

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**CSP Non-SEA Planning, Program Design, and Implementation (84.282B)**

**CFDA # 84.282B**

**PR/Award # U282B120070**

**Grants.gov Tracking#: GRANT11152672**

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<i>Attachment - 1 (1236-impact regions)</i>	e6
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e7
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e9
<b>4. ED GEPA427 Form</b>	e10
<i>Attachment - 1 (1235-TMSA Section 427 of GEPA)</i>	e11
<b>5. Grants.gov Lobbying Form</b>	e14
<b>6. Dept of Education Supplemental Information for SF-424</b>	e15
<b>7. ED Abstract Narrative Form</b>	e16
<i>Attachment - 1 (1234-Triangle Math and Science Academy-Abstract)</i>	e17
<b>8. Project Narrative Form</b>	e18
<i>Attachment - 1 (1240-Triangle Math and Science Academy Grant Narrative)</i>	e19
<b>9. Other Narrative Form</b>	e129
<i>Attachment - 1 (1238-TMSA 501c3 Approval letter)</i>	e130
<i>Attachment - 2 (1239-SB Approved-Triangle Math and Science Academy 2012 (1))</i>	e133
<b>10. Budget Narrative Form</b>	e142
<i>Attachment - 1 (1237-Triangle Math and Science Academy Budget Narrative)</i>	e143
<b>11. Form FaithBased_SurveyOnEEO-V1.2.pdf</b>	e145
<b>12. Form ED_524_Budget_1_2-V1.2.pdf</b>	e147

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**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="20-8471670"/>	* c. Organizational DUNS: <input type="text" value="0214339970000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="700 CREEK RIDGE RD."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="GREENSBORO"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27406-4802"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="TRIANGLE MATH AND SCIENCE ACAD"/>	Division Name: <input type="text"/>
---	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="ALPER"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="TEKTEN"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(919) 297-8709"/>	Fax Number: <input type="text" value="(919) 651-1418"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

**\* 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:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

PUBLIC CHARTER SCHOOL

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2012-1

Title:

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

impact regions.pdf

Add Attachment

Delete Attachment

View Attachment

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

Triad Math and Science Academy Company is starting its second STEM public charter school in Raleigh, NC. The Company is applying for this grant to use the funds in the implementation of the new school

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant b. Program/Project 

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

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="238,250.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="238,250.00"/>

**\* 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 in attachment.)** Yes  No

If "Yes", provide explanation and attach

**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:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

Wake County, NC

Durham County, NC

Orange County, NC

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Alper Tekten</p>	<p>* TITLE</p> <p>PRINCIPAL</p>
<p>* APPLICANT ORGANIZATION</p> <p>TRIAD MATH AND SCIENCE ACADEMY COMPANY</p>	<p>* DATE SUBMITTED</p> <p>06/06/2012</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: TRIAD MATH AND SCIENCE ACADEMY COMPANY

\* Street 1: 700 CREEK RIDGE RD.    \* Street 2:

\* City: GREENSBORO    \* State: NC: North Carolina    \* Zip: 27406-4802

Congressional District, if known: NC-002

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> DEPARTMENT OF EDUCATION	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1: N/A    \* Street 2:    \* City: N/A    \* State: NC: North Carolina    \* Zip: 27601

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1: N/A    \* Street 2:    \* City: N/A    \* State: NC: North Carolina    \* Zip: 27601

**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 the 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.

\* Signature: Alper Tekten

\* Name: Prefix: Mr.    \* First Name: ALPER    Middle Name:    \* Last Name: TEKTEN    Suffix:    Title: PRINCIPAL    Telephone No.: 9192978709    Date: 06/06/2012

**Federal Use Only:**    Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B120070

**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.

**Optional - You may attach 1 file to this page.**

TMSA Section 427 of GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## 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 implementation costs at Triangle Math and Science Academy, in Raleigh, 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 weekly, monthly, quarterly, 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.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
TRIAD MATH AND SCIENCE ACADEMY COMPANY	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: ALPER Middle Name:
* Last Name: TEKTEN	Suffix:
* Title: PRINCIPAL	
<b>* SIGNATURE:</b> Alper Tekten	<b>* DATE:</b> 06/06/2012

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Mr . ALPER [ ] [ ] TEKTEN [ ]

Address:

\* Street1: 207 E. HARGETT STREET

Street2: [ ]

\* City: RALEIGH

County: WAKE

\* State: NC: North Carolina

\* Zip Code: 27601

\* Country: USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

9192978709 9196511418

Email Address:

INFO@TMSACADEMY.ORG

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**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:**

[ ] Add Attachment Delete Attachment View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## PROJECT ABSTRACT

**Authorized Agent:** Triangle Math and Science Academy (TMSA)

**Authorized Agent Mailing Address:** 207 E. Hargett St., Raleigh NC 27601

**Authorized Representative:** Mr. Alper Tekten, Principal

**Phone:** (919) 297-8709 & **Email:** info@tmsacademy.org

**Need:** From the most gifted to the academically disadvantaged or at-risk students, there is a rising need for educators to serve all students better in Science, Technology, Engineering, and Math (STEM) across the United States. In Wake County, NC parents are looking for alternatives for their children's education, proven by the long student waiting lists for charter schools. According to NC School Report Cards for 10/11 in Wake County, only 18% of elementary, 3% of middle, and 12% of high schools made Adequate Yearly Progress (AYP) as required by NCLB. Need for schools that deliver a rigorous curriculum, focus on accountability, and actively participate in competitive extra-curricular programs have been even a larger concern of all educators and stakeholders. Therefore, new and promising educational approaches, especially focusing on STEM, should be explored or supported.

**Project:** This project is aiming to provide implementation support for K-12 grades and building costs at TMSA, in Raleigh, NC. TMSA has been approved by NC Board of Education on March 1<sup>st</sup> 2012 to open its doors in August 2012. We have only relied on community and parental support to recruit students and staff and prepare to open in such a short period of time. The school will continue to use this support, prepare its classes with furniture, equipment, materials, and supplies. Our focus on STEM would greatly benefit from this grant to provide the teachers and the students with necessary tools and equipment to be successful. .

Furthermore, The Charter School program funds will be used to offset basic costs, such as textbooks, desks, computers, curriculum materials, technology needs, science lab equipment, and other necessary equipment and materials, in able to run an effective, high quality K-12 public school in Wake County. Most importantly, we are requesting funds to 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 Olympiad, Lego league, science competitions and Olympiads, Future City Design 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 \$ 778,193.00 for the first three school years.**

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

---

To add more Project Narrative File attachments, please use the attachment buttons below.

**APPLICATION FOR GRANT UNDER THE CHARTER SCHOOL PROGRAM**

---

**CFDA NUMBER: 84.282B**



**Submitted By**

**Triangle Math and Science Academy**

**207 E. Hargett Street, Raleigh, NC 27601**

A public not-for-profit corporation under contract with  
The North Carolina State Board of Education

**6/6/2012**

## Table of Contents

I.	ABSTRACT.....	4
II.	COMPETITIVE PREFERENCE PRIORITIES.....	6
II.A.	Improving Achievement and High School Graduation Rates.....	6
II.B.	Promoting Diversity .....	6
II.C.	Improving Productivity.....	7
II.D.	Support for Military Families .....	7
II.E.	Serving Students from Persistently Low-Performing Schools.....	7
III.	APPLICATION REQUIREMENTS.....	8
III.A.	Educational Program:.....	8
III.B.	School Management .....	30
III.C.	School Objectives.....	32
III.C.1.	PERFORMANCE MEASUREMENT AT THE SCHOOL.....	35
III.D.	Administrative Relationship.....	38
III.E.	Parent Involvement and Community Participation .....	41
III.F.	Operation of the School.....	44
III.G.	Waivers .....	45
III.H.	Description of Use of Grant Funds.....	45
III.I.	Recruitment of Students.....	46
III.J.	Compliance with idea.....	50
III.K.	Dissemination Funds.....	57
IV.	APPENDICES .....	58
IV.A.	Charter Approval Letter .....	59
IV.B.	Sample Charter Contract.....	62
IV.C.	Articles of Incorporation .....	77
IV.D.	501(c)(3) Approval Letter.....	84
IV.E.	Board Member Resumes .....	88
IV.F.	Principal’s Resume .....	104
IV.G.	D/B/A Record with Wake County .....	106
IV.H.	Budget Narrative.....	108



## I. ABSTRACT

**Authorized Agent:** Triangle Math and Science Academy (TMSA)

**Authorized Representative:** Mr. Alper Tekten, Principal

**Authorized Agent Mailing Address:** 207 E. Hargett St., Raleigh NC 27601

**Phone:** (919) 297-8709 & **Email:** info@tmsacademy.org

**Need:** From the most gifted to the academically disadvantaged or at-risk students, there is a rising need for educators to serve all students better in Science, Technology, Engineering, and Math (STEM) across the United States. In Wake County, NC parents are looking for alternatives for their children's education, proven by the long student waiting lists for charter schools. According to NC School Report Cards for 10/11 in Wake County, only 18% of elementary, 3% of middle, and 12% of high schools made Adequate Yearly Progress (AYP) as required by NCLB. Need for schools that deliver a rigorous curriculum, focus on accountability, and actively participate in competitive extra-curricular programs have been even a larger concern of all educators and stakeholders. Therefore, new and promising educational approaches, especially focusing on STEM, should be explored or supported.

**Project:** This project is aiming to provide implementation support for K-12 grades and building costs at TMSA, in Raleigh, NC. TMSA has been approved by NC Board of Education on March 1<sup>st</sup> 2012 to open its doors in August 2012. We have only relied on community and parental support to recruit students and staff and prepare to open in such a short period of time. The school will continue to use this support, prepare its classes with furniture, equipment, materials, and supplies. Our focus on STEM would greatly benefit from this grant to provide the teachers and the students with necessary tools and equipment to be successful. .

Furthermore, The Charter School program funds will be used to offset basic costs, such as textbooks, desks, computers, curriculum materials, technology needs, science lab equipment, and other necessary equipment and materials, in able to run an effective, high quality K-12 public school in Wake County. Most importantly, we are requesting funds to 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 Olympiad, Lego league, science competitions and Olympiads, Future City Design 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 \$ 778,193.00 for the first three school years.**

## **II. COMPETITIVE PREFERENCE PRIORITIES**

**In order to receive preference under priorities A through E, an applicant must (a) identify the priority or priorities that it believe it meets; (b) describe, in detail, how it meets the priority or priorities; and (c) provide documentation in support of its claims, including citations and examples from its State’s charter school law, regulations, or policies.**

### **II.A. IMPROVING ACHIEVEMENT AND HIGH SCHOOL GRADUATION RATES**

Applying the Triad Math and Science Academy model, Triangle Math and Science Academy will ensure students make expected progress towards successful high school graduation and college acceptance. As of now, the unofficial dropout rate for Triad Math and Science Academy is 0%. The teaching approach that encourages high student participation; the strong curriculum in all essential core subject areas; school-family-community partnership; and extended before school, after school, weekend and summer programs are some of the key concepts promoting high school graduation and college acceptance.

### **II.B. PROMOTING DIVERSITY**

Diversity is not only a motivating factor, but also an essential element in a well-rounded education. We will promote diversity thru the student and faculty application and admission

processes. Students from different backgrounds will be reached thru community activities and will be informed about the schools thru materials translated into different languages and distributed at different locations such as libraries, community centers, churches and cultural centers.

### **II.C. IMPROVING PRODUCTIVITY**

Teachers will be given the opportunity to regularly attend in school and out school seminars and workshops given by educational experts to improve their teaching methodologies. Teachers will excel in time management and differentiated instruction, and assessment; and enhance technology skills by attending these seminars. For example, using online textbooks, using online tools for communication and assessment will increase teachers' and students' productivities financially and time wise. As a result, student learning will improve through efficient and increased student-teacher communication and interaction.

### **II.D. SUPPORT FOR MILITARY FAMILIES**

N/A

### **II.E. SERVING STUDENTS FROM PERSISTENTLY LOW-PERFORMING SCHOOLS.**

According to the 2010-2011 NC School report cards, only 18 % of the elementary, 3% of the middle schools, and 12% of the high schools in Wake County made the AYP under the federal No Child Left Behind. TMSA aim to make the AYP through the strong curriculum, highly qualified teachers, enhanced parent involvement, and improved community partnership.

### **III. APPLICATION REQUIREMENTS**

**All non-SEA applicants applying for CSP grant funds must address both the APPLICATION REQUIREMENTS and the SELECTION CRITERIA.**

**Each non-SEA applicant applying for CSP grant funds may choose to respond to the application requirements in the context of the applicant's response to the selection criteria.**

#### **III.A. EDUCATIONAL PROGRAM:**

**Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;**

The mission of Triangle Math and Science Academy (TMSA) is to prepare students to become competent, responsible and successful individuals in our globalized and technology-based society through a strong academic program, school-family-community partnerships, and strong teacher-student relationships.

**Educational theory, foundation of the model and proposed innovative offerings.**

The educational theory and foundation of TMSA is built upon the following assumptions:

- All children can learn

- All students will have equal access to program and experience regardless of sex, race, ethnicity, disabling condition
- All students are entitled to respect and dignity for who they are”<sup>1</sup>

Founders of TMSA rely on a pedagogy taking its roots from educational philosophers and learning theorists such as Dewey, Piaget, Vygotsky, Gardner, and Bronfenbrenner and relying on evidence-based approaches and curricula for its operations, believes that:

- Learning is a continuing and vital process and requires active participation. The purpose for learning does not lie only in the future. Skills, knowledge, and experiences must have meaning in the present as well.
- The student is the starting point, the center and the end<sup>2</sup>. She/he needs to explore, manipulate, experiment, question, and search out answers for themselves. Activity is essential<sup>3</sup>.
- Teaching refers to relating to students and relating the curriculum to their lives. Culture and the nature of interaction between the student and knowledgeable members of the culture are important and have primary roles on students’ learning<sup>4</sup>.
- A student’s learning should be facilitated through *scaffolding* in his *zone of proximal development* by a more skilled adult or peer. The teacher is the mediator, guide,

---

<sup>1</sup> Bergman, A.B. (1998). *A survival kit for the elementary school principal*. Paramus, N.J: Prentice Hall

<sup>2</sup> Dworkin, M. S. (Ed.). (1965). *Dewey on education: selections*. New York: Teachers College Press.

<sup>3</sup> Smith, D. (1987). *A practical guide to play, Piaget and language in preprimary hearing impaired programs*. ERIC document reproduction service no: ED286293.

<sup>4</sup> Gredler, G. R. (1992). *School readiness: Assessment and educational issues*. Brandon, VT: Clinical Psychology Publishing

mentor and actuator<sup>5</sup>. Therefore, educational activity requires careful pedagogical guidance.

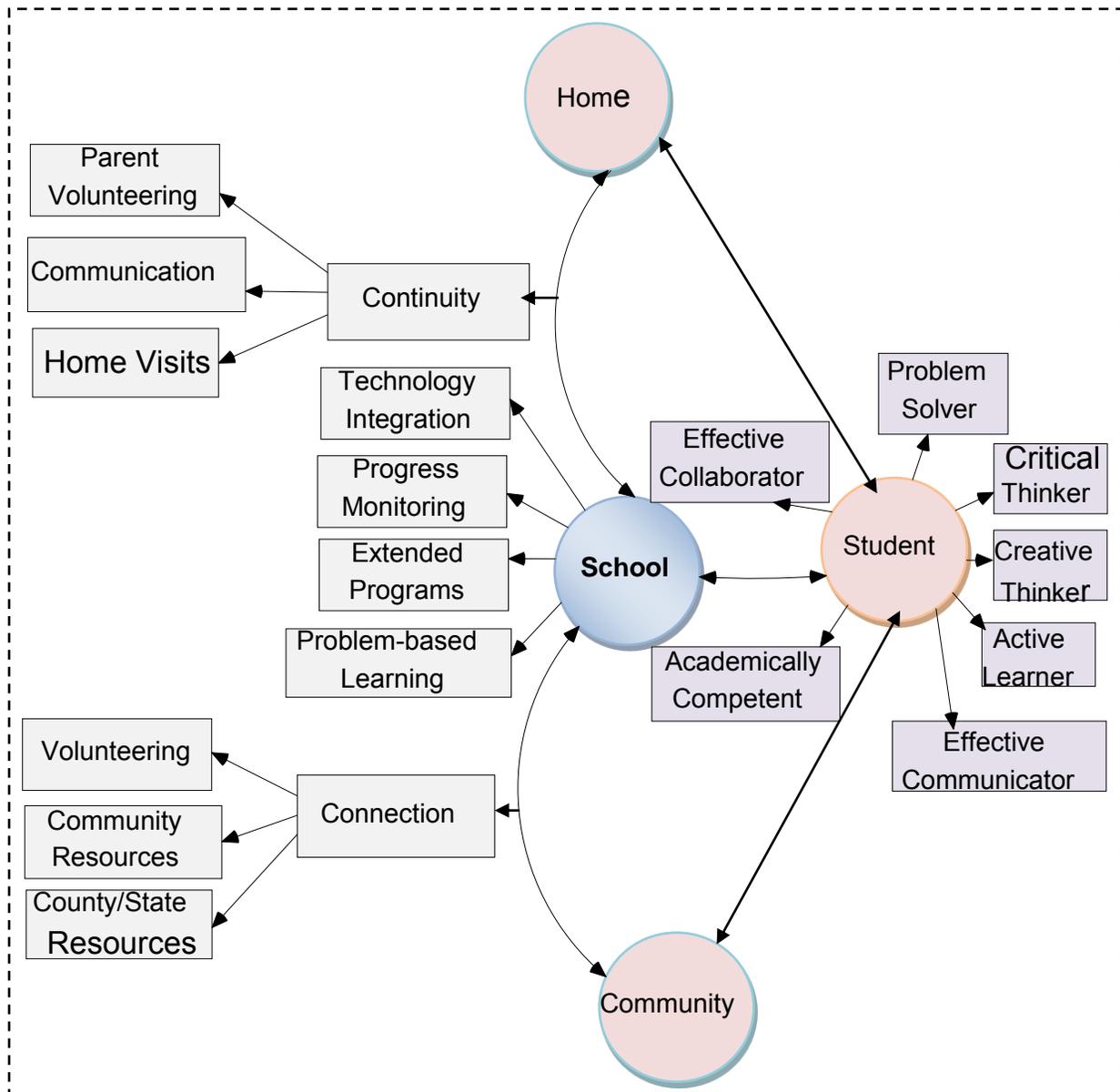
Students bring diverse skills, perceptions and experiences with them as they come to school. While some come with strong academic skills and with an enthusiasm to read and learn, educators may need to invest more time and energy in and develop different strategies for those who come with weaker academic skills or lower motivation. No doubt each student's need and source of motivation may be different. To meet the needs of students with diverse skills, TMSA believes that a strong curriculum is critical. Nonetheless, implementation of the curriculum also has profound effects on students' learning and development. Thus, a well-designed curriculum implemented by a caring, competent and dedicated instructional team, embedded in a sustained, high quality teacher-student relationship is fundamental to achieve the mission of TMSA.

TMSA's educational philosophy is based upon the maximum connection and continuity among school, home and community to prepare students with strong academic and higher order skills. As illustrated in the following figure (Figure 1), continuity between home and school is facilitated through parent volunteering, communication and home visits. The connection with the community will be facilitated through collaboration with local institutions such as universities, colleges, Wake County educational institutions. In addition to continuity between home and school and connection between community and school, innovative instructional methods will be

---

<sup>5</sup> Wink, J. & Putney, L. G. (2001). *A vision of Vygotsky*. Boston: Allyn and Bacon.

implemented by well-rounded teachers, administrators and staff. As a result, students will reach their maximum potential to contribute to the globalized and changing society.



**Figure 1. Framework of Triangle Math and Science Academy (TMSA) Model.**

## **CURRICULUM DESIGN AND INSTRUCTIONAL METHODOLOGY**

TMSA's curriculum has been adopted from *Triad Math and Science Academy* model, a charter school in Guilford County under NC Charter School Law and our sister school. This model employs an inquiry-based curriculum, which is research-based and has been proven through extensive field studies across the nation. These studies showed that the curriculum has improved student learning and has been found appropriate for all student populations, including at-risk of academic failure and academically-gifted students.

Using the Triad Math and Science Academy model, TMSA will ensure students make expected progress towards successful high school graduation and college acceptance. As of now, the unofficial dropout rate for Triad Math and Science Academy is 0%. The teaching approach that encourages high student participation; the strong curriculum in all essential core subject areas; school-family-community partnership; and extended before school, after school, weekend and summer programs are some of the key concepts promoting high school graduation and college acceptance. Each concept is explained in detail below. In addition to promoting high school graduation and college acceptance, the instructional approach and school environment will sharpen students' skills and prepare them to pursue a high profile career, preferably a STEM career through our Technology Integrated Education and Advanced Studies Programs.

## Teaching Approach

TMSA's teaching approach includes culturally responsive teaching by (1) acknowledging the cultural differences as they affect students' dispositions, attitudes, and approaches to learning, (2) incorporating cultural differences as the content to be taught in the formal curriculum and (3) using instructional strategies that meet the needs of students with different learning styles<sup>6</sup>. Thus, the learning environment will be positive and encouraging, and based on mutual respect, responsibility, and caring.

Teachers meet the students where they are. Learning activities will be built to meet students' existing needs, and take the student to a higher level, since high and reasonable expectations will be held for all students. To accomplish this goal, students will be given assignments that are challenging, but can be accomplished.

Active engagement of students is also critical. Every student will be provided with opportunities to develop and learn. Students will be actively involved in their learning by doing, writing, making, debating, role playing, brainstorming, discussing, designing, problem solving, creating, demonstrating, and so on.

---

<sup>6</sup> Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

Problem-based learning: As opposed to rote memorization of the knowledge students will apply knowledge in-real life situations and solve problems, through problem-based learning <sup>7</sup>. Using problem-based learning prepares students to be effective communicators, effective collaborators, critical and creative thinkers and active learners.

## **Curriculum Design**

TMSA' approach to curriculum design stems from two definitions of the curriculum. First, curriculum is the written plan with the course of study. Secondly, the broader definition of the curriculum is inclusive of basic assumptions of nature of learning, social interactions, instructional environment and ways of knowing. Considering both definitions, TMSA's approach to curriculum design is a "whole pupil" approach that refers to facilitating students' learning in cognitive, affective and psychomotor domains and developing skills and attitudes that TMSA envisions<sup>8</sup> for its students to acquire.

TMSA curriculum in the core subjects is to be designed to answer the following three questions:

1. What is worth knowing?
2. What is best practice?
3. What constitutes excellent performance?

---

<sup>7</sup> Boud, D. & Feletti, G. (1999). *The challenge of problem-based learning*. (2nd Ed.), London: Kogan Page.

<sup>8</sup> Please see the mission statement for TMSA' vision and mission.

### What is worth of knowing? – Courses of Study

The curriculum and assessment will be aligned with the North Carolina Standard Course of Study and Common Core Standards. Therefore, the following core knowledge in science, mathematics and language arts at elementary, middle, and high school level is targeted:

<i>ELEMENTARY SCHOOL: KINDERGARTEN -5<sup>th</sup> GRADE</i>	
Science	<ul style="list-style-type: none"> <li>• Animals and their life cycles, animal behavior and adaptation, plant growth and adaptations, interdependence of plants and animals</li> <li>• Earth materials, soil properties, composition and uses of rocks and minerals, landforms</li> <li>• Weather, changes in weather, climate, earth, moon and sun system</li> <li>• Living and nonliving objects, characteristics and properties, needs of living organisms, need for food and materials for growth and repair of the body.</li> <li>• The properties and relationship of objects, balance, motion and weighing of objects, concepts of sound, magnetism and electricity, forces and motion in technological designs</li> <li>• Form and function of the skeletal and muscle systems of the human body</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Number sense</li> <li>• Calendar</li> <li>• Length, time, capacity and mass</li> <li>• Shapes</li> </ul>

	<ul style="list-style-type: none"> <li>• Create and extend patterns</li> <li>• Sort and classify</li> <li>• Measurement</li> <li>• Collecting and displaying data</li> <li>• Symmetry and congruence</li> <li>• Probability</li> <li>• Pictographs</li> <li>• Addition, subtraction, multiplication, division</li> <li>• Non-negative rational numbers</li> <li>• Permutations and combinations</li> <li>• Perimeter and area</li> <li>• Median, mode, and range</li> <li>• Transformation</li> <li>• Simple equations and inequalities</li> </ul>
<p>Language  Arts</p>	<p><u>5 Competencies:</u> Word recognition/vocabulary, comprehension, connections, products, grammar and language conventions</p> <p><u>Fiction:</u> Picture books, Caption books, Storybooks, Short chapter books, Short stories, Novels, Fantasies, Fairy tales and Fables, Legends, Novels, Folklore and Science fiction, Tall tales, Myths</p> <p><u>Nonfiction:</u> Short informational texts, Newspapers, Telephone books, Signs/labels, Biographies, Letters and Articles, Procedures/instructions, Charts,</p>

	<p>Autobiographies, Informational books, Diaries and Journals, True experiences, Newspapers and Magazines Schedules</p> <p><u>Poetry:</u> Nursery rhymes, Word plays and Finger plays, Short poems, Word plays (alliteration/rhyme), Proverbs, Riddles, Limericks, Simple poems, Concrete poems, Haiku, Narrative Lyric, Cinquain</p> <p><u>Drama:</u> Puppet plays, Reenactments of familiar stories, Skits, Plays</p> <ul style="list-style-type: none"><li>• book and print awareness</li><li>• phonemic awareness and knowledge of alphabetic principle</li><li>• decoding and word recognition, reading, fluency</li><li>• conventions of print</li><li>• Sense of story, predictions, the sequence of events in a story, listening to and re-visiting stories, discussing, illustrating, and dramatizing stories, discovering relationships, oral-graphic directions</li><li>• Types of books and selections, distinguish fantasy from reality when reading text,</li><li>• fiction, nonfiction, poetry, and drama</li><li>• literary language</li><li>• attending to oral presentations, sharing</li><li>• taking turns expressing ideas and asking questions</li><li>• Spelling</li><li>• Handwriting</li></ul>
--	---

MIDDLE SCHOOL: GRADES 6-8	
Science	<ul style="list-style-type: none"> <li>• Geological cycles, forces, processes, and agents, the lithosphere.</li> <li>• Cycling of matter</li> <li>• Solar System, atmosphere, hydrosphere</li> <li>• Energy transfer and/or transformation</li> <li>• Population Dynamics</li> <li>• Nature of human body system</li> <li>• Chemistry</li> <li>• Cell theory</li> <li>• Microbiology</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Real numbers</li> <li>• Negative rational numbers</li> <li>• Addition, subtraction, multiplication, division</li> <li>• Ratio, probability and percent</li> <li>• Number properties</li> <li>• Transformation</li> <li>• Perimeter and area</li> <li>• Mean, median, mode, and range</li> <li>• Equations and inequalities</li> <li>• Graphs</li> <li>• Volume and surface area</li> <li>• Factors and multiples</li> </ul>

	<ul style="list-style-type: none"> <li>• Linear functions, slope</li> </ul>
<p>Language  Arts</p>	<p><u>Five Goals:</u> Expressive, informational, argumentative, critical, grammar/language usage, literary</p> <ul style="list-style-type: none"> <li>• Narrate an expressive account (e.g., fictional or autobiographical) which:</li> <li>• Expressive materials that are read, heard, and/or viewed by:</li> <li>• Appropriate interaction</li> <li>• Reflecting on learning experiences</li> <li>• Informational materials, multiple sources of print and non-print information, arguments</li> <li>• Quality, purpose, and critique of communication</li> <li>• The characteristics of literary genres (fiction, nonfiction, drama, and poetry)</li> <li>• Reading Fluency</li> <li>• Comprehension</li> <li>• Conventions of writing, grammar, and spoken expression</li> <li>• Editing</li> </ul>
<p>HIGH SCHOOL: GRADES 9-12</p>	
<p>Science</p>	<p>Grade level content, inquiry, and high order thinking skills on the following courses</p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Earth/Environmental</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical Science</li> <li>• Physics</li> </ul>
Mathematics	<p>Grade level content, inquiry, and high order thinking skills on the following courses</p> <ul style="list-style-type: none"> <li>• Introductory Mathematics</li> <li>• Algebra I &amp;II</li> <li>• Geometry</li> <li>• Technical Mathematics I &amp; II</li> <li>• Advanced Function</li> <li>• Discrete Mathematics</li> <li>• Pre-calculus</li> <li>• Integrated Mathematics I, II, III, IV</li> </ul>
Language  Arts	<p><b>English I:</b></p> <ul style="list-style-type: none"> <li>• Narrate personal experiences that offer an audience:</li> <li>• Reflections to variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses</li> <li>• Increasingly complex print and non-print expressive texts</li> <li>• Effectiveness of communication</li> <li>• Read and critique various genres</li> </ul> <p><b>English II</b></p> <ul style="list-style-type: none"> <li>• Produce reminiscences (about a person, event, object, place, animal)</li> </ul>

- Reflections to variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, Monologues, personal responses
- Increasingly complex print and non-print expressive texts
- Cause/effect relationship among events
- Posing questions prompted by texts
- Controversial issues
- Editorials
- Responses to issues
- Interpreting real world events
- Thematic connections
- Evaluate and analyze the information, explanations, or ideas
- World literature
- Conventional written and spoken expression

### **English III**

- Create memoirs
- Reflect and respond to text
- Read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus
- Research and analyze ideas, events, and/or movements related to United States culture
- Examine and explain how culture influences language through projects
- Persuasive use of language

- Use argumentation
- Interpret meaning for an audience
- Develop thematic connections among works by
- Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents
- Interpret the significance of literary movements
- Analyze the relationships among United States authors and their works by
- Conventions of language
- Errors and editing

#### **English IV**

- Compose reflective texts
- Respond to texts
- Read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus
- Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world
- Analyze general principles
- Compose texts (in print and non-print media) that help the audience understand a principle or theory
- Research and define issues of public concern by:
- Organize and deliver an argument so that an intended audience respects it
- Develop critiques

	<ul style="list-style-type: none"> <li>• Explore British literature</li> <li>• Extend engagement with selected works of British literature</li> <li>• Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately</li> <li>• Discern and correct errors in speaking and writing</li> </ul>
--	---

### What is the best practice?

Well-defined and implemented curriculum: Center for Science, Mathematics, and Engineering Education emphasize the “*importance of defining and coordinating [mathematics and science] curricula across the 13-year span — based on standards in use by local school districts — as a way to improve the quality of education*”<sup>9</sup>. TMSA will use standards-based mathematics, science and language arts curriculum, supported by National Science Foundation and research.

All core subject areas are essential in students’ learning in all grade levels. Nonetheless, learning to read is the most important skill students need to learn to be successful in school and life. Students with strong language and literacy skills at early grades develop stronger language and literacy skills and perform better on academic tests. Therefore, the first years of school are critical for students to be proficient and skilled readers. Language art curriculum which

---

<sup>9</sup> Center for Science, Mathematics, and Engineering Education (CSMEE; 1999). Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards

facilitates students' proficiency in the five essential components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension- identified by National Reading Panel (2000)<sup>10</sup> will be implemented. Strength of this curricular focus is its scope which aims not only to teach word decoding and read fluently, but also develop comprehension and vocabulary skills.

In addition, early years are important for building strong mathematics skills. Students with stronger mathematics skills at early grades perform better on mathematics and reading tests in upper grades. Thus, the focus of the:

Grades K-3 is to build a strong language and literacy skills and mathematics skills. Science and social studies are naturally integrated thorough themes. All the instructions will be supported by the technology.

Grades 4-5: Focus starts shifting from general elementary education towards more science related classroom activities and advanced mathematics while NC Standard Course of Study are followed.

---

<sup>10</sup> National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction [on-line]*.  
<http://www.nichd.nih.gov/publications/nrp/report.cfm>.

Grades 6-8, besides all core subject areas (NC Standard Course of Study and Common Core Standards), will have a strong focus on science and mathematics skills through integrated technology.

Grades 9-12 will be to develop a focused science, mathematics and technology skills towards higher education. Students will be guided to help choose STEM career pathways and follow college preparatory programs.

Technology-supported instruction/ Innovative and sustainable uses of technology: Traditional methods of teaching where one-way-flow of information from teacher (sender) to student (receiver) and students are assigned a passive role, have limited effectiveness in current needs of global economy. Thus, technology will be paired with instructional strategies such as project-based instruction, where students use *high-order thinking and problem solving skills*. It will also be a tool for *inquiry-based* learning in that students will acquire skills to access to a wide array of information resources and differentiate useful information from useless, important from unimportant, and reliable from unreliable. They will use *technology to build* small projects (robots, devices), *to present* their projects, work and assignments and *to communicate* with experts, classmates, teachers and individuals around the world. The uses of technology will be in innovative form tracking the changes on development of new technological tools as well as pursuing the innovative uses of existing techniques and technologies. To make this use of technology sustainable, the cost and effectiveness of any technology use will be considered before making decisions about purchasing technologies and using new techniques.

Assessment-Driven Instruction: Students' progress will be monitored via an online Progress Monitoring System (PMS) where teachers could access and analyze students' assessments results and use these results for educational and instructional planning. This will also meet the accountability requirement of No Child Left Behind (NCLB) legislation<sup>11</sup> requirement with an easy access to the data and use the data to inform educational decisions.

Cognitively oriented instruction<sup>12</sup>: This type of instruction refers to instruction that promotes the use of metacognitive skills, such as reflecting their own thinking process, and developing effective learning strategies. This will be achieved when students are provided opportunities to solve problems, reflect on the process of task and use critical thinking skills.

Balanced small group, whole class and pair instruction: Whole class, small group and pair instruction, each, has been found to be effective by the research if used effectively and in a balanced way. Students will work in small groups collaboratively, where each member is valued and contributing. Also, they will work as pairs and be instructed as whole class.

---

<sup>11</sup> Wayman, J.C. (2005). Involving teachers in data driven decision making: Using Computer Data Systems to Support Teacher Inquiry and Reflection. *Journal Of Education For Students Placed At Risk*, 10(3), 295–308.

<sup>12</sup> Snow, D. (2003). *Noteworthy perspectives: Classroom strategies for helping at-risk students* (rev. ed.). Aurora, CO: Mid-continent Research for Education and Learning.

Peer tutoring and tutoring: Peer tutoring is when a pair of students at the same or close levels work together. Tutoring is when a pair of students, the ability level of one of whom is higher than the other one, works together. The peer tutoring and tutoring strategies will be used to provide additional learning opportunities for students at risk of academic failure. Teachers will structure, monitor, and initiate the tutoring process and students will be prepared for the process<sup>13</sup>.

Characteristics of the physical learning environment: The physical learning environment will be created with a variety of interest centers where children can pursue special projects. The materials will be stored in enough space and at the students' eye level so that students can access easily. There will be quiet area designated for reading, a library, musical instruments and art materials. In addition there will be places allocated for scientific activities, such as taking care of animals and plants. Students in the classroom work with paper, cardboard, wood, leather, cloth, yarns, clay and sand, and the metals, with and without tools by employing the process of folding, cutting, pricking, measuring, molding, modeling, pattern-making, heating and cooling, and the operations characteristic of such tools as the hammer, saw, file, etc. Students are provided with active occupations such as outdoor excursions, gardening, cooking, sewing, printing, book-binding, weaving, painting, drawing, singing, dramatization, story-telling, reading and writing.

---

<sup>13</sup> Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M. (2002). Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices. Aurora, CO: Mid-Continent Research for Education and Learning

School-family-community partnership: Students are part of the systems surrounding them and they influence and are influenced by those systems. In addition, those systems are interrelated and interdependent. Studies have found benefits for students and schools when those systems communicate and connected with each other. Among the benefits for students are<sup>14</sup>:

- (1) higher grades and test scores,
- (2) better attendance and more homework done,
- (3) fewer placements in special education,
- (4) more positive attitudes and behavior,
- (5) higher graduation rates, and
- (6) greater enrollment in postsecondary education.

Among the benefits for schools are :

- (1) improved teacher morale,
- (2) higher ratings of teachers by parents,
- (3) more support from families,
- (4) higher student achievement,
- (5) better reputations in the community."

---

<sup>14</sup> Henderson, A. T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement* (A report from the National Committee for Citizens in Education). Washington, DC: Center for Law and Education.

Thus, TMSA believes the importance of school, family and community partnership. Consequently, various strategies to partnership with families and community will be applied.

### **What constitutes excellent performance?**

This question forms the basis for the assessment. Assessment will be ongoing part of the instruction. As it is explained in this proposal in several other places above, an assessment-guided instruction approach will be followed. Multiple assessments combining the authentic assessments, performance task and standardized test, including state and district mandated tests, formative and summative assessments, will be utilized. These assessment techniques will also match to the learning. Rubrics for the performance assessments will be provided.

### **School Curricula**

The primary criterion for selection of a curriculum at TMSA is how well any curriculum being considered is going to serve our students. TMSA will consider and use primarily research proven curriculum that is appropriate with the school's mission and goals. Following the school's curriculum review processes, curriculum change or adoption decisions will be made after consulting with teachers, instructional teams, parents, and educators. To illustrate, some of the curricula chosen by the school for implementation at the beginning of the school are the following or similar ones.

- Saxon Math (K-5),

- Saxon Phonics & Spelling (K-3).
- Science and Technology for Children (K-5),
- Science and Technology Concepts for Middle School (6-8),
- Connected Mathematics Project (6-8),
- College Preparatory Mathematics (9-12)

### **Extended before school, after school, weekend and summer programs**

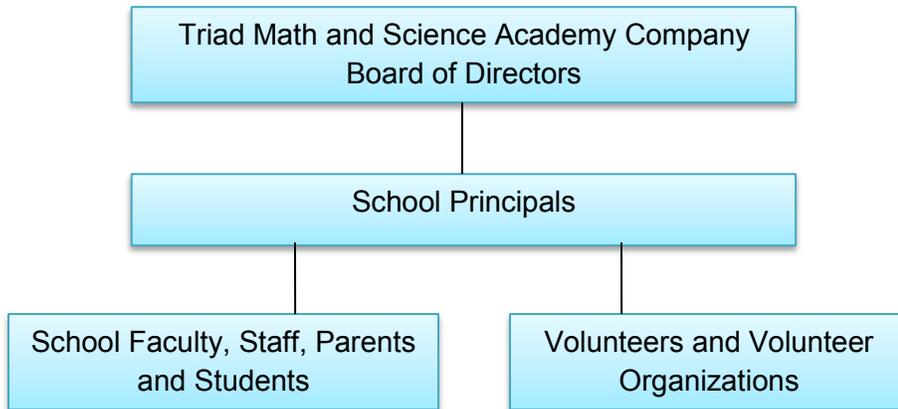
During the school-year, the Triangle Math and Science Academy will provide before school, after school and weekend programs where various instructional support and extra-curricular activities will be implemented. Additional instructional support will be offered during the summer to prepare students who may be at the edge for the next year and to minimize the summer lost.

## **III.B. SCHOOL MANAGEMENT**

### **Describe how the charter school will be managed;**

The Triad Math and Science Academy Company's board oversees operations at the Triangle and Triad Math and Science Academy schools located at Wake and Guilford counties. There are currently seven board members, which are from diverse educational and ethnic backgrounds and balanced to represent both counties. Triad Math and Science Academy is an operating school for the last 4 years and had been designated as school of distinction by the DPI of North Carolina. Triangle Math and Science Academy will open its doors to students in Fall 2012 and will replicate the educational standards and curriculum of the sister school in Guilford County. The board meets monthly in school locations and broadcast the meeting in school buildings in order

to accommodate parent involvement from each school. Board meetings' agenda and minutes are available for public review at each school's front desk.



The governing board adopts its policies in accordance with the local, state and federal regulations. As illustrated by the chart below the TMSA board oversees and guides Triangle Math and Science Academy through the school principal. Board supervises the principal and provides with the resources that is needed to run the school day to day basis and succeed its mission.

The board also resolves appeals made by staff members, students, and parents in the cases of disputes. The principal communicates and presents the requested reports to DPI when the need arises.

### **III.C. SCHOOL OBJECTIVES**

**Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.**

#### **Academic 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 Wake 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 Wake 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 Wake 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 Wake 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 Wake 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 Wake 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 Wake 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 Wake County School District.

### **Non-Academic Objectives**

- Students will demonstrate exemplary attendance rates encouraged through the principles of character education.
- Students will be effective community leaders who will be actively engaged in their school and community, raising awareness of problem issues and contributing to resolutions, like the Student Council and the National Honor Society.
- Students will develop self-esteem, and overcome social-anxieties by engaging in performing arts, musical performances, and other professional performances. The school will establish a big variety of non-academic clubs. Students will be encouraged to participate at least one club per quarter.
- Students will effectively utilize methods and principles learned in health and PE classes, in order to keep their minds and bodies healthy.

- Students will respect and recognize gender differences, including different styles of learning, thinking and acting, through co-educational extracurricular activities.
- The school will maintain healthy finances and practice effective use of resources through the commitment and professionalism of active Board of Directors.
- The school will establish strong bridges between parents and local organizations through community outreach and partnerships related to science projects.
- The school will foster a dynamic and successful educational environment that retains quality teachers, promotes professional development, and maintains a high level of parental involvement.

Extended programs: Research has shown that well-designed before and after school programs and extended weekend programs improve students' academic skills, enhance students' social and emotional well-being, and reduce rates of substance abuse, juvenile crime and vandalism. Before and after school programs and extended weekend programs, some at no cost, will be offered. These programs will offer various activities such as homework help, tutoring, foreign language learning, sports, music and art.

### **III.C.1. 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 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:**

- End of Grade Tests (EOGs) -Mathematics and Reading Comprehension at grades 3, 4 and 5
- End of Grade Test (EOG)- Science at grade 5.

**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

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.

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. K-12 students identified as limited English Proficient will be administered WIDA ACCESS Placement Test (W-APT) annually. Students with special needs will be administered NCEXTEND1 or NCEXTEND2.

TMSA will use Measure of Academic Progress (MAP) test by Northwest Evaluation Association (NWEA). Students in all grade levels will be taking this benchmark test three times throughout the school year and the results will be shared with students, parents, and teachers in order to target student's areas of need. Analysis of the MAP results will also be used to make decisions about teacher performances and effectiveness of the curriculum used for that grade

level. MAP testing is widely used in NC and around the Nation which enables the school to compare its results with others in our region and nationwide.

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

Algebra-I, Biology and English-I. In addition to NC state-mandated tests, tests required by Wake County Schools will also be considered. Among them are PSAT (Grades 8-11), SAT (Grades 9-12), ASVAB (Grades 11-12), PLAN (Grades 9&10) and ACT (Grades 9-12).

All school students enrolled in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> 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-I and/or Algebra-I by the end of the tenth grade will participate in the high school comprehensive (or its replacement) test administration.

**Assistance to Students That Are Not Performing At Expected Levels**

An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

Triangle Math and Science Academy will employ several intervention techniques in order to ensure continued progress of student growth. Specific measures that will be taken are listed below;

- Meeting with parents and discussing the results, informing the parents how they can help to achieve the standards.
- Providing extra instruction time to those students during or outside the regular school day or calendar, such as in the summer or weekends.
- Providing extra learning resources to take home with the students for self-study.
- Monitoring the progress more frequently in order to ensure the close of the achievement gap.

With these and other appropriate intervention techniques any deficiency that may have been reported in the school's report regarding the overarching goals shall be rectified the next year at least with a percentage of 30% or higher. After two years of intervention the initial deficiency shall be totally removed from the Charter School's report.

### **III.D. ADMINISTRATIVE RELATIONSHIP**

**Describe the administrative 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.

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....". "(e) A charter school's specific location shall not be prescribed or limited by a local board or other authority except a zoning authority. The school may lease space from a local board of education or as is otherwise lawful in the local school administrative unit in which the charter school is located. If a charter school leases space from a sectarian organization, the charter school classes and students shall be physically separated from any parochial students, and there shall be no religious artifacts, symbols, iconography, or materials on display in the charter school's entrance, classrooms, or hallways. Furthermore, if a charter school leases space from a sectarian organization, the charter school shall not use the name of that organization in the name of the charter school.

At the request of the charter school, the local board of education of the local school administrative unit in which the charter school will be located shall lease any available building or land to the charter school unless the board demonstrates that the lease is not economically or

practically feasible or that the local board does not have adequate classroom space to meet its enrollment needs. Notwithstanding any other law, a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance for the school facility.

(f) Except as provided in this Part and pursuant to the provisions of its charter, a charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4.)

NC Charter schools are designated as a Local Education Agency (LEA) and the total funding estimated per student equalization is approximately \$6563, 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 March 2012, North Carolina State Board of Education approved Triangle Math and Science Academy's application to open a charter school in Wake County. TMSA's application was among the nine out of 27 applicants approved for 2012/2013 school year.

TMSA Board members as well as the school principal have attended trainings provided by the NC DPI. These trainings include various aspects of a charter school operation such as finance, governance, special education, health and safety, and transportations. This also gave a chance to the members to connect with state officials in respective departments.

### **III.E. PARENT INVOLVEMENT AND COMMUNITY PARTICIPATION**

**Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.**

Research shows that children do better in school when parents talk often with teachers and become involved in the school<sup>15</sup>. Parents of Triangle Math and Science Academy and community members will be encouraged to participate in planning, designing, implementing the charter school and in improving student learning and educational outcomes and the school's productivity. There are number of ways that parents and teachers can communicate with each other, rather than relying on the scheduled parent-teacher conferences.

#### **Strategies for Involving Parents and Other Members of the Community**

Triangle Math and Science Academy will create an environment where two-way communications between the school and the parents and between school and community members will be encouraged. To reach out to parents and community, we will use different methods, and school activities as outlined below. For the school activities, we will send reminders via different ways (emails, student folders, newsletters, etc.). Child care will be provided for free by the school during parent-teacher conferences. Parent involvement will be facilitated through:

- a. Making staff's professional email available this way parents can contact at their convenience,
- b. School and teachers' websites, including contact information,

---

<sup>15</sup> University of Illinois Extension- Helping Children Succeed in School  
<http://urbanext.illinois.edu/succeed/communication.cfm>

- c. Classroom and school newsletters,
- d. Holding training workshops for parents with topics ranging from STEM education, college counseling to health and drug awareness,
- e. Calling home on both positive and negative issues,
- f. Inviting parents into classrooms/school and parent volunteering especially in classrooms and clubs,
- g. Parent-teacher conferences,
- h. Home visits, and

Community partnership will be facilitated through:

- a. Collaboration with the local colleges, universities and institutions on projects,
- b. Inviting professionals to talk about their areas of interest and to introduce students new areas and professions.
- c. Visiting places of interests and field trips.

To enable the two-way communications between school-parents and school-community, we will use different methods to receive feedback from the community and parents: community meetings, focus groups, parental satisfaction surveys, open houses, and parent-teacher conferences. The response rate to surveys and attendance rates at the community meetings, focus group, open houses and parent-teacher conferences will be measured. Our goals are to achieve high response rates and high attendance rates. Surveys will be available on the school's website. For those who do not have internet access, hard copies will be provided. The parent satisfaction surveys will be administered twice a year, and results will be presented to school board by the school administrative, and then will be made available to public. The results of surveys will

show areas that have room improvement and as a result action plans will be created. The surveys, meetings, focus groups and conferences will give parents and community opportunities to voice their views and values, and to be involved in planning, designing, implementing and improving Triangle Math and Science Academy. Parents and community will have several meaningful ways to become involved in the school 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 in Student Education**

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

The TMSA **Parent and Student Handbook** clearly define 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.

**III.F. OPERATION OF THE SCHOOL**

**Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (iii).**

In March 2012, North Carolina State Board (SBE) of Education approved Triangle Math and Science Academy's application to open a charter school in Wake County. TMSA's application was among the nine out of 27 applicants approved for 2012/2013 school year. SBE grants 10 (ten) years charters for the approved schools. This provides the charter school the funding as long as the objectives are met. Also as a part of the approval process, State requires submission of balanced five year budget without the inclusion of any grants.

NC Charter schools are designated as a Local Education Agency (LEA) and the total funding estimated per student equalization is approximately \$6563, unless the school qualifies for entitlement funding, such as Title 1. These funds will pass directly to the school.

### **III.G. WAIVERS**

**If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.**

Triangle Math and Science Academy does not request waivers from any Federal statutory and regulatory provisions. TMSA will operate under the control of NC DPI following any applicable statute and regulations for charter schools. The school uses the flexibility that the State's charter school law to implement innovative ideas such as focusing on Math, Science, and Technology at a small school setting and prepare its students for challenging science and engineering degrees.

### **III.H. DESCRIPTION OF USE OF GRANT FUNDS**

**Describe how the grant funds, as appropriate, will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary.**

This project is aiming to provide implementation support for K-12 grades and building costs for Triangle Math and Science Academy. The Charter School program funds will be used to offset basic costs, such as textbooks, desks, computers, curriculum materials, technology needs, science

lab equipment and furniture, and other necessary equipment and materials, to be able to run an effective, high quality K-12 STEM public charter school in Wake County. Most importantly we are requesting funds to build the technology infrastructure by data cabling and installing network equipment, set up state of the art three computer labs, five science 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.

### **III.I. RECRUITMENT OF STUDENTS**

**Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;**

TMSA Board of Directors will execute a sound marketing plan that will be composed of a marketing communications and an execution plan. The marketing communications plan will enable us to best communicate with various community leaders, teachers, staff and the public while the marketing execution plan will help us implement the budget and dissemination of information in the most effective way.

**Marketing and Community Outreach Activities Prior to Application:** As part of TMSA's marketing plan, we have already started contacting the general public to inform them about an IT-based charter school in Wake County. We conducted 182 surveys and these surveys are indicators of the public interest and the need for such a school in the area. In marketing,

community/industry leaders play important roles since they are influential in the community; recognizing this fact, we are also in communication with NC community leaders, and have requested their support letters to the NC Charter School Office during the application and review process. The details of this have been outlined below.

We organized a community meeting in Cameron Village Library on October 29th, 2011. During this meeting, the details of the proposal were presented to the residents of Wake County and their questions were answered both publicly and through one-to-one interactions during the short social event with light refreshments. The event was announced through library's announcement resources, by sending emails to parent-teacher associations of three other existing charter schools in Wake County, through our four information tables (see below) that we set-up in public libraries and by leaving brochures in stores (3 groceries, 2 restaurants, 1 laundries) close to a mobile home community dominated with residents of Hispanic and Latino origin (around SE Maynard Rd Cary).

We set up four tables in four regional libraries during last two weekends of October 2011 to talk to public, get their support through our surveys and listen to their concerns or expectations. These libraries are Cameron Village Regional Library, Eva H. Perry Regional Library, West Regional Library, and North Regional Library located in Raleigh, Cary and Apex.

Our interaction with elected and appointed officials and academicians was very instrumental while outlining the details of this proposal. Wake County representatives Jennifer Weiss, Deborah Ross, Grier Martin and Paul Stem (House Majority Leader), Senators Neal Hunt, Richard Stevens and Josh Stein provided us very valuable feedbacks about the role of charter

schools in the educational systems, and their advantages and potential pitfalls. We presented the details of our project proposal and addressed the solutions to general concerns they mentioned such as equal access to quality and the role of art in STEM education. They demonstrated their satisfaction with our proposal through the support letters they provided. We also initiated communication with the mayors of Cary (Harold Weinbrecht), Apex (Keith Weatherly), Morrisville (Jackie Holcombe), Wendell (Harold Broadwell), Fuquay-Varina (John Byrne), Zebulon (Bob Matheny), Knightdale (Russell Killen), Holly Springs (Dick Sears) and Wake County Board of Education members Kevin Hill and Carolyn Morrison and Wake County commissioner Tony Gurley who encouraged us with positive comments on our proposal.

Reaching out to underrepresented minority communities will be an important aspect of Triangle Math and Science Academy. To share our proposal and get their feedback, we have organized meetings with Gabriela Zabala, Director of Office of Hispanic/Latino Affairs in Governor Bev Perdue's Office and Prof. Andrew Behnke of North Carolina State University and North Carolina Cooperative Extension. Dr. Behnke is an expert on Latino issues for parents and families and has been working to create a coalition to address the disparities in health-care, nutrition, financial awareness, housing, and academic youth outcomes among Latinos in North Carolina. Both Mrs. Zabala and Prof. Behnke were very supportive in their comments and highlighted the potential value of such a school to bridge the gap between the minority and majority communities. They were both glad to hear about the diversity of the existing student and academic body in Triad Math and Science Academy in Greensboro and emphasized the need for several such schools in Wake County, particularly in Raleigh.

According to Wake County Public School System—School Statistics and Maps,2008-2009¶42 report, 51% of K-12students are white, 26.1% Black, 11.5% Hispanic/Latino, 5.8% Asian, 4.8% Multi-National and 0.3% American Indian (Fig.8).

For 2012/2013 school year TMSA will accept 272 students and as of June 5, 2012 we have more than 550 applications for these spots.

The goal of our marketing plan is to create awareness and interest in the school and to ensure a diverse student body as indicated above by NC Wake county student population statistics. We also aim to attract highly qualified faculty and staff through our marketing plan. The marketing plan will include the following strategies:

**Public relations:** To reach out to various communities in Wake County, the TMSA board will contact community centers, church groups, and neighborhoods. We will also consult with Black, Hispanic and Asian organizations for outreach to minority groups. We will distribute flyers and brochures to community and neighborhood centers. While contacting the Hispanic/Latino community, the information on the flyers/brochures about the school will also be made available in Spanish.

**Open houses:** The school will organize quarterly open-house meetings. These meetings will specifically target the parents of school age children inWake County. In the meetings, we will inform them about the educational focus and mission of the school.

**Internet:** Our website, <http://tmsacademy.org/>, is one of the important channels where the general information about the TMSA's educational philosophy and the contact information is provided. Application information for students and staff can also be found on the school's website. In addition, we will use online social networks such as Facebook and Tweeter to reach out to students, parents and the school employees.

**Mass Media Resources:** The TMSA board will use local radio, newspapers and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will also help to attract school faculty and staff.

**Location:** Location is vital to attract a diverse student population. Currently, 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.

**Mass mailing:** TMSA will mail the brochure to households within a fifteen-mile radius of the proposed school site.

**Education Job Fairs:** TMSA will be present at the education job fairs to attract highly qualified teachers.

### **III.J.COMPLIANCE WITH IDEA**

**Describe how a charter school that is considered an LEA under State law, or an LEA 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 (IDEA);**

TMSA will ensure to comply with Federal and State regulations for serving exceptional children. TMSA's expected progress towards successful high school graduation and college acceptance is operative for all students including exceptional children. An expanded activity plan that is presented below will be used for exceptional children addition to regular teaching approach and curriculum to ensure success among those students who need additional care. The students who are **at-risk of academic failure** will also get an additional care in their school experience in TMSA, which is explained in detail later in this document.

Following are some of the commitments that TMSA makes for exceptional children:

- Enrollment to all children will be 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, will be 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 will be placed in least restrictive environment
- Each exceptional child will have an Individualized Educational Plan (IEP) and IEP team.
- An initial evaluation and reevaluation activities will be conducted after parent consent is obtained.
- Annual notices to the parents of exceptional children will be given
- Child with special needs will be 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 will follow the curricula adapted for non-exceptional students. However, focus will be 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 will be emphasized.

Although the 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 will be provided additional educational opportunities, depending on types of exceptionally, such as

- 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

## **Learning Opportunities for Students At-risk of Academic Failure**

Research has shown that students of color, students with limited English proficiency, and students from economically disadvantaged families are at risk of academic failure. Our approach to students at risk of academic failure is “catch them before they fall”. Thus, early identification of at-risk students through on-going observation and assessment is critical. These strategies are proven to be effective to improve learning of students who are identified as at risk of academic failure:

Increasing students’ self-efficacy and motivation to learn: Students who are at risk of academic failure usually need support to increase their self-efficacy and motivation to learn and to develop positive attitudes towards learning. Students will experience a *caring, sustained relationship*. They will be provided manageable and achievable tasks at their level and the difficulty level of the task will be increased as they accomplished more. This will create a sense of accomplishment, prevent frustration and will help to increase students’ self-efficacy.

A three-tiered approach: In the three-tiered approach, Tier-1 refers to the instruction through core program. Tier-2 is to provide supplemental and extended instruction. Tier-3, the final tier, is an intense and individualized intervention.

Usually, students who are at risk of academic failure will need supplemental and extended instruction (Tier 2), in addition to receiving instruction through the core program (Tier 1). Applying Vygotsky’s concept of zone of proximal development, which is the areas that a student

can accomplish a skill with a more skilled individual's help, the individual will be moved to the level that the student can do by himself. A more skilled individual could be a peer, an adult or a teacher. Therefore, at the tier 2 level, after identifying the areas of difficulty that put the students at risk, the following strategies will be followed:

a. *Individualized student instruction* will be provided: Some students may need additional time and one-on-one teaching to master the content. The student will be provided additional materials and variety of instructional strategies at his level. Tutoring will be provided by the teachers and other peers.

b. *Small group instruction*, including students with heterogeneous and homogenous abilities, will be provided.

c. *Family involvement* will be increased. It will be done by sending materials and resources to home, educating parents to help their children completing their homework and learning, and structuring routines and homework times, having parents volunteering and visiting in school and informing parents about the progress of their children.

If the student does not response to Tier 2, a Tier 3 intervention will be provided. At the Tier 3 level, along with the strategies used at the Tier 2, an alternative program(s), which is proven to be effective with students who do not respond to Tier 2, will be implemented. Collaboration within school staff and across NC public school system staff will be needed. If the student's response to intervention (RTI) at Tier 3 is not at the expected level, an alternative intervention will be used. The school personnel will work closely with the state personnel as well as students' family.

English Language Learners: Instructions designed to enhance language acquisition as well as content comprehension of ELL students will be provided. Teacher will coordinate with a reading specialist or ESL teacher.

### **Academically or Intellectually Gifted (AIG) Students**

Identification of Gifted Students: Test of Cognitive Skills (TCS), which is also used by some North Carolina public schools, will be used to identify AIG students. In addition, on-going assessments and teachers' observation of classroom behaviors and performances will be used.

Differentiated, advanced and challenging instruction: Gifted students will have individualized educational plans (IEP; based on the test results and on-going assessments) that will fit their needs and facilitate their growth in the area that they are gifted. Teachers will provide enriched, advanced and challenging instruction for subject acceleration, follow a differentiated curriculum, and use research based supplemental resources.

Highly qualified personnel and professional Development: Triangle Math and Science Academy will recruit competent teachers and professionals and provide professional development to meet the needs of AIG students. Collaboration with Union County's AIG specialists will be facilitated.

School Year Programs and Summer Camps: Triangle Math and Science Academy will collaborate with local and statewide community organizations (higher education institutions, and other private and public institutions) to provide gifted students with experiences and programs that suit their needs best so that they develop their potential.

Academic competitions: Triangle Math and Science Academy students will participate in competitions organized within the school, district wide, statewide and nationwide.

Advanced Curriculum Opportunities: These curriculum opportunities will include on-campus or online advanced placement courses, honors classes, and college connection courses.

### **SPECIAL EDUCATION**

TMSA will ensure 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 will have 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 will ensure 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 will be mainstreamed with children who are not disabled. Children

with special needs will be 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.

### **III.K. DISSEMINATION FUNDS**

**If the eligible applicant desires to use grant funds for dissemination activities under section 20 U.S.C 7221a (c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.**

N/A

## **IV. APPENDICES**

## **IV.A. CHARTER APPROVAL LETTER**



March 1, 2012

Mr. Kenan Gundogdu, PhD., Board Member  
Triangle Math and Science Academy  
1333 Edenhurst Ave  
Cary, NC 27513

Dear Mr. Gundogdu:

The Office of Charter Schools is pleased to inform you that, on March 1, 2012, the State Board of Education (SBE) voted to grant fast track approval to Triangle Math and Science Academy.

Please note that the SBE approved for Triangle Math and Science Academy to open in August 2012. Should you believe that your charter school cannot open by August 15, 2012, you can submit a new charter application prior to the April 13, 2012 twelve noon deadline. If you do not and circumstances arise preventing Triangle Math and Science Academy from opening by August 15, 2012, this SBE approval is null and void meaning that you must resubmit in a future application period.

The State Board of Education may grant the initial charter for a period not to exceed 10 years and may renew the charter upon the request of the chartering entity for subsequent periods not to exceed 10 years each. The charter for Triangle Math and Science Academy is granted for ten years, becoming effective July 1, 2012 and will expire June 30, 2022. The Triangle Math and Science Academy will undergo a five year review process in 2017.

Be advised that Senate Bill 8, which lifted the charter school cap, also revised other parts of the statute and outlined minimum criteria for academic performance. G.S. 115C-238.29G gives the SBE authority to terminate or not renew the charter if a charter school “demonstrates no growth in student performance and has annual performance composites below sixty percent (60%) in any two years in a three-year period.” The law further stipulates that if a charter school is within its first five years of operation, then the charter school shall develop a strategic plan that will be reviewed and approved by the SBE. If the charter school fails to demonstrate improvement under this strategic plan, the SBE is authorized to terminate or not renew that charter.

The Office of Charter Schools will be providing four all-day professional development sessions that will be vital for the successful opening of this fast track charter school in August 2012. Professional development days will begin at 8:30 am, and end no later than 4:30 pm. As a fast track applicant, your time for planning is at a premium and these four days are designed to provide you up-to-date information and technical assistance as you prepare to open your charter school. Attached are a tentative agenda (that lists the session topics for each day) and a registration form. Please return the registration form no later than March 16, 2012.

It is critical that most of the founding board members and any identified or hired school leaders attend each session. Your charter school will be responsible for preparing and providing

Triad Math and Science Academy Company  
progress reports to the Office of Charter Schools at each of the four meetings. We specifically need information on the following categories: facility, marketing/enrollment, hiring of staff, and update on the timeline contained in your application. Please have a written update at the March 23 meeting to address the above-mentioned areas.

Participants are responsible for their own travel and meals. Paid parking is available at the corner of Wilmington and Polk Streets. Each day will begin in the following meeting room at the Department of Public Instruction, 301 N. Wilmington Street, Raleigh, NC.

**March 23**  
**Room 504**

**April 12**  
**Room 150 S**

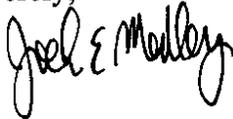
**May 2**  
**Room 504**

**June 14**  
**Room 150 S**

In addition, Triangle Math and Science Academy may now begin the student enrollment process. An additional memorandum, which was sent to all charter schools on February 17, 2012, is attached to provide guidance in regards to NC public charter school student eligibility. This memorandum provides answers to many of the unique admission situations that have arisen in the past two years.

The Office of Charter looks forward to working with Triangle Math and Science Academy. If you have any questions please contact Dr. Tom Miller, Office of Charter Schools consultant working with new applicants and new charter schools, at 919-807-3492 or [Thomas.miller@dpi.nc.gov](mailto:Thomas.miller@dpi.nc.gov).

Sincerely,



Joel E. Medley, Director  
Office of Charter Schools

JEM/pg

Attachments

c: William C. Harrison, Chairman, State Board of Education  
Philip Price, Chief Financial Officer, NC Department of Public Instruction  
John Betterton, Chair, NC Public Charter School Advisory Council

**OFFICE OF CHARTER SCHOOLS**

Joel E. Medley, *Director* | [joel.medley@dpi.nc.gov](mailto:joel.medley@dpi.nc.gov)

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

**IV.B. CHARTER CONTRACT (PENDING SIGNATURES)**



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman*

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

WWW.NCPUBLICSCHOOLS.ORG

June 1, 2012

Mr. Kenan Gundogdu, Board Member  
Triangle Math and Science Academy  
1333 Edenhurst Ave  
Cary, NC 27513

Dear Mr. Gundogdu:

The Office of Charter Schools is now sending this letter to execute the signed charter agreement between the State Board of Education (SBE) and the nonprofit board that holds the charter. I will outline the next steps needed below and urge you to begin the process immediately.

Have the last page of the document signed by the Board Chair of the charter school and notarized. Once that has been done, mail that document back to the Office of Charter Schools. We will have the State Superintendent of Education sign the document for the SBE. Upon completion of the signatures and notarization, we will retain the original and submit one copy to you for your records.

Do not forget that signing this Charter Agreement is no guarantee that the public charter school can or will open in August 2012. When the SBE approved fast track applicants in March 2012, it stipulated a ready to open date of August 15, 2012; and if circumstances arise preventing the school from meeting that deadline, the SBE approval is null and void.

This agreement simply outlines the expectations placed upon the charter school by the SBE. It does not, however, preclude the SBE from taking any action authorized by 115C-238.29G, should circumstance warrant such action.

Thank you, in advance, for responding quickly to this request.

Sincerely,

Joel E. Medley, Director  
Office of Charter Schools

JEM/pg

## OFFICE OF CHARTER SCHOOLS

Joel E. Medley, *Director* | joel.medley@dpi.nc.gov

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

# CHARTER

Pursuant to G.S. 115C-238.29A *et seq.* the North Carolina State Board of Education (hereinafter referred to as “SBE”) grants this license to **Triad Math and Science Academy Company** (hereinafter referred to as “the Nonprofit”) to operate **Triangle Math and Science Academy**, a Public Charter School.

## 1. Term

- 1.1 The Charter is effective on July 1, 2012 through June 30, 2022. It shall terminate June 30 of the last year without further notice from or action by the SBE.
- 1.2 In accordance with 115C-238.29D(d), the Nonprofit will ensure the Public Charter School completes the Five Year Review process which includes reporting on the application’s approved goals as well as selecting new goals for the next five years.
- 1.3 The Nonprofit may apply to renew the Charter pursuant to SBE policies and procedures; however, this agreement, in no way, binds the SBE to renew the Charter for an additional term. The SBE shall make renewal decisions consistent with State law, SBE policies, and the terms of this agreement.

## 2. Status of Parties to the Charter

- 2.1 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.
- 2.3 The Nonprofit certifies that all contracts obligating the Nonprofit have been and will be undertaken by the Nonprofit and failure to act strictly as a nonprofit corporation shall be grounds for revocation of the Charter.

## 3. Application-Binding

- 3.1 The SBE has reviewed the Application submitted by the Nonprofit 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 charter school.

- 3.2** The Nonprofit shall immediately submit in writing to the Office of Charter Schools, the SBE and the local board of education in which the Public Charter 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.
- 3.3** No material revision to this Charter shall be valid without the approval of the governing board of the Nonprofit and final approval by the SBE.

#### **4. Charter School Governing Board**

- 4.1** The Public Charter 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.
- 4.2** The Nonprofit affirms, as a condition of this Charter, that the governing board members receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the board.
- 4.3** No member of the governing board shall be an employee of a company that provides substantial services to the charter school.
- 4.4** The members of the Nonprofit board of directors affirm that they will adhere to a duly adopted conflict of interest policy, including provisions related to nepotism and consistent with the provisions of this section.
- 4.5** The Nonprofit shall have ultimate responsibility for employment, management, dismissal and discipline of its employees. In no event shall the governing board delegate or assign its responsibility for fulfilling terms of this charter.
- a. The Nonprofit shall not enter into or terminate an agreement for comprehensive management services without the prior, explicit approval of the SBE.
  - b. The Nonprofit shall comply with all SBE requests regarding the management agreement that are reasonably related to compliance with all provisions of this charter agreement and the charter school statute.

#### **5. Compliance With Other Laws**

- 5.1** The Nonprofit shall ensure that the Public Charter School complies 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.
- 5.2** The Nonprofit shall ensure that the Public Charter School complies with all applicable health and safety laws and regulations, whether federal, state, or local.

- 5.3** Neither the SBE nor the local board of education assumes the duty to oversee the operations of the Public Charter School except as may otherwise be provided by law or separate contract.
- 5.4** Neither the SBE nor the local board is required to monitor the Public Charter School for compliance with applicable laws and regulations.

## **6. Tax-Exempt Status**

The Nonprofit 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. The loss of federal tax-exempt shall result in the revocation of the charter.

## **7. Enrollment**

- 7.1** 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.
- 7.2** Student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services.
- 7.3** The Nonprofit shall ensure that the Public Charter School reports (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 20<sup>th</sup> day Average Daily Membership (hereinafter referred to as "ADM") headcount, whichever is later, the Public Charter 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, the Public Charter 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.

- 7.4** Enrollment numbers in the application are projections, or estimates, and do not bind the State to fund the Public Charter School at a particular level.
- a. 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 20% per year based on the previous year's enrollment.
  - b. Any increase above 20% 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).

## **8. Financial and Governance Warnings**

This Charter incorporates by reference, and the Nonprofit is subject to, State Board Policy, Policy for Schools on Financial and Governance Noncompliance, and any subsequent amendments to such Policy.

## **9. Children with Special Needs**

- 9.1** As prescribed by the SBE and in accordance with state and federal laws, the Nonprofit will ensure that the Public Charter School provides to the SBE the total number of children with special needs, identified in accordance with state and federal laws, enrolled in the Public Charter School.
- 9.2** The Nonprofit 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.
- 9.3** The Public Charter School shall be designated a local education agency (LEA) solely for purposes of meeting special education requirements pursuant to the Individuals with Disabilities Education Act (IDEA).
- 9.4** The Public Charter School shall be responsible for meeting the needs of English language learners in compliance with State and Federal law.

## **10. Reports**

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

## **11. Notifications**

- 11.1** The Nonprofit shall notify the SBE immediately of any conditions that it knows are likely to cause it to violate the terms of this Charter or applicable law.
- 11.2** The Nonprofit shall notify the SBE immediately of any circumstance requiring the closure of the Public Charter School, including but not limited to a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility.
- 11.3** The Nonprofit shall immediately notify the SBE of the arrest or charge of any members of the governing board or of a Public Charter School employee for a crime punishable as a felony, any crime related to the misappropriation of funds or theft, any crime or misdemeanor constituting an act against a minor child or student, or of the investigation of a member of the governing board or of any Public Charter School employee for child abuse.
- 11.4** The Nonprofit shall notify the SBE immediately of any change in its corporate status with the North Carolina Secretary of State's Office.
- 11.5** The Nonprofit shall notify the SBE immediately of a default on any obligation, which shall include debts that are past due by sixty (60) days or more.
- 11.6** The Nonprofit shall notify the SBE immediately if, at any time, student enrollment decreases by twenty percent (20%) or more compared to the most recent pupil count submitted to the SBE and/or DPI.
- 11.7** Failure by the Public Charter School to provide the above-stated notifications may be deemed a violation of this Charter and may be grounds for revocation.

## **12. Records**

- 12.1** 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 Public Charter School.
- 12.2** The Nonprofit is subject to the Public Records Law, Chapter 132 of the General Statutes. This provision is effective upon the SBE's approval of the Charter Application.
- 12.3** The Public Charter School is subject to all the provisions of Article 29 of Chapter 115C, entitled "Protective Provisions and Maintenance of Student Records."
- 12.4** The Nonprofit shall ensure compliance with the Family Educational Right to Privacy Act 42U.S.C. §1232g.

### **13. Insurance and Bonding**

- 13.1** The Nonprofit shall obtain and maintain insurance at a minimum in the following amounts:
- a. Errors and omissions: one million dollars (\$1,000,000) per claim;
  - b. General liability: one million dollars (\$1,000,000) per occurrence;
  - c. Boiler and machinery: the replacement cost of the building;
  - d. Real and personal property: the appraised value of the building and contents;
  - e. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
  - f. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
  - g. Workers' compensation: as specified by Chapter 97 of the General Statutes.
- 13.2** These provisions shall not preclude the Nonprofit from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.

### **14. Health, Safety, Welfare**

- 14.1** The Nonprofit shall ensure that the Public Charter School adheres to all applicable federal, state, and local health and safety laws and regulations.
- 14.2** The Nonprofit shall grant access to local health and fire department officials for inspection of premises or operations of the charter school for purposes of ensuring the health, safety and welfare of students and employees.

### **15. Facilities**

- 15.1** Prior to commencing operation, the Nonprofit 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).
- 15.2** Any change in location requires immediate notification by the Nonprofit to the SBE, and the Public Charter School must comply with the following conditions:
- a. Notification to the SBE;
  - b. Submission of a valid Certificate of Occupancy or Temporary Certificate of Occupancy for the new Facilities prior to the first day of occupancy.
- 15.3** Relocation into a different county and/or LEA shall constitute a material revision to this Charter and requires approval of the SBE.

## **16. Licensed Employees**

- 16.1** 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.
- 16.2** Prior to each academic year, and as required by the SBE, the Nonprofit will ensure the Public Charter School reports the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the Public Charter School. Failure to employ at least the number of licensed teachers required by law to teach in the charter school shall be grounds for revocation of the Charter.
- 16.3** The Nonprofit 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 is grounds for revocation of the Charter.
- 16.4** In the case of a Nonprofit employee who is on leave from employment with the local board pursuant to G.S. 115C-238.29F(e) or its successor statute, the Nonprofit 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 Nonprofit shall cooperate with the local board and shall provide any information requested concerning such employees.

## **17. Fees**

As prescribed by law, the Nonprofit shall not charge tuition or fees, except that a Public Charter School may charge any fees that are charged by the local school administrative unit in which the charter school is located.

## **18. Transportation**

The Nonprofit shall ensure the Public Charter School provides transportation for students as prescribed by law and the approved charter application.

## 19. Indemnity

- 19.1** The Nonprofit 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.
- 19.2** The Nonprofit acknowledges that it is without authority to extend the faith and credit of the SBE to any third party. The Nonprofit shall clearly indicate to vendors and other entities and individuals that the obligations of the Nonprofit under agreement or contract are solely the responsibility of the Nonprofit and are not the responsibility of the SBE.
- 19.3** This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Nonprofit is an officer, employee, or agent of the SBE.

## 20. Student Discipline

- 20.1** The Nonprofit agrees to ensure the Public Charter School 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 with the local board of education.
- 20.2** The Public Charter 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).
- 20.3** The Public Charter 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. If the Public Charter 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.
- 20.4** In the event the school suspends or expels a student, the Public Charter 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 Nonprofit shall ensure that all parents/legal guardians are notified 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)).

## **21. Instruction**

As prescribed by law, the Nonprofit shall ensure the Public Charter School provides the minimum days of instruction as required by statute.

## **22. Criminal Background Checks**

- 22.1** The Nonprofit agrees, at its own cost, 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 Public Charter School. In addition, the SBE may conduct criminal history checks of any Public Charter School personnel or director when the SBE deems it necessary to protect the financial integrity of the Nonprofit or when necessary to protect the health and safety of students or employees.
- 22.2** Refusal by any individual to submit to a fingerprint check is grounds for termination of employment and/or revocation of the Charter.
- 22.3** 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 Public Charter School that the individual be denied employment; and/or
  - c. to revoke the Charter of the Public Charter School.

## **23. Open Meetings**

The Nonprofit 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 charter application.

## **24. Assignment**

Assignment of the Public Charter School to another entity is deemed a material revision to the Charter and must have prior written approval of the SBE.

## **25. Adequate Performance**

The Nonprofit shall comply with 115C-238.29G(a1) and Board policy TCS-U-010 which defines adequate criteria for Public Charter School performance and consequences for failing to meet the statutory requirements.

## **26. Termination of Charter**

- 26.1** The SBE may terminate this Charter on any of the following grounds:
- a. Failure to meet the requirements for student performance;
  - b. Failure to meet generally accepted standards of fiscal management;
  - c. Violation of law;
  - d. Material violation of any of the conditions, standards, or procedures set forth in the Charter;
  - e. Two-thirds of the faculty and instructional support personnel at the Public Charter School request termination or nonrenewal; or
  - f. Other good cause warranting nonrenewal or termination.
- 26.2** The following procedures will apply to the termination proceedings:
- a. When the NC Department of Public Instruction shall have sufficient information to initiate termination of a Charter, it shall give the Nonprofit 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.
  - b. If information available to the NC Department of Public Instruction indicates that the Public Charter School's current operation poses an immediate threat to the education, health, safety, or welfare of the Public Charter 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.
  - c. If the SBE approves the recommendation of the NC Department of Public Instruction, notice will again be sent as specified in Paragraph (b) (1).
- 26.3** If the Nonprofit 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 Nonprofit 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 Nonprofit, 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 Nonprofit otherwise agree, the SBE shall make a final decision at its next regularly scheduled meeting.
- 26.4** In the event that the Nonprofit is required to cease operation for any reason, including by not limited to non-renewal, revocation, or voluntary surrender of the Charter, the Nonprofit shall comply with the SBE's closure requirements.

## **27. Charter Amendment**

**27.1** The Nonprofit shall submit any proposed material revision of the charter to the SBE in accordance with guidance provided by the Office of Charter Schools. Changes that constitute a material revision include, but are not limited to, the following:

- a) Enrollment growth beyond 20% or grade expansion not approved in the charter;
- b) Relocation;
- c) Transferring the charter to another non-profit entity;
- d) Altering the mission or targeted student population;
- e) Employing or terminating a management company;
- f) Changing the application respecting the National School Lunch program; and
- g) Changing the application with respect to student transportation.

**27.2** The following proposed amendments to a charter may be approved by Department staff without the necessity of Board action; however, the charter school must seek approval prior to implementation of the change. Further, the Board must be notified by the Department of any approved amendments in the following areas:

- a) Bylaws;
- b) The name of the charter school;
- c) The Articles of Incorporation;
- d) Class sizes as stated in the application;
- e) Length of school day and/or academic year; and
- f) Curriculum changes.

**27.3** Any potential changes not contained in 27.2 above must be reviewed and approved by the State Board of Education. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

## **28. Agreements with Local Boards of Education**

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

## **29. Oversight and Intervention**

**29.1** The SBE will, at its discretion, conduct announced or unannounced site visits at the Public Charter School consistent with its oversight authority.

**29.2** The SBE and DPI are, in no event, responsible for any financial support other than the ADM funding as provided by law.

**30. Notice**

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

**Director, Office of Charter Schools  
Department of Public Instruction  
6303 Mail Service Center  
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.*

**31. 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.

**32. Non-Endorsement**

The Public Charter 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 Public Charter School in providing a learning environment that will improve student achievement.

**33. 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:** \_\_\_\_\_  
(School Name)

This \_\_\_\_\_ day of \_\_\_\_\_ 2012

\_\_\_\_\_  
(Print Name of Board Chair/ President)

\_\_\_\_\_  
(Signature of Board Chair/President)

Sworn to and subscribed before me this \_\_\_\_\_  
day of \_\_\_\_\_, 2012.

(Official Seal)

\_\_\_\_\_  
Notary Public  
My commission expires \_\_\_\_\_, 20\_\_.

**FOR THE STATE BOARD OF EDUCATION:**

This \_\_\_\_\_ day of \_\_\_\_\_ 2012

\_\_\_\_\_  
(State Superintendent)

\_\_\_\_\_  
(Signature of State Superintendent)

Sworn to and subscribed before me this \_\_\_\_\_  
day of \_\_\_\_\_, 2012.

(Official Seal)

\_\_\_\_\_  
Notary Public  
My commission expires \_\_\_\_\_, 20\_\_.

## **IV.C. ARTICLES OF INCORPORATION**

<p><b>SOSID: 898160</b>  <b>Date Filed: 2/13/2007 8:09:00 AM</b>  <b>Erlene P. Marshall</b>  <b>North Carolina Secretary of State</b>  <b>C200704300483</b></p>
---

**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.

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

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

**SAME**

- The name of the initial registered agent is:

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

- The name and address of each incorporator is as follows:

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

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

- 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.**

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

Triad Math and Science Academy Company

D/B/A Triangle Math and Science Academy

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 15<sup>th</sup> 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.

SOSID: 0898160  
Date Filed: 11/7/2008 11:16:00 AM  
Elaine F. Marshall  
North Carolina Secretary of State  
C200830500302

**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 15<sup>th</sup>, 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.

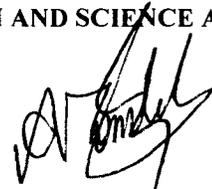
b. \_\_\_\_\_ The amendment(s) was (were) approved by the members as required by Chapter 55A.

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 5<sup>th</sup> 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.

**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: **700 CREEK RIDGE RD.**  
City, State, Zip Code: **GREENSBORO, NC 27406**  
County: **GUILFORD**

**ARTICLE 5:**

ALI TOMBAK  
700 CREEK RIDGE RD.  
GREENSBORO, NC 27406

**ARTICLE 6:**

ALI TOMBAK  
700 CREEK RIDGE RD.  
GREENSBORO, NC 27406

**ARTICLE 10:**

Number and Street: **700 CREEK RIDGE RD.**  
City, State, Zip Code: **GREENSBORO, NC 27406**  
County: **GUILFORD**

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

**APRIL 10<sup>th</sup>, 2012**

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

a.  The amendments were approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because the corporation has no members, and according to the Bylaws, the voting of the directors are required.

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

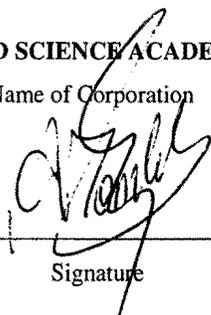
c.  Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

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

**THIS THE 18<sup>th</sup> DAY OF MAY, 2012**

**TRIAD MATH AND SCIENCE ACADEMY COMPANY**

Name of Corporation



Signature

**ALI TOMBAK, PRESIDENT**

Type or Print Name and Title

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.

**IV.D. 501(C)(3) APPROVAL LETTER**

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

DEPARTMENT OF THE TREASURY

Date: **JAN 27 2009**

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

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

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,



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)

## IV.E. BOARD MEMBER RESUMES

### ALI TOMBAK

---

Home Address: [REDACTED]  
[REDACTED]  
[REDACTED]

---

#### PROFILE

Dr. Tombak is an electrical engineer doing research and development on high frequency high power amplifiers and switches for cellular applications based on bulk Silicon and Silicon-on-Insulator (SOI) based integrated circuit technologies. He serves as a technical reviewer for various journals and conferences, and served as an elected Board member for Turkish-American Scientists and Scholars Association. He has 5 issued patents and patent applications, and authored 29 journal and conference publications. He is the recipient of various awards, and gave several invited talks at universities and conferences. Dr. Tombak is also very passionate in math, science, and technology focused K-12 education. He is the founding Board member and serves as the President of Triad Math and Science Academy (TMSA), a charter school in Greensboro, NC with ~500 enrolled students serving grades K-10.

#### EDUCATION

**Ph.D.** Electrical Engineering, University of Michigan, Ann Arbor, MI - December 2004

**M.S.** Electrical Engineering, NC State University, Raleigh, NC - December 2000

**B.S.** Electrical Engineering, Middle East Technical University, Ankara TURKEY - June 1999

#### PROFESSIONAL EXPERIENCE

10/2008-present **Staff Design Engineer, Technology Platforms Org., RF Micro Devices Inc., Greensboro, NC**

10/2004-9/2008 **Senior Design Engineer, Corporate R & D, RF Micro Devices Inc., Greensboro, NC**

9/2001-9/2004 **Research Assistant, Radiation Laboratory, Department of Electrical Engineering and Computer Science, University of Michigan, Ann Arbor, MI**

8/1999-8/2001 **Research Assistant, Department of Electrical and Computer Engineering, North Carolina State University, Raleigh, NC**

#### ACTIVITIES AND SERVICE

Technical Reviewer for IEEE Transactions on Microwave Theory and Techniques, IEEE Microwave and Wireless Components Letters, IEEE Antennas and Wireless Propagation Letters, IEEE Transactions on Electronics Packaging Manufacturing, IEEE Radio and Wireless Symposium, 2005 IEEE Southeast Conference, Fort Lauderdale, FL, Active and Passive Electronic Components, Hindawi Publishing Corp.

Elected Board Member for Turkish-American Scientists and Scholars Association (Jan, 2005 - Dec, 2007) ([www.tassausa.org](http://www.tassausa.org))

Adult CPR/AED, First-Aid, and Bloodborne Pathogens certified

Founding Board Member and President, Triad Math and Science Academy (TMSA), a charter school in Greensboro, NC with ~500 enrolled students serving grades K-10 ([www.tmsacharter.org](http://www.tmsacharter.org))

**DIANE GUNESGOR**

*CURRICULUM VITAE*



**EDUCATION**

Nyack College, Nyack NY

Bachelor of Science in Elementary School Education Minor in Physiology

**CERTIFICATION**

NC Highly Qualified Reading K-12

NC State Certification Elementary Education K-6

New York State Provisional Certification Elementary Education K-6

**PROFESSIONAL EXPERIENCE**

**Reading Remediation Teacher K-2 2005-present**

Alamance Burlington Schools: E.M. Yoder

**First Grade Teacher 2002-2005**

Alamance Burlington Schools: E.M. Yoder

**First Grade Teacher 2000-2002**

Moore County School: Cameron Elementary

**Teacher Assistant Title 1 1997-2000**

Middle Country School District

**Substitute Teacher 1996-1997**

Patchogue-Medford, Mt. Sinai, Miller Place, Center Moriches, and Shoreham Wading

River School Districts

**Teacher 1990-1996**

Leonard E. Burket Christian School, Center Moriches, NY

## **HIGHLIGHTS**

- Developed and implemented “ Pen Pal Program”
- Instituted and “Anti-Drug Program” and scheduled class discussions
- Initiated school Science Fair to promote student interest
- Encouraged participation in statewide Bus Safety Contest resulting in 3rd place finalist
- Coordinated the production of Yearbook

## **HONORS AND AWARDS**

Served as Resident Assistant, 1987-1990

Nyack College Academic Honors, 1990

Nyack College Scholastic Achievement Award, 1990

**Gary L. Leby****Professor and Director of Machine Intelligence****Department of Electrical Engineering****North Carolina A&T State University****Phone: (910) 334 7761; Fax: (910) 334-7716****E-mail: leby@ ncat.edu****EDUCATION:**

Ph.D. Electrical and Computer Engineering, 1985, Clemson University,  
Clemson, South Carolina.

M.S. Physics, 1982, University of South Carolina, Columbia, South Carolina.

B.S. Physics, 1980, University of South Carolina,  
Columbia, South Carolina.

Mathematics, 1980, University of South Carolina  
Columbia, South Carolina.

**EXPERIENCE:**

86-present Assistant to Full Professor in North Carolina A&T State University

8/82 - 8/85 Research Associate, Clemson University SC

8/82 – 8/85 Research Associate , J. F. Leathrum, Chair of Software Engineering  
Clemson, South Carolina.

5/83 - 8/83 Telecommunications and Software Engineer, Columbia, South Carolina.

12/80 - 5/82 Graduate Researcher, Columbia, South Carolina.

5/80 - 8/80 Engineering Trainee, Fermi National Accelerator Laboratory, Botavia,  
Illinois.

**HONORS:**

- Chancellor of North Carolina A&T State University Appointee to the Guilford GUILD for Leadership, 1997.
- Governor's Appointee for the University of North Carolina System to the State Board of Examiners of Electrical Contractors, 1996-2002.
- Community Service Award, Tutorial Programs for Disadvantage Youths, National Council of Negro Women, Columbia, South Carolina, 1988.

- North Carolina A&T State University Appointee to Honeywell Faculty Institute for Science and Engineering, Minneapolis, Minnesota, 1987.
- Minnesota Mining and Manufacturing Engineering Fellow, Innovative Methods in Pattern Recognition, Saint Paul, Minnesota. 1987 - 1990.
- Most Outstanding Engineering Faculty Award, Electrical Engineering, North Carolina A&T State University, Greensboro, North Carolina, 1987.
- Industrial Graduate Research Fellow, Clemson University, Electrical and Computer Engineering Department, Clemson, South Carolina, 1985.
- University, Harris Corporation, Miami, Florida, 1984.
- Corporate Engineering Research Fellow, Clemson University Electric Power Research Association, Clemson, South Carolina 1982-1985.
- South Carolina Graduate Fellow, South Carolina Commission on Higher Education, Columbia, South Carolina, 1982.

**Mustafa Atay**

Department of Computer Science

email:ataymu@wssu.edu

Winston-Salem State University

Phone: (336) 750-8641

3215 Elva J. Jones Computer Science Building

Winston-Salem, NC 27110

**Education**

- PhD      Computer Science      Wayne State University,      August 2006  
Detroit,MI,USA
- MS      Computer Engineering      Fatih University, Istanbul, Turkey      August 2001
- BS      Computer Science &      Hacettepe University, Ankara, Turkey      January  
Engineering      1994

**Employment**

- Assistant Professor      Dept. of Computer Science, Winston-Salem State University,      A2007–present  
NC, US
- Summer Scholar      Dept. of Computer Science, University of Michigan, Flint, MI,      Summer'07  
USA
- Teac. Asst.      Dept. of Computer Science, Wayne State University, MI ,USA      2002–2007  
Lecturer

**Teaching**

Prof. Atay has been teaching a variety of courses in computer science and technology including Database Management, programming, Systems Administration

**Publications and Presentations and Projects**

Prof. Atay published 1 book, 14 articles presented 13 lectures in various national and international conferences. His research area is computer science and data management. He is advising 2 grad students.

**Professional Activities**

- Program Committee Member
  1. International Conference on Data base and Expert Systems Applications (DEXA'11),Toulouse, France, August 2011.
  2. 2.International Workshop on Data Mining with Graphs and Matrices in conjunction with DEXA'11, Toulouse,France,August,2011.

3. IADIS International Conference on Informatics, Rome, Italy, July 2011.
4. 21. International Conference on Database and Expert Systems Applications (DEXA'10), Bilbao, Spain, August 2010.

### **Awards and Certificates**

- Department of Computer Science GTA Recognition Award, Graduate School, Wayne State University, April 2006.
- Summer Dissertation Fellowship, Graduate School, Wayne State University, Summer 2005.
- Department of Computer Science GTA Recognition Award, Graduate School, Wayne State University, April 2004.
- Certificate of Teaching Development, Graduate School, Wayne State University, September 2001

**KENAN GUNDOGDU**

*CURRICULUM VITAE*

██  
E-mail: Kenan\_gundogdu@ncsu.edu  
██

**EDUCATION**

PhD Physics: The University of Iowa, 1999-2004

BS Physics: Bosphorous University, 1995-1999

**EMPLOYMENT**

**Assistant Professor** 2008-present

Department of Physics

North Carolina State University

**Postdoctoral Associate** 2006-2008

Chemistry Department

Massachusetts Institute of Technology

**Postdoctoral Associate** 2004-2006

Chemistry Department

The University of Iowa

**HONORS AND AWARDS**

Tubitak fellowship 1995

**PUBLICATIONS AND EDUCATIONAL ACTIVITIES**

Professor Gundogdu has published 30 research papers, and filed 3 patents. He organized and involved in many outreach activities including scientific conference organizations, science fairs. He coached high

school students for international and national science olympiads, prepared students for college. He involved in organizations that provide carrier guidance to students.

### **ADVISORSHIP**

Dr Gundogdu has currently four graduate students in his research group and involved in training of five students in his previous positions.

**Shirley A. Stanley**

**Certified Registered Nurse Anesthetist**

████████████████████  
████████████████████  
████████████████████ [stanleyCRNA@sbsmail.org](mailto:stanleyCRNA@sbsmail.org)

**EDUCATION AND CURRENT CERTIFICATIONS**

B.S. Degree in Nursing June 1973 University of Alabama at Birmingham  
Anesthesia Certificate September 1976, Baptist Medical Center, Birmingham, Alabama  
BCLS (Basic Cardiac Life Support) as recognized by American Heart Association  
ACLS (Advanced Cardiac Life Support) as recognized by AHA  
North Carolina Board of Nursing RN License current through 10/31/2012  
North Carolina Board of Nursing APN current through 7/31/2012

**WORK EXPERIENCE**

**Certified Registered Nurse Anesthetist** (August 13, 2008 to present)  
Locum Tenens, Independent Contractor  
**Certified Registered Nurse Anesthetist** (March 3, 2008 to June 18, 2008)  
U.A.B. Highlands 1201 11<sup>th</sup> Avenue South Birmingham, AL 35205  
**Certified Registered Nurse Anesthetist** (July 15, 1992 to 2/29/2008)  
The Kirklin Clinic at U.A.B., University of Alabama Health Services Foundation  
500 22<sup>nd</sup> Street South, Birmingham, AL 35233  
**Certified Registered Nurse Anesthetist** (October 1987 to July 6, 1992)  
Janky Anesthesia Services 1814 N.W. Sixteenth Street Faribault, MN. 55021  
**Certified Registered Nurse Anesthetist** (June 9, 1982 to October 1987)  
Gillette Childrens’s Hospital Department of Anesthesia 200 University Avenue East, St. Paul, Minnesota  
**Certified Registered Nurse Anesthetist** (November 10, 1986 - March 7, 1987)

Ramsay Medical Center, 640 Jackson Street, St. Paul, MN 55101

**Certified Registered Nurse Anesthetist** (April 18, 1983 until hospital closing June 15, 1985) Eitel Hospital, Minneapolis, Minnesota 55403

**Certified Registered Nurse Anesthetist** (October 26, 1981 to August 21, 1983)

Mercy Medical Center Department of Anesthesia, Coon Rapids, MN 55433

**Certified Registered Nurse Anesthetist** (September 10, 1979 - June 30, 1981)

The Children's Hospital of Alabama Department of Anesthesia, Birmingham, AL

**Certified Registered Nurse Anesthetist** (October 1, 1976 to August 31, 1979)

Anesthesiologists Associated, P.A. 701 Princeton Avenue, Birmingham, AL

### **TEACHING AND AWARDS**

#### **Teaching and supervision of nurse anesthesia students in the Clinical Setting**

Gillette Children's Hospital St. Paul, Minnesota

Ramsey Medical Center St. Paul, Minnesota

Children's Hospital of Alabama Birmingham, Alabama

Baptist Medical Center, Princeton Birmingham, Alabama

**Instructor** (1979 to 1998)

ACLS (Advanced Cardiac Life Support) Instructor for the American Heart Association.

Selected **Instructor of the Year**

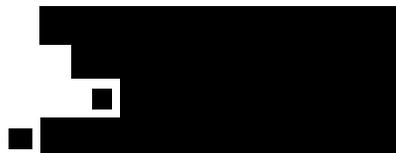
**Agatha Hodgins Award**

### **PROFESSIONAL ORGANIZATIONS AND SOCIETIES**

Sigma theta tau Nursing Honor Society American Association of Nurse Anesthetists

North Carolina Association of Nurse Anesthetists

# Ilknur Kabul



## Education

- 2005–2011 **Doctor of Philosophy**, Computer Science, University of North Carolina, Chapel Hill.  
Dissertation: Patient-specific anatomic atlas generation using model-guided texture synthesis  
Specialization: Medical visualization, texture synthesis, texture metamorphosis, diffeomorphic image registration, volume parameterization
- 2002–2004 **Master of Science**, Computer Engineering, Bilkent University, Ankara, Turkey.  
Masters thesis: Animation of Dressed Virtual Humans  
Specialization: Computer graphics, rendering, physically-based modeling and simulation
- 1998–2002 **Bachelor of Science**, Computer Engineering, Middle East Technical University, Ankara, Turkey.  
Undergraduate thesis: Face recognition and detection using eigenfaces  
Specialization: Image processing, pattern recognition, machine learning

### Selected Coursework.

Scientific visualization, image processing and analysis, parallel/distributed computing, scientific computation, visual solid shape, advanced image synthesis, physically based modeling, motion planning, robotics, pattern recognition, machine learning

## Industrial Experience

- May 2012 - present **Research Statistician Developer**, Sas Institute, NC, USA.  
Developing high performance procedures in the field of machine learning and data mining for Enterprise Miner
- June 2011 **Research and Development Engineer**, Medical Imaging Group, Kitware, NC, USA.  
January 2012 Worked on developing medical imaging applications to support the analysis of medical data. Research on algorithms for diffeomorphic image registration.  
Worked on a commercial project on 3D reconstruction using 2D images. This project required writing a multithreaded filter in vtk and using the camera calibration capabilities in opencv toolkit.
- Summer 2006 **Intern**, Software Globalization Department, SAS, Cary, USA.  
Designed and implemented programs for testing the APIs that are used in string manipulations for different locales and encodings.
- Spring 2002 **Software programmer**, MVS Spatial Data Systems Ltd, Ankara, Turkey.  
Designed a GPS vehicle tracking system and integrated it into Bentley Microstation.
- Summer 2001 **Intern**, Tubitak-Bilten, Ankara, Turkey.  
Implemented a face detection system using eigenfaces.
- Summer 2000 **Intern**, Eczacibasi, Istanbul, Turkey.  
Built a software tool for internal training in the company.

## Research Experience

- 2007–2011 **Research Assistant**, Medical Image Display and Analysis Group (MIDAG)  
Computer Science Department, University of North Carolina, Chapel Hill.
- Research has focused on different illustrative rendering techniques for medical visualization.
  - Developed model-based texture synthesis approaches for generating anatomical surface and volumetric textures.
  - Designed and built a user interface for computing and manipulating volumetric model-based guidance information, such as volumetric vector field and region transition field, for texture synthesis. This work uses 3D Medial representation (M-rep) for object coordinates.
  - Proposed a new method that uses optimal control principles for solving texture metamorphosis problem. This method is based on the large-displacement-diffeomorphic metric mapping formulation of fluid registration.
  - Integrated anatomic texture rendering capability in UNC Radiation Oncology Department's research visualization software, in which textures help to identify the regions and shape under dose color-wash. This work is in progress.
- 2005–2007 **Research Assistant**, Geometric Algorithms for Modeling, Motion, and Animation  
Computer Science Department, University of North Carolina, Chapel Hill.
- Developed a new constrained based sampling method for cable route planning, in which cable is simulated using adaptive dynamics.
  - Worked on motion planning for crowd simulation using hardware-accelerated computation of generalized Voronoi diagrams.
  - Worked on collision detection and response methods for deformable objects like cloth.

## Publications

**Ilknur Kabul**, Stephen M. Pizer, Julian Rosenman, Marc Niethammer. An Optimal Control Approach for Texture Metamorphosis, Computer Graphics Forum (The International Journal of the Eurographics Association), December 2011

**Ilknur Kabul**, Derek Merck, Julian Rosenman and Stephen M. Pizer. Model-based Solid Texture Synthesis for Anatomic Volume Illustration, Proceedings of Eurographics Workshop on Visual Computing for Biology and Medicine (VCBM), Leipzig, Germany, July 2010

**Ilknur Kabul**, Russell Gayle, Ming Lin. Cable Route Planning Using Constrained Sampling, ACM Solid and Physical Modeling Symposium (SPM), 2007

Avneesh Sud, Naga K. Govindaraju, Russell Gayle, **Ilknur Kabul**, Dinesh Manocha. Fast Proximity Computation Among Deformable Models using Discrete Voronoi Diagrams, Proc ACM SIGGRAPH 2006

Naga K. Govindaraju, **Ilknur Kabul**, Ming Lin, Dinesh Manocha. Fast Continuous Collision Detection among Deformable Models using Graphics Processors, Eurographics Virtual Environments 2006

Nitin Jain, **Ilknur Kabul**, Dinesh Manocha, Ming Lin. Multi-resolution Collision Handling Among Cloth-Like Objects, International Conference on Computer Animation and Social Agents 2005

Naga K. Govindaraju, David Knott, Nitin Jain, **Ilknur Kabul**, Rasmus Tamstorff, Russell Gayle, Ming C. Lin, Dinesh Manocha. Interactive Collision Detection Between Deformable Models using Chromatic Decompositions, Proc ACM SIGGRAPH 2005

**Ilknur Kaynar**, Yasemin Satiroglu, Ayisigi Sevdik. Applying AOSD to Legacy Code, In the Proceedings of TAOSD2003, pp.3-7, Ankara, Turkey, May 2003

Hasan Dogu, **Ilknur Kaynar**, Fatos T. Yarman Vural. Effects of parameters in face recognition and suggestions for improving the recognition rate, Signal Processing Applications Congress, 12-14 June 2002, Denizli, Turkey (in Turkish)

## Presentations and Posters

**Ilknur Kabul**, Derek Merck, Julian Rosenman and Stephen M. Pizer. Patient-specific Anatomic Atlas Generation using Model-guided Texture Synthesis, From Imaging to Understanding: Visualization and Smart Analysis, CMBI, Duke University, December 2010

Stephen M. Pizer, Derek Merck, **Ilknur Kabul**, Julian Rosenman. 3D Visualization in Radiation Treatment Planning via Object-Relative Coordinates, From Imaging to Understanding: Visualization and Smart Analysis, CMBI, Duke University, December 2010

## Related Projects

### Shapemonger: A math library and interactive tool for 2D parametric surfaces

Extended Shapemonger, a surface visualization tool, to display principal directions and asymptotic directions. Working on integrating previous course projects, such as visualization of contours, level sets, flecnodal curves, into the tool and making it public.

### Simultaneous Visualization of Multiple 3D MRI Data Sets

Created a visualization tool, together with David Feng and Ashley Estes, to enable radiologists to understand MRI spectroscopy data sets, which are multivariate scalar volumes. The goal of the tool is to understand the correlation between metabolite concentrations and anatomical tissue in order to better diagnose and treat lesions and tumors.

## Computer Skills

Languages	C/C++, Python, Lisp
Software	Matlab, OpenGL, Git, Ctest, Cmake, Microsoft Visual C++
Software Toolkits	VTK, ITK, CTK, Opencv, Qt
Parallelism	MPI, OpenMP, GLSL
Environments	Linux/Unix, Mac OSX, Windows
Art Software	Maya, Gimp

## Teaching Experience

Spring 2010	<b>Instructor</b> , Introduction of programming: MATLAB, UNC
Fall 2010	<b>Teaching Assistant</b> , Physically-based modeling, simulation and animation, UNC
Fall 2010	<b>Teaching Assistant</b> , Visual Solid Shape, UNC

---

## Awards and Honors

Full Scholarship from UNC Department of Computer Science, 2005-2010  
Awarded Full Scholarship at Bilkent University CS Dept, 2002-2004  
Graduated with honors from Middle East Technical University, 2002

---

## Membership and Services

IEEE, ACM, Association of Women in Computing student member  
Seminar organizer of "Graphics Lunch" (2006-2007) of Computer Science at UNC-CH

---

## References

### **Stephen M Pizer**

Kenan Professor Phone: +1-919-962-1785  
Department of Computer Science Fax: +1-919-962-1799  
University of North Carolina at Chapel Hill Email: pizer [AT] cs.unc.edu  
Chapel Hill, NC

### **Julian Rosenman**

Professor Phone: +1-919-445-5438  
Department of Radiation Oncology Fax: +1-919-843-5016  
University of North Carolina at Chapel Hill Email: rosenmju [AT] med.unc.edu  
Chapel Hill, NC

### **Marc Niethammer**

Assistant Professor Phone: +1-919-843-7449  
Department of Computer Science Fax: +1-919-962-1799  
University of North Carolina at Chapel Hill Email: mn [AT] cs.unc.edu  
Chapel Hill, NC

## **IV.F. PRINCIPAL'S RESUME**

### **ALPER TEK TEN**



#### **EDUCATION**

- ❖ Bogazici University, Istanbul, TURKEY  
B.S. in Math 2005
- ❖ Georgia Institute of Technology  
Professional Development and Business English 2006
- ❖ Michigan State University  
Connected Mathematics Project 2 Training June 2007
- ❖ Georgia Teaching License  
Mathematics 6-12 2007
- ❖ Differentiated Teaching for Talented and Gifted Students  
Training in Fulton Science Academy 2007

#### **AWARDS**

Ediff May Sliffe National Math Teacher Award, AMC January 2008

#### **EXPERIENCE**

##### **Triangle Math and Science Academy, Greensboro NC**

Principal July 2008 – June 2012

##### **Triad Math and Science Academy, Greensboro NC**

Assistant Principal July 2008 – June 2012

Supervising academics and discipline in the school. Managing schools network system, website, interactive parent-teacher platform, and student data services.

##### **Fulton Science Academy, Alpharetta GA**

Math Teacher August 2007 – June 2008

Taught math to below, on, and advanced level students using CMP and CPM

Coached Math Olympiad Team, Future City Design Team and Science Olympiad Team

**Fulton Science Academy, Alpharetta GA**

Teaching and Administrative Intern May 2006 – June 2007

Taught math classes and received training in academics and discipline parts of administration.

**Charter School Consulting**

Charter School Application and Establishment Consultant January 2006 – Present

Consulted several charter schools during their application process and start up in GA, FL, TN, SC, DE, and NC

**IV.G. D/B/A RECORD WITH WAKE COUNTY**

BOOK:014785 PAGE:00392 - 00393

**CORPORATE CERTIFICATE OF ASSUMED NAME**

The undersigned corporation, proposing to engage in business in Wake County, North Carolina, under an assumed name other than its corporate name, hereby certifies that:

1. The name under which the business is to be conducted is:

TRIANGLE MATH AND SCIENCE ACADEMY

2. The name and address of the corporation is:

TRIAD MATH AND SCIENCE ACADEMY COMPANY

700 CREEK RIDGE RD.

GREENSBORO, NC 27406

In witness whereof, this certificate is signed in the name of the corporation by its Ali Tombak president and Mustafa Atay secretary, this 17th day of May, 2012.

*Mustafa Atay*

Affix Corporate Seal

By: Ali Tombak, *Ali Tombak*  
President

By: Mustafa Atay, *Mustafa Atay*  
Secretary

State of North Carolina  
County of Guilford

I, Kevin Le, a Notary Public, do hereby certify that Ali Tombak and Mustafa ATAY personally appeared before me this 17th day of May, 2012, and that they signed the foregoing certificate on behalf of the said corporation in the respective capacities indicated.

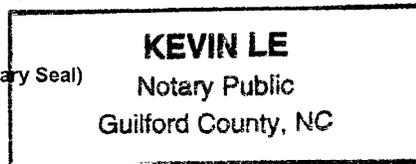
Witness my hand and official seal, this the 17th day of May, 2012.

*Kevin Le*

Notary Public Kevin Le

My Commission Expires: 01-04-2014

(Affix Notary Seal)



Mailing Address: Submit this form along with the \$26 recording fee to the address below.  
Wake County Register of Deeds, P. O. Box 1897, Raleigh, NC 27602

Revised date: 10/01/2011

**IV.H. BUDGET NARRATIVE**

**TRIANGLE MATH AND SCIENCE ACADEMY**  
*BUDGET NARRATIVE*

<b>Equipment</b>							
<b>Instructional Equipment</b>		<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>	
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>
Cafeteria Tables	\$ 1,100.00	4	\$ 4,400.00	8	\$ 8,800.00	8	\$ 8,800.00
Student Desks	\$ 75.00	180	\$ 13,500.00	0	\$ -	0	\$ -
Student Chairs	\$ 50.00	180	\$ 9,000.00	0	\$ -	0	\$ -
Student Combo Desk	\$ 110.00	140	\$ 15,400.00	200	\$ 22,000.00	280	\$ 30,800.00
Teacher Desks	\$ 350.00	15	\$ 5,250.00	10	\$ 3,500.00	10	\$ 3,500.00
File Cabinets	\$ 175.00	25	\$ 4,375.00	10	\$ 1,750.00	15	\$ 2,625.00
Lockers	\$ 75.00	140	\$ 10,500.00	200	\$ 15,000.00	280	\$ 21,000.00
Classroom Cabinets	\$ 1,850.00	15	\$ 27,750.00	10	\$ 18,500.00	10	\$ 18,500.00
Science Labs	\$ 16,000.00	1	\$ 16,000.00	2	\$ 32,000.00	2	\$ 32,000.00
Library Furniture	\$ 15,000.00	0	\$ -	1	\$ 15,000.00	1	\$ 15,000.00
Smartboards	\$ 1,250.00	15	\$ 18,750.00	5	\$ 6,250.00	15	\$ 18,750.00
White Boards	\$ 200.00	30	\$ 6,000.00	10	\$ 2,000.00	30	\$ 6,000.00
Tag Boards	\$ 125.00	45	\$ 5,625.00	30	\$ 3,750.00	30	\$ 3,750.00
Student Laptops	\$ 750.00	10	\$ 7,500.00	0	\$ -	25	\$ 18,750.00
Teacher Laptops	\$ 750.00	20	\$ 15,000.00	10	\$ 7,500.00	5	\$ 3,750.00
Computer Lab Desktops	\$ 550.00	24	\$ 13,200.00	24	\$ 13,200.00	24	\$ 13,200.00
<b>Instructional Equipment Total</b>			<b>\$ 172,250.00</b>		<b>\$ 149,250.00</b>		<b>\$ 196,425.00</b>
<b>Office Equipment</b>							
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>
Networking	\$ 15,000.00	0	\$ -	1	\$ 15,000.00	0	\$ -
Data and Cabling	\$ 43,000.00	0	\$ -	1	\$ 43,000.00	0	\$ -
Video Security System	\$ 42,000.00	0	\$ -	1	\$ 42,000.00	0	\$ -
PA System	\$ 18,120.00	0	\$ -	1	\$ 18,120.00	0	\$ -
Speaker System	\$ 20,100.00	0	\$ -	1	\$ 20,100.00	0	\$ -
Office Furniture	\$ 4,000.00	1	\$ 4,000.00	1	\$ 4,000.00	1	\$ 4,000.00
HDTVs	\$ 1,000.00	1	\$ 1,000.00	2	\$ 2,000.00	2	\$ 2,000.00
<b>Office Equipment Total</b>			<b>\$ 5,000.00</b>		<b>\$ 144,220.00</b>		<b>\$ 6,000.00</b>
<b>Equipment Total</b>			<b>\$ 177,250.00</b>		<b>\$ 293,470.00</b>		<b>\$ 202,425.00</b>

			Year 1		Year 2		Year 3	
<b>Construction</b>								
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	
PlayGround	\$ 27,048.00	0	\$ -	1	\$ 27,048.00	0	\$ -	
<b>Construction Total</b>			<b>\$ -</b>	<b>\$ 27,048.00</b>	<b>\$ -</b>			
<b>Other</b>								
<b>Instructional Books</b>								
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	
Textbooks	\$ 45,000.00	1	\$ 45,000.00	0	\$ -	0	\$ -	
Library Books	\$ 15,000.00	1	\$ 15,000.00	0	\$ -	0	\$ -	
<b>Other total</b>			<b>\$ 60,000.00</b>	<b>\$ -</b>	<b>\$ -</b>			
<b>GRAND TOTAL</b>			<b>\$ 237,250.00</b>	<b>\$ 320,518.00</b>	<b>\$ 202,425.00</b>			

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

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 William C. Harrison, Ed.D., *Chairman*

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

WWW.NCPUBLICSCHOOLS.ORG

March 1, 2012

Mr. Kenan Gundogdu, PhD., Board Member  
Triangle Math and Science Academy  
1333 Edenhurst Ave  
Cary, NC 27513

Dear Mr. Gundogdu:

The Office of Charter Schools is pleased to inform you that, on March 1, 2012, the State Board of Education (SBE) voted to grant fast track approval to Triangle Math and Science Academy.

Please note that the SBE approved for Triangle Math and Science Academy to open in August 2012. Should you believe that your charter school cannot open by August 15, 2012, you can submit a new charter application prior to the April 13, 2012 twelve noon deadline. If you do not and circumstances arise preventing Triangle Math and Science Academy from opening by August 15, 2012, this SBE approval is null and void meaning that you must resubmit in a future application period.

The State Board of Education may grant the initial charter for a period not to exceed 10 years and may renew the charter upon the request of the chartering entity for subsequent periods not to exceed 10 years each. The charter for Triangle Math and Science Academy is granted for ten years, becoming effective July 1, 2012 and will expire June 30, 2022. The Triangle Math and Science Academy will undergo a five year review process in 2017.

Be advised that Senate Bill 8, which lifted the charter school cap, also revised other parts of the statute and outlined minimum criteria for academic performance. G.S. 115C-238.29G gives the SBE authority to terminate or not renew the charter if a charter school "demonstrates no growth in student performance and has annual performance composites below sixty percent (60%) in any two years in a three-year period." The law further stipulates that if a charter school is within its first five years of operation, then the charter school shall develop a strategic plan that will be reviewed and approved by the SBE. If the charter school fails to demonstrate improvement under this strategic plan, the SBE is authorized to terminate or not renew that charter.

The Office of Charter Schools will be providing four all-day professional development sessions that will be vital for the successful opening of this fast track charter school in August 2012. Professional development days will begin at 8:30 am, and end no later than 4:30 pm. As a fast track applicant, your time for planning is at a premium and these four days are designed to provide you up-to-date information and technical assistance as you prepare to open your charter school. Attached are a tentative agenda (that lists the session topics for each day) and a registration form. Please return the registration form no later than March 16, 2012.

It is critical that most of the founding board members and any identified or hired school leaders attend each session. Your charter school will be responsible for preparing and providing

progress reports to the Office of Charter Schools at each of the four meetings. We specifically need information on the following categories: facility, marketing/enrollment, hiring of staff, and update on the timeline contained in your application. Please have a written update at the March 23 meeting to address the above-mentioned areas.

Participants are responsible for their own travel and meals. Paid parking is available at the corner of Wilmington and Polk Streets. Each day will begin in the following meeting room at the Department of Public Instruction, 301 N. Wilmington Street, Raleigh, NC.

**March 23**  
**Room 504**

**April 12**  
**Room 150 S**

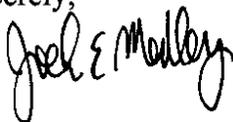
**May 2**  
**Room 504**

**June 14**  
**Room 150 S**

In addition, Triangle Math and Science Academy may now begin the student enrollment process. An additional memorandum, which was sent to all charter schools on February 17, 2012, is attached to provide guidance in regards to NC public charter school student eligibility. This memorandum provides answers to many of the unique admission situations that have arisen in the past two years.

The Office of Charter looks forward to working with Triangle Math and Science Academy. If you have any questions please contact Dr. Tom Miller, Office of Charter Schools consultant working with new applicants and new charter schools, at 919-807-3492 or [Thomas.miller@dpi.nc.gov](mailto:Thomas.miller@dpi.nc.gov).

Sincerely,



Joel E. Medley, Director  
Office of Charter Schools

JEM/pg

Attachments

c: William C. Harrison, Chairman, State Board of Education  
Philip Price, Chief Financial Officer, NC Department of Public Instruction  
John Betterton, Chair, NC Public Charter School Advisory Council

**OFFICE OF CHARTER SCHOOLS**

Joel E. Medley, *Director* | [joel.medley@dpi.nc.gov](mailto:joel.medley@dpi.nc.gov)

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

PR/Award # U282B120070  
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER  
Page e134

## Fast Track Training Sessions

### Day 1 MARCH 23 (Room 504 & 564)

Time	Session Focus	Purpose	Presenter
8:30 Room 504	Introduction/Agenda	Provide an overview of day 1 along with future training days	OCS/Miller
8:45- 11:00 Room 504	NC Law & Charter Schools	General Statutes, State regulations and related policy in: <ul style="list-style-type: none"> <li>- Lottery Process</li> <li>- Enrollment/Admissions</li> <li>- Marketing</li> <li>- Finger prints</li> </ul> ALL Participants	Laura Crumpler/ Katie Cornetto
11:00 – 12:00 Room 504	State Health Plan and Retirement	Overview of the State Plan's for Health and Retirement  ALL Participants	Diane Whaley
	Lunch		
1:00 – 3:15 Room 564	Exceptional Children	"The Exceptional Children Federal Grant Process - An Online Application"  Specific Board Members and Founders/Administration	Valencia Davis
1:00 – 3:15 Room 504	Possible Break out Work sessions	TBD  Specific Board Members	OCS
3:15 – 3:45 Room 504	Discussion	Prepare for next session <ul style="list-style-type: none"> <li>- Best Practices</li> <li>- EC Handbooks</li> <li>- Interest Survey</li> </ul>	OCS

### Day 2 APRIL 12 (Room 564 & 150 South)

Time	Session Focus	Purpose	Presenter
8:30	Intro and Agenda	Provide Goals	OCS/Miller
9:00 – 11:00	School Finance	<ul style="list-style-type: none"> <li>- Law, Policy and reporting requirement</li> </ul>	Alexis Schauss
11:00	Status Report	Testing and Accountability <ul style="list-style-type: none"> <li>- Compliance</li> <li>- Testing guide overview</li> </ul>	Curtis Sonneman
11:30	Lunch		
12:45	Charter School Boards	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Best Practices in CS Board Governance</li> </ul>	Medley/Miller
2:30	* Transportation	Transportation	Derek Graham
3:15	*Insurance and Liability		Eileen Townsend

\*Possibly could start both sessions at 2:45 to 3:00 – and split the group

Day 3 MAY 2 (Room 504 & 224)

Time	Session Focus	Purpose	Presenter
8:30	Status Report	Ensure Charter Board is operating and on schedule	Miller
9:00 – 10:30	Student Accountability	EVASS, Progress Monitoring Systems,	Dottie Heath
10:45	NC Wise	Training and Reporting Requirements	Rosalyn Galloway
11:30	Lunch		
12:45	Teacher Licensure	Policy; Plans; and Procedures	Nadine Ejire Portia Reese
2:30	Exceptional Children	IDEA Snapshot/Overview	EC Staff
4:30	Survey	Feedback	Miller

Day 4 JUNE 14 (Room 564 & 150 South)

Time	Session Focus	Purpose	Presenter
8:30	Intro and Agenda	Provide Goals	OCS/Miller
9:00 – 11:00	Health and Safety	- Laws, Policies and Procedures - Monitoring & Compliance	
11:00	Status Report		
11:30	Lunch		
12:45	Work session	- Student handbooks	
3:00	Work Session	- Budgets	

Possible Additions:

- Unemployment
- Best Practices Research
- New trainings based on Participant Feedback

**Fast Track Training Session  
Workshop  
March 23, 2012**

**Charter School:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Email: \_\_\_\_\_



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William C. Harrison, Ed.D., *Chairman*

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

WWW.NCPUBLICSCHOOLS.ORG

DATE: February 17, 2012

TO: Charter School Administrators

FROM: Joel E. Medley, Director  
Office of Charter Schools *JEM*

RE: *Enrollment and Lottery Guidance*

Every year, about this time, the Office of Charter Schools receives multiple phone calls regarding enrollment or lottery decisions. Our intent is to provide answers to many of the typical questions that arise so that you can proactively address them in the weeks to come. The paragraphs below will be divided among topics and will cover the most common questions that we have received.

## 1. Applications:

Any student eligible to attend a public school in North Carolina is eligible to attend a charter school in North Carolina. The charter school, as part of its flexibility, can craft its own student enrollment application. The application must be simplistic in what information is requested prior to the school's lottery and cannot establish barriers to enrollment (i.e. demanding interviews in order to receive applications or prior to inclusion the lottery).

For instance, a charter school does not need to know the race of children or whether they currently have an individualized education plan (IEP). That information should only be requested after the lottery. Parents have called the Office of Charter Schools and inquired what type of planning is being referenced when schools ask about IEPs, GPA, religion, or race. It is their perception that the school is planning to select certain types of students. Planning purposes for the school begin after student enrollment has been determined; therefore, it is in the school's best interest to remove the above-mentioned types of questions from student applications.

Some schools utilize a generic student enrollment application and call it an "initial application." Once a child has accepted admission to the school, as determined by the school's lottery, additional information is sought as the charter school transitions this student into its enrollment. That procedure is permissible because enrollment has already been determined, and the school then begins its process of collecting student records.

## 2. Lottery

Each charter school performs a lottery in different fashions – some draw names or numbers from a hat while others use a computerized randomization process. The law does not prescribe a specific process; however, bear in mind that these lotteries must be noticed to the public and open for anyone to attend for purposes of observation.

### OFFICE OF CHARTER SCHOOLS

Joel E. Medley, *Director* | joel.medley@dpi.nc.gov

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

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

### **3. Enrollment Preference:**

The 3 categories of preference in charter school lotteries are – (1) to siblings “of currently enrolled students who were admitted to the charter school in a previous year,” (2) to “children of the school’s principal, teachers, and teacher assistants,” and (3) to “children of the initial members of the charter school’s board of directors.” The legislation further clarifies that third point by restricting initial board member preference with the following conditions: available only for the first year of operation, limited to no more than 10% of the school’s total enrollment or 20 students (whichever is less), and the charter school is not a former public or private school.

Should a private school convert into a charter school, any students previously enrolled at the private school cannot receive enrollment preference. Those students must go through the lottery process just like all other applicants. Further, 115C-238.29F(g)(5) explicitly states that former public or private schools cannot offer enrollment priority to children of the initial members of the charter school’s board of directors.

What happens if a teacher lives in another state but has children that want to attend the charter school? Can the school provide preference to that teacher? Simply put, no. While the law permits certain preference, it must be balanced with other parts of the statute. For instance, G.S. 115C-238.29F(g)(1) says “any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.” Students that are not domiciled in North Carolina cannot attend a public charter school.

Some charter schools have private pre-school programs that are completely separate from their SBE approved charter. While this format is allowable, a charter school cannot grant any sort of preference for students enrolled in those separate pre-schools. Parents that choose to enroll in the preschool must be informed from the beginning of the separation between these entities. Their children will go through the same enrollment and lottery process as any other student.

### **4. Siblings:**

Foster children are not considered siblings for the purposes of enrollment preference. To qualify for preference, there must be a legal relationship with the sibling (i.e. adoption). With blended families, the same question of sibling status arises, and the determination is a bit more difficult. Marriage and/or adoption would clearly grant sibling status; however, the school must also consider biological ties through step or half siblings. Conversely, if an individual with children has a live-in partner with children from another relationship, those would not count as siblings because they do not share a biological parent.

### **5. Multiple Birth Siblings:**

G.S. 115C-238.29F(g)(5) provides some guidance regarding multiple birth siblings. If multiple birth siblings are applying to the charter school, the charter school enters one surname into the lottery to represent all of the multiple birth siblings. If that surname is drawn, then all multiple birth siblings shall be admitted.

In some instances, multiple birth siblings are not in the same grade, and charter schools are faced with a tough decision. To promote openness, the charter school should ask the parent to pick the grade level to enter the surname, thereby, leaving the decision entirely to the parent. That shift removes the school from any culpability because the parents made the decision.

A further issue has arisen when multiple birth siblings are in different grades or only one slot remains for a grade level but the surname is drawn. What happens at that point? The charter school statute states that if one surname is pulled in the lottery, then “*all* of the multiple birth siblings *shall* be admitted.” That language is pretty clear that a spot must be created. If a surname is drawn for purposes of the waiting list, which of the multiple birth siblings goes on the waiting list first? The law does not provide a clear answer or guidance for those situations. As much as possible, the school should create a policy to address this issue by possibly allowing the parent to make that designation. If a parent chooses, his or her decision removes the school as decision maker.

#### **6. Domiciled Student:**

Both parents and school administrators have inquired about allowing students from other states to apply for attendance to one of North Carolina’s charter schools. We frequently hear that schools vary in their interpretation of whether or not they may accept applications from out of state students if the parents or legal guardian “plan on moving” to the state prior to the beginning of the next school year.

A student must be domiciled in NC to attend public schools, including charter schools, and a student under the age of 18 has the domicile of his or her parent. Therefore, students who are eligible to attend a traditional LEA would be accepted into a charter school subject to spatial constraints. Further, the student is considered eligible to attend NC schools if the parents are domiciled with a permanent home in a NC school district.

Legal guardianship is not the same as legal custody. In fact, guardianship papers are insufficient to establish a legal relationship for the purposes of establishing a domicile. For an adult to claim the child is domiciled, that adult must have legal custody of the child. In the event of parents that are divorced, the child is entitled to claim the domicile of either parent.

Therefore, it is required that all applications for student enrollment accepted by NC charter schools be from parents who are legal residents of NC and not intending to move here at some point in the future. The domiciliary must be in place at the time of the student application in order for that particular application to gain consideration in the charter school lottery.

Just as traditional schools require proof of permanent residency, charter schools should do likewise. Some documentation that can be examined to determine domiciliary are listed below, and this list is by no means exhaustive:

- Copy of deed or record of most recent mortgage payment;
- Copy of lease agreement;
- A utility bill dated within the past 30 days, including: gas, water, electric, landline phone, cable, or satellite;
- A valid NC driver’s license or NC photo identification card;
- A vehicle or property tax bill (dated within the past year); and
- A bank or credit card statement with a NC address (dated within the past 60 days)

Children with parents in the United States Armed Forces often encounter special circumstances where their parent(s) are transferred to a specific base to begin deployment. A student who is not a domiciliary of an LEA may attend a charter school, without payment of tuition, if the parent or legal guardian is on active military duty and is deployed out of the LEA in which the student resides. Evidence of the deployment must be provided prior to enrollment at the charter school. Active Duty Training for less than 30 days is excluded.

Foreign exchange students are allowed in North Carolina charter schools as long as they do not take the seat of a properly domiciled NC student. Therefore, foreign exchange students should not be placed into the lottery or enrolled through “sibling preference.” If the charter school has a waiting list, that foreign exchange student cannot vault over domiciled North Carolina students. Finally, should a school be able to enroll a foreign exchange student, ADM funds cannot be collected for that student.

**7. Acceptance of Enrollment Offer:**

Charter schools need to provide parents a reasonable time to accept enrollment at the charter school; however, the charter school will need a specific policy to guide that timeframe. Further, parents must be made aware of that timeframe from the beginning of the open enrollment period. Mandating a response within 24 hours is not reasonable.

Often, as the academic year begins, charter schools have students that accepted enrollment but did not attend school on the first few days. The charter cannot just withdraw that student because, once the child is enrolled, the student becomes your responsibility. The charter school must make every effort to contact that parent to see if they have possibly changed their mind. We know of schools that have done their due diligence through documented phone calls and home visits to receive an answer about enrollment.

**8. Foster Parents:**

Unfortunately, foster relationships do not qualify a child as domiciled where the foster parent lives. A child has the domicile of his or her parent. The foster parent is not the legal parent so the foster child does not receive the domicile of that foster parent.

In some instances, foster parents may be in process of legally adopting a child in their care. Even though the adoption process is under way, that foster parent is not yet the legal parent, so the child still does not receive the domicile of the foster parent. Once legal custody has been granted and the legal adoption has been fully approved, that child would then gain the benefit of their new parent’s domiciliary.

**9. Student Placement:**

Sometimes charter schools discover that an application for enrollment has been completed; however, the student may be retained and thus not promoted to the next grade level. That student cannot be placed in the lottery for both potential grade levels because that provides him or her unfair advantage in the lottery process. The student should be placed into the most appropriate grade level based on school/parent/administrator information. Should the student be admitted and the end of year results prove the wrong grade level was chosen, the student’s slot is still guaranteed; and the school must appropriately place the student.

If a homeless student wishes to enroll in a charter school after the lottery has already been held, the charter school is not required to create a spot for that student and vault them over the determined waiting list. According to the Elementary and Secondary Education Act (ESEA), that requirement is applied to LEAs. Since charter schools in North Carolina are considered LEAs for special education purposes only, the stipulation does not bind charter schools.

A charter school must, however, accept any homeless student who submits a timely application and enters through the lottery or wait list, provided the student is of the appropriate age and grade for the charter school.

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

---

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**TRIANGLE MATH AND SCIENCE ACADEMY**  
**BUDGET NARRATIVE**

<b>Equipment</b>							
<b>Instructional Equipment</b>		<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>	
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>
Cafeteria Tables	\$ 1,100.00	4	\$ 4,400.00	8	\$ 8,800.00	8	\$ 8,800.00
Student Desks	\$ 75.00	180	\$ 13,500.00	0	\$ -	0	\$ -
Student Chairs	\$ 50.00	180	\$ 9,000.00	0	\$ -	0	\$ -
Student Combo Desk	\$ 110.00	140	\$ 15,400.00	200	\$ 22,000.00	280	\$ 30,800.00
Teacher Desks	\$ 350.00	15	\$ 5,250.00	10	\$ 3,500.00	10	\$ 3,500.00
File Cabinets	\$ 175.00	25	\$ 4,375.00	10	\$ 1,750.00	15	\$ 2,625.00
Lockers	\$ 75.00	140	\$ 10,500.00	200	\$ 15,000.00	280	\$ 21,000.00
Classroom Cabinets	\$ 1,850.00	15	\$ 27,750.00	10	\$ 18,500.00	10	\$ 18,500.00
Science Labs	\$ 16,000.00	1	\$ 16,000.00	2	\$ 32,000.00	2	\$ 32,000.00
Library Furniture	\$ 15,000.00	0	\$ -	1	\$ 15,000.00	1	\$ 15,000.00
Smartboards	\$ 1,250.00	15	\$ 18,750.00	5	\$ 6,250.00	15	\$ 18,750.00
White Boards	\$ 200.00	30	\$ 6,000.00	10	\$ 2,000.00	30	\$ 6,000.00
Tag Boards	\$ 125.00	45	\$ 5,625.00	30	\$ 3,750.00	30	\$ 3,750.00
Student Laptops	\$ 750.00	10	\$ 7,500.00	0	\$ -	25	\$ 18,750.00
Teacher Laptops	\$ 750.00	20	\$ 15,000.00	10	\$ 7,500.00	5	\$ 3,750.00
Computer Lab Desktops	\$ 550.00	24	\$ 13,200.00	24	\$ 13,200.00	24	\$ 13,200.00
<b>Instructional Equipment Total</b>			<b>\$ 172,250.00</b>		<b>\$ 149,250.00</b>		<b>\$ 196,425.00</b>
<b>Office Equipment</b>							
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>
Networking	\$ 15,000.00	0	\$ -	1	\$ 15,000.00	0	\$ -
Data and Cabling	\$ 43,000.00	0	\$ -	1	\$ 43,000.00	0	\$ -
Video Security System	\$ 42,000.00	0	\$ -	1	\$ 42,000.00	0	\$ -
PA System	\$ 18,120.00	0	\$ -	1	\$ 18,120.00	0	\$ -
Speaker System	\$ 20,100.00	0	\$ -	1	\$ 20,100.00	0	\$ -
Office Furniture	\$ 4,000.00	1	\$ 4,000.00	1	\$ 4,000.00	1	\$ 4,000.00
HDTVs	\$ 1,000.00	1	\$ 1,000.00	2	\$ 2,000.00	2	\$ 2,000.00
<b>Office Equipment Total</b>			<b>\$ 5,000.00</b>		<b>\$ 144,220.00</b>		<b>\$ 6,000.00</b>
<b>Equipment Total</b>			<b>\$ 177,250.00</b>		<b>\$ 293,470.00</b>		<b>\$ 202,425.00</b>

			Year 1		Year 2		Year 3	
<b>Construction</b>								
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	
PlayGround	\$ 27,048.00	0	\$ -	1	\$ 27,048.00	0	\$ -	
<b>Construction Total</b>			<b>\$ -</b>	<b>\$ 27,048.00</b>	<b>\$ -</b>			
<b>Other</b>								
<b>Instructional Books</b>								
<b>Item</b>	<b>Unit Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	<b>#</b>	<b>Total Price</b>	
Textbooks	\$ 45,000.00	1	\$ 45,000.00	0	\$ -	0	\$ -	
Library Books	\$ 15,000.00	1	\$ 15,000.00	0	\$ -	0	\$ -	
<b>Other total</b>			<b>\$ 60,000.00</b>	<b>\$ -</b>	<b>\$ -</b>			
<b>GRAND TOTAL</b>			<b>\$ 237,250.00</b>	<b>\$ 320,518.00</b>	<b>\$ 202,425.00</b>			

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	TRIAD MATH AND SCIENCE ACADEMY COMPANY
<b>Applicant's DUNS Name:</b>	0214339970000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
<b>CFDA Number:</b>	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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:** The Agency Contact listed in this grant application package.

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

OMB Number: 1894-0008  
Expiration Date: 02/28/2011

Name of Institution/Organization

TRIAD MATH AND SCIENCE ACADEMY COMPANY

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						
2. Fringe Benefits						
3. Travel						
4. Equipment	177,250.00	293,470.00	202,425.00			673,145.00
5. Supplies						
6. Contractual						
7. Construction		27,048.00				27,048.00
8. Other	60,000.00		15,000.00			75,000.00
9. Total Direct Costs (lines 1-8)	237,250.00	320,518.00	217,425.00			775,193.00
10. Indirect Costs*						
11. Training Stipends	1,000.00	1,000.00	1,000.00			3,000.00
12. Total Costs (lines 9-11)	238,250.00	321,518.00	218,425.00			778,193.00

**\*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  %.

(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  %.

Name of Institution/Organization TRIAD MATH AND SCIENCE ACADEMY COMPANY	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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**