health and safety of students or employees. Refusal by any individual to submit to a fingerprint

check is grounds for termination of employment and/or revocation of the Charter.

The SBE may consider the refusal of an individual to submit to a fingerprint check in determining whether:

- a. to grant final approval of the Charter application;
- b. to recommend to the School that the individual be denied employment; and/or
- c. to revoke the Charter of the School.

The costs for conducting criminal history checks shall be borne by the School.

22. Open Meetings; Public Records

The School agrees to be subject to the Open Meetings law (Article 33C of Chapter 143 of the General Statutes). This provision is effective upon the SBE's final approval of the School's Application.

23. Assignment

Assignment of the School to another entity is deemed an amendment to the Charter and must have prior written approval of the SBE.

24. Termination of Charter

- a. The SBE may terminate this Charter on any of the following grounds:
 - 1) Failure to meet the requirements for student performance;
 - 2) Failure to meet generally accepted standards of fiscal management;
 - 3) Violation of law;
 - 4) Material violation of any of the conditions, standards, or procedures set forth in the Charter;
 - 5) Two-thirds of the faculty and instructional support personnel at the School request termination or nonrenewal; or
 - 6) Other good cause warranting nonrenewal or termination.
- b. The following procedures will apply to the termination proceedings:
 - 1) When the Leadership for Innovation Committee and/or The NC Department of Public Instruction shall have sufficient information to initiate termination of a Charter, it shall give the School written notice of its intention to recommend revocation of the Charter. The notice will be sent by certified mail, return receipt requested, and shall state in reasonable detail the grounds for the recommendation. If information available to the Committee and/or The NC Department of

Public Instruction indicates that the School's current operation poses an immediate threat to the education, health, safety, or welfare of the School's students or employees or the public, the SBE may take appropriate protective action pending a final decision on the termination of the Charter.

- 2) If the SBE approves the recommendation of the Leadership for Innovation Committee and/or The NC Department of Public Instruction, notice will again be sent as specified in Paragraph (a).

If the School objects to the termination of the Charter, it must, within ten days following the date on which notice of the SBE's action was mailed, deliver to the Office of Charter Schools a written request for a review by the SBE. If the School fails to deliver a timely request for review, the Charter shall terminate on the eleventh day after the date the notice was mailed. If a timely request for a review is made by the School, the Office of Charter Schools will transmit the request to the appropriate Review Panel appointed by the Chair of the SBE. The Review Panel may review the matter with or without a formal hearing. If the Review Panel elects to conduct a hearing, the hearing shall be held within 30 days of receipt of the written request, unless otherwise agreed to by the parties. At the conclusion of its review, the Review Panel shall submit a written recommendation to the SBE. Unless the SBE and the School otherwise agree, the SBE shall make a final decision at its next regularly scheduled meeting.

26. Status of Parties to Charter

This Charter is not intended to create and shall not be interpreted to create employer-employee, contractor-subcontractor, or principal-agent relationships between or among any party or parties to this Charter. "Parties," for purposes of this paragraph only, include the parties to this Charter as well as the local board of education and the Board of Trustees of any constituent institution of the University of North Carolina. No officers, employees, agents, or subcontractors of the School shall be considered officers, employees, agents or subcontractors of the local board of education, the Board of Trustees of any constituent institution of the University of North Carolina, or the SBE.

27. Agreements with Local Boards of Education

This Charter shall not preclude the School from entering into any agreements with the local board of education; provided, no such agreements shall supersede or override any provision of this Charter.

28. Notice

Any notice the School is required or permitted to submit under this Charter shall be delivered to:

**Director, Office of Charter Schools
Department of Public Instruction
MSC 6303
Raleigh, NC 27699-6303**

All faxes sent by the School shall be followed by hard copies postmarked within the next business day of the fax transmittal.

29. Severability

If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of this Charter shall remain in effect, unless the Charter is revoked or relinquished.

30. Non-Endorsement

The School acknowledges that the granting of a Charter in no way represents or implies endorsement by the SBE of any method of instruction, philosophy, practices, curriculum, or pedagogy used by the School or its agents; nor does the granting of this Charter constitute a guarantee by the SBE of the success of the School in providing a learning environment that will improve student achievement.

31. Legislative Action

This Charter and any amendments to it and renewals of it are subject to applicable laws enacted by the General Assembly and shall be deemed amended to reflect applicable changes to those laws. Upon repeal of the statutes authorizing this Charter, this Charter is null and void.

FOR THE SCHOOL:

TRIAD Math and Science Academy

(School Name)

This 23 day of July 2008

Ali Tombak

(Print Name of Board Chair/ President)

[Signature]

(Signature of Board Chair/President)

Sworn to and subscribed before me this 23rd
day of July, 2008.

(Official Seal)

Phyllis K. Todd

Notary Public

My commission expires July 14, 2010.

FOR THE STATE BOARD OF EDUCATION:

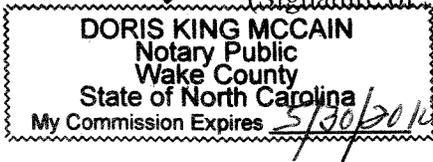
This 11th day of August 2008

June St. Clair Atkinson

(State Superintendent)

June St. Clair Atkinson

(Signature of State Superintendent)



(Official Seal)

Sworn to and subscribed before me this 11th
day of August, 2008.

Doris King McCain

Notary Public

My commission expires May 30, 2010.

Budget Narrative

Budget Narrative

Attachment 1:

Title: **TMSA Budget Narrative** Pages: **2** Uploaded File: **TMSA Budget Narrative.pdf**

TRIAD MATH AND SCIENCE ACADEMY
BUDGET NARRATIVE

Equipment

Instructional Equipment

Item	Number	Unit Price	Total Price
Cafeteria Tables	20	\$ 850.00	\$ 17,000.00
Student Desks	450	\$ 75.00	\$ 33,750.00
Student Chairs	450	\$ 50.00	\$ 22,500.00
Teacher Desks	35	\$ 350.00	\$ 12,250.00
File Cabinets	50	\$ 175.00	\$ 8,750.00
Lockers	350	\$ 75.00	\$ 26,250.00
Classroom Cabinets	33	\$ 1,850.00	\$ 61,050.00
Science Labs	4	\$ 16,000.00	\$ 64,000.00
Library Furniture	1	\$ 15,000.00	\$ 15,000.00
Smartboards	16	\$ 1,250.00	\$ 20,000.00
LCD Projectors	16	\$ 450.00	\$ 7,200.00
Student Laptops	35	\$ 750.00	\$ 26,250.00
Teacher Laptops	35	\$ 750.00	\$ 26,250.00
Computer Lab Desktops	24	\$ 550.00	\$ 13,200.00

Instructional Equipment Total **\$ 353,450.00**

Office Equipment

Item	Number	Unit Price	Total Price
Networking	1	\$ 15,000.00	\$ 15,000.00
Data and Cabling	1	\$ 43,000.00	\$ 43,000.00
Video Security System	1	\$ 42,000.00	\$ 42,000.00
PA System	1	\$ 18,120.00	\$ 18,120.00
Speaker System	1	\$ 20,100.00	\$ 20,100.00
Office Furniture	1	\$ 12,000.00	\$ 12,000.00
HDTVs	5	\$ 1,200.00	\$ 6,000.00

Office Equipment Total **\$ 156,220.00**

Equipment Total **\$ 509,670.00**

Construction

Item	Number	Unit Price	Total Price
PlayGround	1	\$ 27,048.00	\$ 27,048.00

Construction Total **\$ 27,048.00**

Contractual				
	Item	Number	Unit Price	Total Price
	Network Installation	1	\$ 3,000.00	\$ 3,000.00
	Locker installation	350	\$ 21.43	\$ 7,500.00
	Science Lab installation	4	\$ 5,000.00	\$ 20,000.00
	Smartboard installation	16	\$ 296.88	\$ 4,750.00
	LCD Projectors installation	16	\$ 296.88	\$ 4,750.00
	PlayGround Installation	1	\$ 6,688.00	\$ 6,688.00
Contractual Total				\$ 46,688.00
Other				
Instructional Books				
	Item	Number	Unit Price	Total Price
	Textbooks			\$ 45,000.00
	Library Books	1	\$ 15,000.00	\$ 15,000.00
Other total				\$ 60,000.00
GRAND TOTAL			\$	643,406.00