

APPLICATION FOR A CHARTER SCHOOL

TO BEGIN IN FALL 2011



# IT ACADEMY OF TRIANGLE

For A Future-Ready Generation

SUBMITTED TO

OFFICE OF CHARTER SCHOOLS  
NORTH CAROLINA STATE BOARD OF EDUCATION

BY  
THE BOARD OF DIRECTORS OF  
IT ACADEMY OF TRIANGLE COMPANY

FEBRUARY 19, 2010  
RALEIGH, NC

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**III. BASIC INFORMATION**

Primary Contact Person: Kenan Gundogdu

Mailing Address: 1333 Edenhurst Ave.

City/State/ Zip: Cary/NC/27513

Phone Number: 919-521 0800

Email: Kenan\_gundogdu@ncsu.edu

Fax: 919-439 5308

Name of Proposed Charter School: IT Academy of Triangle

Location Proposed Charter School (LEA): Wake County

Proposed Grade Levels: (i.e., K-3, K-4, etc.)  
2011-12: K-6 2012-13: K-7 2012-14: K-8 2014-15: K-9 2015-16: K-10

Projected Enrollment:  
2011-12:2722012-13:3442012-14:4202014-15:4902015-16:536

Targeted Population: ITAT targets general education students with no emphasis on any special subgroup.

Conversion:

No:   
Yes:  If so, Public  or Private:

If a private school, give the name of the school being converted:  
If a public school, give the name and six-digit identifier of the school being converted: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Summary of Educational Mission: ITAcademy of Triangle's mission is to provide K-12 students in Wake County research-based math, and technology education.IT Academy of Triangle aims to prepare its students for challenging scientific, technical colleges and careersby employing rigorous

and proven programs that are recognized by the U.S. Department of Education, the Office of Technological Education, the National Science Foundation (NSF), and National Council of Teachers of Mathematics (NCTM).

#### IV. GOVERNANCE

##### IV.A. PRIVATE NONPROFIT CORPORATION (G.S. 115C-238.29E)

**Name of Private Nonprofit:** IT Academy of Triangle Company

**Mailing Address:** 1333 Edenhurst Ave

**City/State/Zip:** Cary, NC, 27513

**Street Address:** 1333 Edenhurst Ave

**Phone:** (919) 521 0800

**Fax:** (919) 678 0450

**Name of registered agent and address:** Kenan Gundogdu. 1333 Edenhurst Ave, Cary, NC, 27513

**FEDERAL TAX ID:**27-1939213

##### IV.B. TAX-EXEMPT STATUS (501(c)(3)) (G.S. 115C-238.29(b)(3))

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

- Yes (copy of letter from federal government attached)  
 No

ITAT Company does not have current Federal Tax Exempt Status under 501(c)(3). Upon final approval of the Charter Application, tax-exempt status will be applied for.

##### IV.C. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)

Currently, ITAT does not have a contract with an EMO. In the future, if deemed necessary by the Board, ITAT may contract with an EMO.

IV.D. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

### 1. Organizational Chart

ITAT will be governed by the Board of Directors. The Board of Directors sets up all general policies ensuring alignment with the school mission. The Board will be responsible for hiring and supervising the Principal. The Principal will report to the school Board. The daily activities will be managed by the Principal. The ITAT faculty, staff, students will be coordinated by the Principal. Volunteers (parents and organizations) will be involved in the governance of ITAT and Principal will coordinate them as well. The governance chart of ITAT is given below in Figure 1.

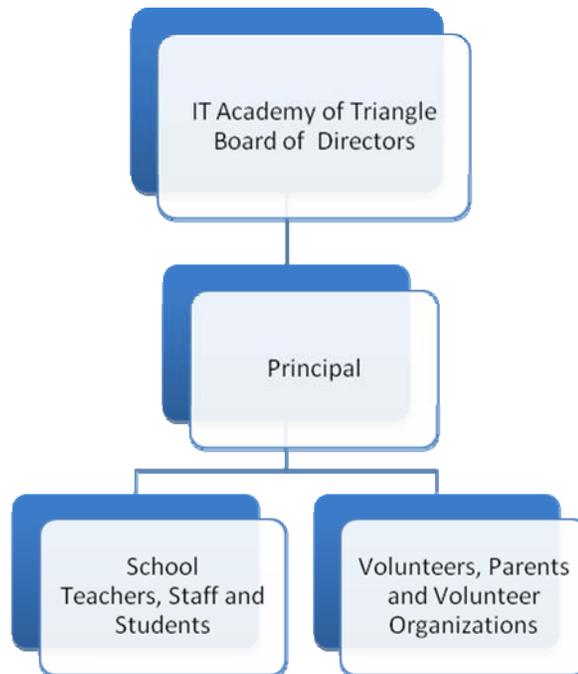


Figure 1. ITAT organizational chart

### 2. Resumes of the Board of Directors

#### Founding Board of Directors

Our founding Board of Directors consists of eight distinguished members of the community with diverse backgrounds. These members are successful teachers, professors, businessmen, IT specialists, and CEO of an IT company. One of our teacher members Julia Williams, who is retired from the NC public school system, has played significant role in establishing the very early IT curriculum in NC high schools. Another member is the CEO of FIT-NC, a global IT company. As will be seen from the resumes, ITAT has a very strong team that not only understands the challenges of establishing such a school but also capable of overcoming these challenges. The most significant glue that binds such a diverse team is the desire of making a positive contribution to the education of our future.

**Julia K. Williams**  
*CURRICULUM VITAE*

1905 Lewis Circle, Raleigh, NC 27608

E-mail: juliaw@nc.rr.com

Cell: 919- 604 7906

**EDUCATION**

B.S. Business Education: East Carolina University

M.A. Business Education: East Carolina University

**CURRENT STATUS**

Retired (2002) after 38 years of teaching business education

**HONORS AND LEADERSHIP**

Pi Omega Pi – National Honorary Business Fraternity at ECU – office of secretary

Member of National Education Association, American Vocational Association, National Business Education Association, Past President of the Business Education Division of the N. C. Vocational Association, Past President of N. C. Business Education Association

Explorenet IT Initiatives Outstanding Teacher (2002)

**TEACHING EXPERIENCE**

Enloe High School, Raleigh, NC (Certified Novell Administrator; mentor teacher) 20 years

Peace College, Raleigh, NC (head of business program, led Business Advisory Council)—13 years

Broughton High School, Raleigh, NC (teaching typing and shorthand almost 2 years)

Massey Hill High School, Fayetteville, NC

Roseboro-Salemburg High School, Roseboro, NC

(Began my career teaching typing and shorthand and ended my career teaching computer applications and network administration)

**CIVIC AND CULTURAL ACTIVITIES**

Member of Pullen Memorial Baptist Church – chair Siler Garden Committee; leader of a women's circle

Member of Anne Hathaway Book Club – serve as treasurer and publish yearbook

Enjoy classical music and regularly attend N. C. Symphony concerts

Enjoy traveling and learning about other cultures; lived in England 6 months; lived in Hong Kong 1 year; short visits to Ghana (West Africa), Honduras, Holland, Greece, Italy, Russia, Germany, France, Thailand

Member of Raleigh Garden Club – co-chaired Plant Sale for 2 years

Worked with Montagnards (from Vietnam) in getting settled in Raleigh

**OTHER INTEREST**

Gardening

Knitting

Playing piano

**Kenan Gundogdu  
(contact person)**

*CURRICULUM VITAE*

1933 Edenhurst Ave Cary, NC 27513

E-mail: Kenan\_gundogdu@ncsu.edu

Cell: 919- 521 0800

**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 22 research papers, and filed 3 patents. He organized and was involved in many outreach activities including scientific conference organizations, science fairs. He coached high school students for international and national science Olympiads, prepared high school students to college. He was involved in organizations that provide carrier guidance to students. He is also board member in TMSA charter school in Greensboro, NC.

**ADVISORSHIP**

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

## **DianeGunesgor**

### *CURRICULUM VITAE*

3963 Old Hillsborough Rd Mebane, NC 27302

E-mail: [Jebsmommy@aol.com](mailto:Jebsmommy@aol.com)

Cell: 919-563 4398

#### **EDUCATION**

Nyack College, Nyack NY

Bachelor of Science in Elementary School Education Minor in Psychology

#### **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

## **Michael Heuberger**

### *CURRICULUM VITAE*

7961 Mountain Falls Ct apt. 303 Raleigh, NC 27617

E-mail: Michael.Heuberger@freudenberg.com

Cell: 734- 634 2865

#### **EDUCATION**

BS: National Vocational School, Amberg, Germany, 1987-1991

#### **CURRENT POSITION**

CEO&President of Freudenberg IT company at RTP

#### **PROFESSIONAL BACKGROUND**

Head of business unit general industry and automotive: ADICOM InformatikGmbH , (2005-08).

Product manager manufacturing execution systems: Infor Business Solutions AG (2004)

CEO: Infor Net Solutions GmbH for MES solution and Product Manager for ERP solutions (2003-04).

Head of Competence Center MES/Product Manager ERP: Infor Business Solutions AG (2001-02).

Head of Business Unit MES/Product Manager ERP: Infor Business Solutions AG (2000-01).

Product Manager/ Head of MES Software Development: Infor Business Solutions AG (1999-00).

Head of IT Department and Business Administration: IMA Automation GmbH (96-99).

Product Manager Electronically Machine Constructions: IMA Auttmaton GmbH (87-95).

#### **CIVIL SERVICE**

Cham County Hospitals, Cham Germany 1995-96.

#### **OUTREACH, SUPERVISING and EDUCATION**

Mr. Heuberger has a significant background in Information Technologies. He has employed, supervised many people in IT business. He also has a significant interest in improving education system. His company FIT sponsor several educational activities in the RTP.

## Clifford E. Griffin

### *CURRICULUM VITAE*

6028 Saybrooke Drive Raleigh, NC 27604

E-mail: Clifford\_griffin@ncsu.edu

Cell: 919- 515 5048

#### EDUCATION

Post Doctoral Fellowship: The Hoover Institution, Stanford CA, 1991-1992

PhD International Relations: The University of Rochester, 1984-1989

BA International Political Economy: Vassar College, Poughkeepsie, NY, 1981-1983

#### HONORS AND AWARDS

- Vassar College Scholarship, 1981-1983
- Delegate to Students International Relations Conference on Third World Development, Mt. Holyoke College, MA 1982
- Vassar College General, Department and Thesis Honors 1983
- Vassar College International Relations Fellowship for graduate study 1984 -1985
- 1984-88: University of Rochester Provost Fellowship
- Delegate to conference on "Reinforcing Democracy in the Americas," the Carter Center of Emory University, Atlanta, GA 1986:
- University of Rochester Edward Peck Curtis Award for excellence in undergraduate teaching by a graduate student 1989

#### EMPLOYMENT

**Associate Professor** 1998-Present

Department of Political Science and Public Administration  
North Carolina State University

**Director, Master of International Studies**

1998-2000

Department of Political Science and Public Administration

**Assistant Professor**

1990-97

Department of Political Science and Public Administration  
North Carolina State University

#### PUBLICATIONS AND OUTREACH ACTIVITIES

Professor Griffin has published more than 100 papers, book chapters and conference papers, newspaper articles. He organized and involved in many outreach activities international relations, education, human rights topics.

# Zeynep Tulu

## *CURRICULUM VITAE*

818 Turmeric Lane, Durham NC 27713

E-mail: [zeynep.tulu@duke.edu](mailto:zeynep.tulu@duke.edu)

Cell: 413- 230 0079

### EDUCATION

M.E.M Engineering Management, Duke University 2009

M.S. Electrical and Computer Engineering, U. of Massachusetts Amherst 2005

B.S. Electronics and Telecommunications Engineering, Istanbul Tech. Univ. 2002

### PROJECT MANAGEMENT

Duke University, Business & Strategy Research Associate 2009-2010

- Supply Chain Management Project: Device for Students with Spectrum Disorders
- Operations Management & Strategy Project
- Globalization & Entrepreneurship Research Project by Duke University, Harvard University
- Duke University Start-up Company Product for Breast Cancer Patients Marketing Project

UNC Healthcare, Business Administrative Intern, Six-Sigma green belt 2009

- Operations/Process Improvement Project: UNCH Transplant Process of Care
- Finance & Strategy Project: Cost Analysis for UNCH Transplant Department
- UNCH Transplant Center Marketing Project
- Education/Training Project: Help Referring Doctors Access their Patients' Records

U. of Mass., Amherst; Research Associate-Project Manager 2002-2006

### VOLUNTEER AND TEACHING EXPERIENCE

- Tutored students as a volunteer in Math, helped students prepare for SAT; Smith Middle School, Chapel Hill, NC. 01/2007-05/2007
- Worked as Teaching Assistant in three computer graduate courses. UMass, MA. 01/2004-05/2005
- Worked as Teaching Assistant, helped organize technology fairs and provided engineering career guidance to K-12 students; The Science, Technology, Engineering and Mathematics (STEM) Education Institute, UMass, Amherst. 03/2004-03/2006
- Tutored Russian high school refugees as a volunteer in Math-Science courses, provided college counseling; Springfield Culture Center, MA 02/2004-06/2006

### COMPUTER SKILLS

MS Excel, MS Word, MS PowerPoint, MS Project, Mineset, Linux, Windows, Matlab, C, IDL, VHDL, Python, SQL.

**EkremHatip*****CURRICULUM VITAE***

717 Wakehurst Dr, Cary NC 27519

E-mail: ehatip@gmail.com

Cell: 919-345-5976

**EDUCATION**

**Marmara University, Turkey** 1992-1996  
M.S. in Engineering Management

**Bogazici University, Turkey** 1988-1992  
B.S. in Electrical & Electronics Engineering

**EMPLOYMENT**

**Freudenberg-IT, NC** 2008-Present  
Certified Senior Consultant  
Project Manager  
Team lead for customer support team  
Mentor for new employees

**IBM Global Business Services, NC** 2005-2008  
Senior Consultant on Software Applications and Databases

**Novasoft Information Technologies, NC** 1999-2005  
Consultant on Software Applications and Databases

**Unilever Turkey, Turkey** 1997-1999  
Systems Administrator  
Project Engineer

**Marmara University, Turkey** 1994-1997  
Research Assistant  
Systems and Network Manager  
Business Applications Developer

**Networking Technologies, Turkey** 1992-1994  
Project Engineer  
Software Developer

**CIVIC, CULTURAL ACTIVITIES AND FAMILY**

Community Leader for organizing cultural activities and festivals  
Manager for numerous community activities  
Organized weekend schools, classes and other educational functions for K-12 Students. Married with two children, ages 12 and 10.  
Enjoy traveling, learning about new cultures. Married with two children.

**AtillaAkbay**  
***CURRICULUM VITAE***

109 Bending Branch Court Morrisville, NC 27560

E-mail: [atillaakbay@greekfiesta.com](mailto:atillaakbay@greekfiesta.com)

Cell: 919-824 6797

Fax: 919-678 0450

**EDUCATION**

B.S. The University of Pittsburgh

Business Management 04/92, *Cum Laude*

**KEY ACHIEVEMENT**

Started business life as a pizza delivery driver and created a unique, successful restaurant concept/chain, *Greek Fiesta*.

**ENTREPRENEURSHIP AND BUSINESS ACTIVITIES**

Founder, and CEO of local restaurant chain, *Greek Fiesta (2001 – present)*.

Owner and Manager of Buffet Express (1999-2001).

Operating Partner/ Manager of Romeo's Pizza (1992-1998).

Manager, Pizza Outlet (1991-1992).

Delivery Driver, Corleone's Pizza (1988-1991).

**MENTORSHIP ACTIVITIES**

Exhibited proven leadership skills with a track record of training, developing and fostering four young entrepreneurs to become restaurant owners.

**HONORS AND AWARDS**

Military Lycee Athletics Championship, Javelin Throw Champion (1980)

Military Lycee Athletics Championship, Javelin Throw Champion (1981)

Military Lycee Athletics Championship, Javelin Throw Champion (1983)

Turkish National Athletics Championship, Javelin Throw 4<sup>th</sup> place (1983)

Owner of the most improved retail store at Prime Outlets, Morrisville (2002)

Owner of the most improved retail store at Prime Outlets, Morrisville (2003)

3. Proposed Bylaws, Conflict of Interest Policy and Stated Commitment to NC Open Meetings Law (G.S. 143.318.9)

**IT ACADEMY of TRIANGLE**

**BYLAWS**

**ARTICLE I:**

**Section 1: Name**

The name of the nonprofit corporation is IT ACADEMY of TRIANGLE COMPANY (sometimes referred herein as "The Corporation").

**Section 2: Principal Office and Registered Agent**

The Corporation's principal office is located in Wake County at 1333 Edenhurst Ave., Cary NC 27513 and the registered agent at such address is Kenan Gundogdu.

**ARTICLE II:**

**Section 1: Purpose**

The Corporation's purpose is to establish a public charter school in the Wake County. The name of the school is IT ACADEMY of TRIANGLE (ITAT).

**ARTICLE III:**

**Section 1: Membership**

The corporation has no members. The rights, which would otherwise vest in the members vest in the Board of Directors of ITAT. Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval by the Board of Directors (hereinafter the "Board").

**ARTICLE IV:**

**Section 1: Board**

The Board is a public entity and shall conduct or direct the affairs, activities and business of the Corporation.

**Section 2: Mission**

The mission of the Board is to make policy decisions to provide oversight for the operations of the Corporation.

**Section 3: Number, Election and Resignation of Board of Directors**

The Board shall consist of no less than five (5) and no more than nine (9) individuals.

The Board may elect any person who has expressed written interest in serving on the Board of Directors and who, it believes, will serve the interests of the Corporation faithfully and effectively. The Board shall elect Directors at the Annual Meeting for that year, and may elect additional or

successor Directors at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. Self-nominations and nominations made by a Board member are accepted. The Board shall elect the Director by the vote of a majority of the Directors then in office.

Directors shall serve for a term of two years, or until their successors are elected. A Director may be removed by a majority vote of the Board at any Board meeting. In order to be re-elected, a Director can be nominated by a Board member similar to any other nominee.

A Director may resign by giving written notice to the President or Secretary of the Corporation. Resignation notice should have an effective date.

#### **Section 4: Meeting Procedures**

All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Robert's Rules of Order, it will serve as a guideline for the conduct of all meetings. The minutes shall be recorded and kept by the Corporate.

- a) no quorum of the Board of Directors shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and
- b) no executive session shall be held until:
  - i. the Board of Directors shall have first convened in an open session compliance with North Carolina Open Meeting Law, North Carolina article 33C of Chapter 143 of the General Statutes,
  - ii. a majority of the Directors at such meeting shall have voted to go into executive session,
  - iii. the vote of each trustee shall have been recorded on a roll call vote and entered into the minutes, and
  - iv. the President (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Directors shall reconvene after the executive session.

#### **Section 5: Regular Meetings**

The Board shall determine annual meeting schedule during the annual meeting in the month of September. Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board. The schedule shall call for the meetings to be held at the School's administration building.

#### **Section 6: Special Meetings**

In accordance with the state law, Board President, the Principal or any three or more members of the Board may request a special meeting. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 24 hours at the place of regular meetings and by the giving of written or oral notice at least 24 hours in advance at the front door and Parent Information Center. Board members will be given at least 24 hours' notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, e-mail, fax or some other means to achieve notification. In emergency situations board can decide to meet on a time that is shorter than 24 hours notice. The reason of such meetings should be declared in a regular meeting as well as the meeting minutes.

**Section 7: Quorum**

A majority of the board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board. If a quorum is not present at the time and place of any meeting, the Directors present shall adjourn the meeting until a quorum shall be present.

**Section 8: Board Decision and Voting**

Board makes decisions by voting. Board cannot make a decision when there is no quorum. The majority of the votes determines the Board decision.

**Section 9: Compensation**

Directors shall not be compensated for Board services other than expenses authorized by the board such as travel and related expenses School related conferences.

**Section 10: Conflict of Interest**

Full disclosure, by notice in writing, shall be made by the interested parties to the full Board of Directors in all conflicts of interest. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

**Section 11: Certain Director Liability**

A member of the Board shall be subject to the liabilities imposed by law upon Board members of nonprofit corporations. In addition, all Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the corporate articles of incorporation, charter, or by-laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Board member relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and were based on generally accepted principles of sound accounting practice used by the president or the treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

**ARTICLE V:****Section 1: Designation of Officers**

The Officers of the Corporation consist of a President, Vice President, a Secretary and a Treasurer. The Corporation also may have such other officers, as the Board deems advisable. Any two offices except for the office of President may be held by one person. No officer shall sign or execute any document in more than one capacity.

**Section 2: Election, Term of Office, Qualifications, Removal, and Resignation**

The Board among its own members shall elect officers during the annual meeting in September each year. A President, a Vice President, a Secretary, and a Treasurer shall be elected to serve for a one-year period. The President shall preside over the election of the vice president, secretary, and treasurer unless decided otherwise by majority of the Board members.

The Board with or without any reason provided can remove officers from their office. Officers may also resign with a written notice given to the Corporation.  
Board may elect a new officer for the vacant offices.

### **Section 3: Principal**

Day to day operations of the school is performed and managed by a Principal who is appointed by the Board with a employment contract. The duties of the Principal and the employment period shall be specified in the contract. Principal shall be authorized to recruit high quality faculty members and hire them. The contract shall Principal duties in detail.

### **Sections 4: President**

Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

### **Section 5: Vice President**

If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

### **Section 6: Secretary**

The Secretary shall record and maintain records of all proceedings of the Board of Directors in a book or series of books kept for that purpose and shall give such notices of meeting of Directors. The Secretary shall keep these records at the Corporations director office, or such other place as the Board may direct, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings. The Secretary shall distribute to the members of the Board of Directors copies of any minutes of prior meetings for approval. In the absence of the Secretary from any meeting of Directors, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

### **Section 7: Treasurer**

The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

## **ARTICLE VI:**

### **Section 1: Contracts**

Except as otherwise provided in these by-laws, the Board may authorize any officer or agent or the Principal to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific transactions.

**Section 2: Loans**

The Board must authorize in advance the borrowing of any funds by the Corporation and the issuance of any promissory notes or other evidence of indebtedness in the name of the Corporation. Any officer or agent of the Corporation authorized by the Board to do so may obtain loans or advances on behalf of the Corporation provided said authority has been granted by means of a majority vote of the Board of Directors affirming the indebtedness or obligation, and in order to obtain such loans and advances, may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

**Section 3: Deposits, Checks, and Drafts**

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board may select, or as may be selected by any officer or agent of the Corporation authorized by the Board to do so.

**Section 4: Checks, Drafts**

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by:

- any two Board members, or
- any Board member and the Principal, or
- the Principal and the Assistant Principal for recurring expenses and expenses not exceeding \$5,000, or
- in such other manner as the Board may determine.

Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or treasurer or by any officer or agent who may be authorized by the Board to do so.

**ARTICLE VII:****Section 1: Corporate Seal**

The corporate seal shall be in such form as shall be approved by the Board.

**Section 2: Fiscal Year**

The fiscal year of the Corporation will start on July 1 of each year and end on June 30 of the next year.

**Section 3: Amendments**

Any article in these bylaws is changeable and amendable. Any change on the bylaws shall require 2/3 of the board members.

**Section 4: Officer and Director Indemnification**

The Corporation shall indemnify any present or former members of the Board, Officers, Principal or other employee or agent against liabilities and reasonable litigation expenses, including attorneys' fees, incurred in connection with any action, suit or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, Principal or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding

- to have acted in bad faith,
- to have been liable or guilty by reason of willful misconduct in the performance of duty,
- to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation,
- to have received an improper personal benefit, or
- in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The indemnification authorized by this section shall be in addition to that permitted by the North Carolina General Statutes or otherwise as authorized in these by-laws. The Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Principal or other employee or agent of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against and incurred by the person in such capacity, or arising out of the person's (Board member's, Officer's, employee's or agent's) status as such, whether or not the Corporation would have the power to indemnify that person against such liability.

Expenses incurred by a Director, Officer, Principal or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board upon receipt of an undertaking by or on behalf of the Board member, Officer, Principal or other employee or agent to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation as authorized by Section 55A- 17.2 or 55A- 17.3 of North Carolina General Statutes or as authorized in these by-laws.

#### **Section 5: Prohibited Activities**

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on

- by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or
- by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

MEMBERS OF THE INITIAL BOARD OF DIRECTORS

**Member** Kenan Gundogdu, PhD      **Member** Clifford Griffin, PhD

**Member** Zeynep Tulu, MS, MEMP      **Member** Michael Heuberger

**Member** Julia Williams, MA      **Member** Diane M Gunesgor

**Member** Ekrem Hatip, MEMP      **Member** Atilla Akbay

Date of Adoption: February 13, 2010

4. Articles of Incorporation



**NORTH CAROLINA**  
**Department of The Secretary of State**

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To all whom these presents shall come, Greetings:

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

**ARTICLES OF INCORPORATION**

**OF**

**IT ACADEMY OF TRIANGLE COMPANY**

the original of which was filed in this office on the 2nd day of February, 2010.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 2nd day of February, 2010.

*Elaine F. Marshall*

Secretary of State

Certification# C201002500613-1 Reference# C201002500613-1 Page: 1 of 3  
Verify this certificate online at [www.secretary.state.nc.us/verification](http://www.secretary.state.nc.us/verification)

C201002500613

SOSID: 1134213  
 Date Filed: 2/2/2010 10:53:00 AM  
 Elaine F. Marshall  
 North Carolina Secretary of State  
 C201002500613

State of North Carolina  
 Department of the Secretary of State

ARTICLES OF INCORPORATION  
 NONPROFIT CORPORATION

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

1. The name of the corporation is: IT Academy of Triangle Company
2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:  
 Number and Street: 1333 Edenhurst Ave.  
 City, State, Zip Code: CARY, NC, 27513 County WAKE
4. The mailing address if different from the street address of the initial registered office is:  
 SAME
5. The name of the initial registered agent is:  
 KENAN GUNDOGDU  
 1333 EDENHURST AVE.  
 CARY, NC, 27513
6. The name and address of each incorporator is as follows:  
 KENAN GUNDOGDU  
 1333 EDENHURST AVE.  
 CARY, NC, 27513
7. (Check either a or b below.)  
 a.  The corporation will have members.  
 b.  The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.  

UPON THE DISSOLUTION OF THIS CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 201(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.
9. Any other provisions which the corporation elects to include are attached.

C201002500613

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).

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

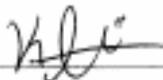
Number and Street 1333 EDENHURST AVE.  
City, State, Zip Code: CARY, NC, 27513 County: WAKE

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 21<sup>st</sup> DAY OF JANUARY, 2010.

\_\_\_\_\_  


Signature of Incorporator

\_\_\_\_\_  
Kenan Gundogdu

Type or print Incorporator's name

and title, if any

## V. MISSION, PURPOSES AND EDUCATIONAL FOCUS (G.S. 115C-238-29A)

IT Academy of Triangle (ITAT) aims to make a unique contribution to the education in North Carolina. The foundation of this Charter School is timely because in this Hi-Tech era, new generation is starting to interact with technology and computers at very young ages. Therefore, the educational needs of this so-called "digital citizens" cannot be satisfied with the traditional methods that have been used over the years. American education is being bolstered by the increasing use of educational technology, greater accountability, and growing new partnerships between tech-savvy students and teachers according to a report released by the U.S. Department of Education.<sup>1</sup> "There is a new fervor in American education and a new creativity that's being driven in part by this generation of tech-savvy students," said former U.S. Secretary of Education Rod Paige. "We are already seeing some remarkable results, and I believe this trend bodes well for the future of our country. As the report noted, America's students are our ultimate constituents, and we need to listen to them."<sup>1</sup>. Hearing out this message and understanding the needs of the "digital citizens", ITAT will not only teach the technology but also integrate technology actively into instruction to improve student learning.

ITAT Board of Directors recognizes the fact that Wake County, the largest public school district in North Carolina, hosts a significant portion of the charter schools in the state. However, we note that public demand to the charter schools is still very high in Wake County. For instance, Franklin Academy in Wake County had 1,842 applicants for 123 openings in the year 2009. We believe that our school model fits perfectly to the needs and strengths of Wake County, as several distinguished higher education institutes and many High-Tech companies in RTP area. A significant number of these companies are actually well known brand names in IT field; IBM, Cisco, SAS, and FIT are just to name a few. Almost all companies in RTP have sizable IT departments supporting their vital business activities. This drives a constant need for highly calibrated IT professionals. ITAT graduates will not only be able to continue with their education at top-notch universities in the area, but also directly contribute to the workforce of these companies after their graduation.

### V.A. MISSION

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

IT Academy of Triangle will inspire and challenge K-12 students in a creative and supportive learning environment with an academic program focusing on mathematics and information technologies to educate its students as global digital citizens.

This mission will be accomplished by implementing an innovative curriculum that incorporates technology into instruction while covering the *North Carolina Standard Course of Study* and utilizing hands-on, inquiry-based teaching methods that create an active learning environment and student-centered the education system. A significant focus of our education plan is to build a strong

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<sup>1</sup> U.S. Department Of Education Releases National Education Technology Plan, <http://www2.ed.gov/news/pressreleases/2005/01/01072005.html>

relationship among students, teachers, parents, and local community, as this harmony is vital to create an environment that leads socially active and productive citizens who are able to identify and communicate today's issues, and provide leadership as needed.

#### V.B. PURPOSES OF THE PROPOSED CHARTER SCHOOL

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute G.S. 115C-238.29A, and the proposed school's operations.

ITAT's educational plan with its research-based mathematics and information technology programs addresses all six of the following purposes for charter schools in North Carolina.

##### 1. Improve student learning

ITAT will employ student centered learning and technology-integrated education to improve the student learning and to address the needs of "whole person" (Fig. 2).

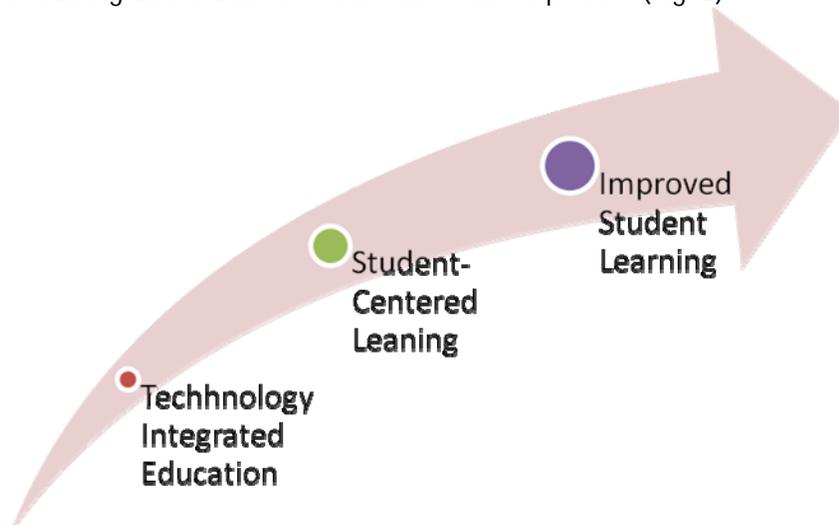


Figure 2. ITAT's Technology-Integrated Education and Student Centered Learning contribute to Student Learning.

**Technology-Integrated Education (TIE):** At ITAT, we aim to improve the student learning by embedding technology into the instruction and curriculum. Today's students are digital learners – they literally take in the world via the filter of computing devices: the cellular phones, handheld gaming devices, PDAs, PCs and laptops. By using technology in the right way with the guidance of ITAT faculty, we will maintain student interest, and will excite our students to become avid learners outside the formal school day as well.

**Student Centered Learning:** At ITAT, we aim to shift the focus of activity from the teacher to the learners by implementing student-centered teaching methods. These methods include active learning, cooperative learning and inductive teaching and learning.

**Active learning:** By using this method, ITAT will ensure student participation in education by posing questions to the class and giving time to work in groups or individually to come up with an answer.

It is proven that active learning makes class environment dynamic and enjoyable. Professor Rich Felder of NCSU and Education Specialist Rebecca Brent describe this method, as "Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes".<sup>2</sup>

Cooperative Learning: ITAT will implement this method to encourage teamwork among students via problems and projects assuring both positive interdependence and individual accountability.

Inductive Learning: With the implementation of this method, ITAT will give space to the students to explore and investigate challenging problems in contrast to the highly structured content learning view of traditional deductive teaching methods. We will improve not only learning of the students but also encourage them to raise questions, perceive patterns and provide creative solution strategies to ill structured problems. Rather than teaching a concept in classroom, a familiar problem will be posed in the lecture and the solution will be investigated actively and collaboratively. The ITAT teacher's role will be to create this kind of learning atmosphere and opportunities to students in school settings.

The inductive methods to be used in ITAT are inquiry-based learning and project-based learning. ITAT's project-based and inquiry-based curriculum will contribute to student learning by engaging students in addressing real-world problems, issues important to humanity, and questions that matter to all citizens of the global society.

**2. Increase learning opportunities with high expectations for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted.**

ITAT will provide an innovative curriculum that is highly integrated with instructional technologies such as smart boards, computers, and multimedia resources. It is known that technology not only improves the quality of student learning but also motivates students to learn more both in depth and breadth. According to John Wilson, executive director of National Education Association, "Educators are finding that the use of technology increases student engagement and empowers individualized instruction".

Being a public charter school, ITAT will make these educational technologies available to all student subgroups including at-risk and academically gifted students. Besides one of the foundations of our educational theory, Global leadership, demands high expectations from all of our students at a global level. We are aiming to raise our students to become leaders in the international arena.

In order to convey our high expectations to students, we will pay individual attention to each and every one of our students through academic coaching and tutoring, afterschool, weekend programs and extracurricular activities. In the small school environment of ITAT, effective collaboration of teachers, parents and volunteers will facilitate the organization of such activities. Examples of volunteer support letters are provided in Appendix B.

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<sup>2</sup> ASQ Higher Ed. Br., 2(4), August 2009

### **3. Encourage the use of different and innovative teaching methods**

A lecture at ITAT will be unique and innovative in many ways. As detailed in the Education Plan section, ITAT teachers will use student-centered approaches in their lectures. Students will learn while trying to pose or answer questions. They will not only be experts of the curriculum but also will learn how to work in teams. In addition to these, integration of technology will move this education experience beyond what is available in conventional schools. Some technological tools will help students to learn visually, others will help students to learn independently by extending learning out of the classroom.

### **4. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site**

One of the major strengths of ITAT curriculum is that it could be adjusted to the instructional technological advances and methods that are available at the time of teaching. ITAT teachers will continuously work on adopting new technologies to the education plans in order to accomplish this adjustment. The nature of the tasks can vary, starting from implementing new smart board applications to the lectures, to modifying the curriculum for an IT course, or to organizing an afterschool program. ITAT teachers will be supported by the school resources including workshops for career development and promotions to lead the aforementioned initiatives.

### **5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system**

The curriculum of ITAT includes IT courses that are not available within the public school system. For instance high school students can choose courses from various tracks such as IT Business, IT Developer and IT Professional. Upon graduation, students will have IT certifications that will help them to pursue their academic degrees and professional careers.

ITAT's location is a globally prominent high-technology research and development center that serves as an economic driver for the region. Wake County and especially RTP has been, and continues to be, a model for innovation, education, and economic development that has been applied around the world<sup>3</sup>. Our central location will provide students access to numerous community opportunities; ITAT's curricular and extra-curricular activities include research-based projects that require student collaboration. Such a collaborative learning environment will create innovative, social, responsible and healthy students.

### **6. Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule based to performance based accountability systems**

ITAT will follow the North Carolina Department of Public Instruction's ABC Accountability Model. Required federal programs will also be implemented. All state mandated testing would be given. Rubrics and other alternative assessment measures, as described in section "VI.B.1 Improve

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<sup>3</sup> <http://www.rtp.org/main/index.php?pid=178&sec=1>

Student Learning”, will be utilized in performance-based accountability systems. These assessments will provide a detailed view and analysis of students’academic growth.

### V.C. EDUCATIONAL FOCUS

**Describe briefly the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.**

IT Academy of Triangle (ITAT) is a college- and career- prep charter school with an academic program focusing on mathematics and information technologies. ITAT is planning to enroll grades K through 6 in Fall 2011 in the greater RTP area, and gradually become a K-12 digital learning community.

Informational technologies are integrated to every aspect of our life. From social studies to natural sciences people in every discipline and from every economic and social status, one way or another use technology for their work, entertainment or learning new concepts. The earlier that people are introduced to technology the more advantageous they are for adapting new skills and advancing in their careers. The mission of ITAT reflects this very need of education with and about information technologies in order to provide our youth a unique opportunity to pursue professional careers as well as college education in the fields of information technologies, engineering and mathematics.

We believe that education in this era should be tailored according to the recent technological developments, and even the very conventional curricula should be taught with aid of novel instructional technologies so that our youth is prepared for the future labor markets of digital world. ITAT will achieve this goal by incorporating technology into instruction and utilizing hands-on, inquiry-based teaching methods in order to provide an active learning environment and student-centered education system. A significant focus of our education plan will be the strong relationship among students, teachers, parents, and local community, as this harmony is vital to prepare socially active and productive citizens in a digital global world.

We believe that our school model fits perfectly to the needs and strengths of Wake County, as several distinguished higher education institutions and many High-Tech companies are located in RTP area: IBM, Cisco, SAS, and FIT are just to name a few. These companies drive a constant need for highly calibrated IT professionals. Through the academic program of ITAT, our youth will not only be able to continue with their education at top-notch universities in the area, but also directly contribute to the workforce of these companies after their graduation.

V.D. PROPOSED GRADE LEVELS

2011-12: K-6

2012-13: K-7

2013-14: K-8

2014-15: K-9

2015-16: K-10

## VI. EDUCATION PLAN

### VI.A. INSTRUCTIONAL PROGRAM (G.S. 115C-238.29F(d))

Provide a description of the overall instructional program, including the following:

#### VI.A.1. Educational theory and foundation of the model

Educational foundations of ITAT can be summarized under five main principles. We believe that these principles are the essentials of education in the 21<sup>st</sup> century: Global Leadership, Technology-Integrated Education, Advanced Studies Program, Comprehensive Guidance and Data-Driven Instruction. The educational philosophy of ITAT is explained below in detail.

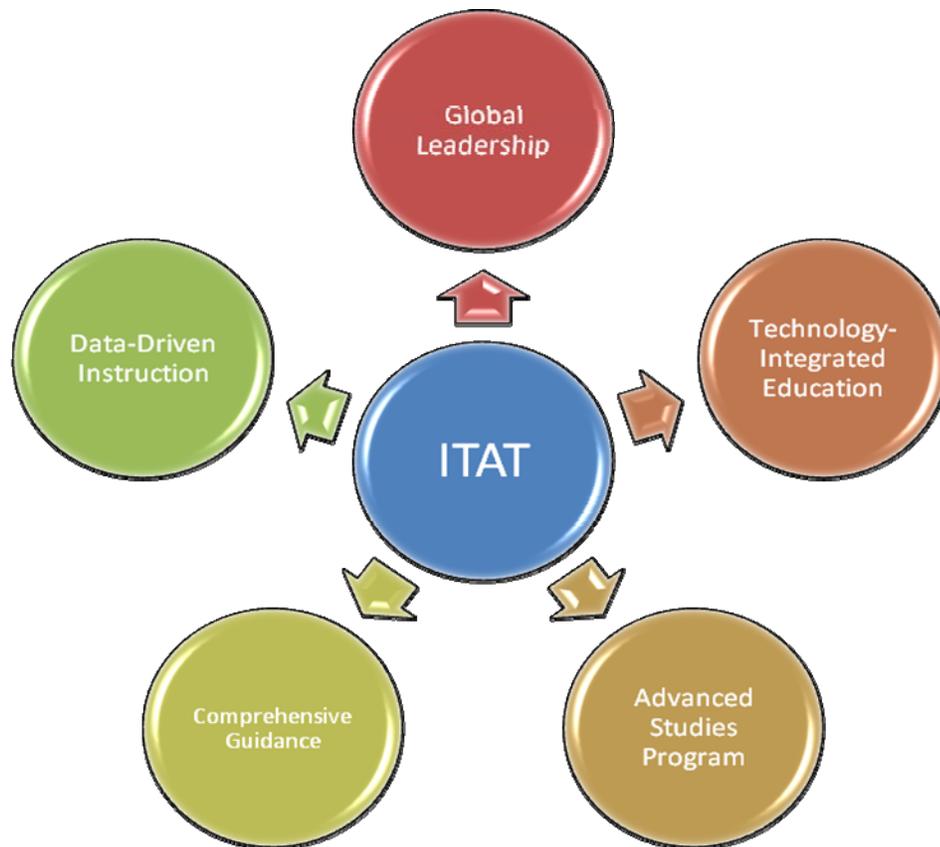


Figure 3. ITAT's educational foundations.<sup>4</sup>

<sup>4</sup> ITAT's educational foundations are modified from technology-integrated education model of Washington Education Foundation.

**Global Leadership:** One of the goals stated in the guiding mission of the North Carolina State Board of Education is<sup>5</sup>:

NC Public schools will produce *globally competitive students*.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21<sup>st</sup> Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the *use of technology*.
- Every student will be enrolled in a course of study designed to prepare them to *stay ahead of international competition*.
- Every student *uses technology* to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly *changing international environment*.

Through Global Leadership, ITAT aims to educate our students to become tomorrow's leaders in international relations and technology. We will introduce students to ethical and critical thinking, using current national and international events and issues; and develop students' leadership skills, including public speaking, debate. We will allow students to make information-gathering site visits, collaborate with local leaders and institutions, and to work with the local community on service initiatives.

**Technology Integrated Education:** According to Partnership for 21<sup>st</sup> Century Skills, a unique public-private organization, one of the six key elements of the 21<sup>st</sup> Century Learning is "Use 21<sup>st</sup> Century Tools to Develop Learning Skills." In the Learning for the 21<sup>st</sup> Century report, it is noted that "Skilled 21<sup>st</sup> century citizens should be proficient in ICT (information and communication technologies) literacy, i.e. appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge and communicate with others to participate effectively in society." <sup>6</sup>

ITAT will use innovative technologies in the classroom; in the same way one would use a book or a manipulative. The use of technology tools by ITAT students and teachers within the classroom environment will support existing curricular goals and objectives in a variety of learning activities.

By integrating technology in the classroom, ITAT will allow the teachers to model various technologies that engage and motivate all students.

**Comprehensive Guidance:** ITAT will provide after school programs and free tutoring on Saturdays. Voluntary efforts of teachers, parents and the community will help enable after school and Saturday programs. This practice of after-school guidance is well-researched and justified, as reported by Achievement Gap Task Force: "Students needing additional help in making the transition to more challenging curricula must be aided through intensive before-and after school programs". <sup>7</sup>

<sup>5</sup> FUTURE-READY STUDENTS for the 21st Century, <http://www.ncpublicschools.org/stateboard/about/goals>

<sup>6</sup> Learning for the 21<sup>st</sup> Century, [http://21stcenturyskills.org/downloads/P21\\_Report.pdf](http://21stcenturyskills.org/downloads/P21_Report.pdf)

<sup>7</sup> Achievement Matters Most: The Final Report of the Visionary Panel for Better Schools [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1a/b6/9d.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/b6/9d.pdf).

**Advanced Studies Program:** ITAT will provide courses targeting various IT certifications. As discussed by many education and IT experts, “Core computer literacy will be essential in the global job market, so maybe it’s time to start looking at programming as a baseline skill and not as a differentiator.”<sup>8</sup> ITAT will expose students to advanced topics in earlier grades. With the help of a structured and rigorous curriculum, students will aim higher, and in time they will become eager learners.

ITAT has high academic expectations for all its students. Our expectations do not only depend on students’ efforts; but also supporting students in each stage of their learning process. In addition to class work, ITAT will have various after class and extra-curricular activities for students. Those activities will give students the opportunity to socialize while they are struggling with their rigorous class schedules. “Schools that foster high self-esteem and that promote social and scholastic success reduce the likelihood of emotional and behavioral disturbance”.<sup>9</sup> Strong relationship with parents and local community is another important base of high academic expectations for ITAT students.

In our student-centered model, we believe that each student has individual circumstances, skills, needs, and capabilities that are different than one another. However, there is at least one way for each individual to learn. To give our students the opportunity to find their way to learn, the emerging technologies will be integrated our class activities. By utilizing multisensory educational tools, the instruction will continue simultaneously on many different channels.

**Data-Driven Instruction:** To inform its students and parents about learning progress, ITAT will provide an online Student Information System using, an online grade book system that reports real-time updates on students’ academics, attendance, and discipline status. No-Child Left Behind Act supports data-driven instruction: “Data should be used to derive decisions, target resources and instruction”.<sup>16</sup> The Student Information System of ITAT will not only inform students and parents, but also give the teachers an opportunity to continuously monitor each student’s academic progress. In this way they can make adjustment in teaching methods and instructional tools they use in classroom.

Assessment is one of the most important processes of any educational system. It is the way to see what and how much the student learns, and if she/he can apply the information in different settings. Since most of the class activities will be empirical, the assessment system of ITAT will also be based on formative evaluation of students’ work. Teachers will provide students ongoing feedback using authentic assessment tools such as rubrics, e-portfolios, performance tasks, and reflective papers. According to Scott, three important concepts; connecting, reflecting, and feedback should accompany authentic assessment. “Contemporary learning theory holds that learners gain understanding as they draw on and extend previously learned knowledge, construct new knowledge, and develop their own cognitive maps (connecting diagrams) interconnecting facts, concepts, and principles.”<sup>10</sup>

<sup>8</sup> [http://weblog.infoworld.com/fatalexception/archives/2008/10/mandatory\\_compu.html](http://weblog.infoworld.com/fatalexception/archives/2008/10/mandatory_compu.html)

<sup>9</sup> Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). *Fifteen thousand hours*. Cambridge, MA: Harvard University

<sup>10</sup> Scott, (2000) *Authentic assessment tools*. In R. L. Custer (Ed.), J. W. Schell, B. McAlister, J. Scott, & M. Hoepfl. *Using authentic assessment in vocational education*. Information Series No. 381 (pp. 40-55). Eric Document Reproduction Service No. Ed 440 293.

Moreover, ITAT's empirical based assessment tools will give students the opportunity to monitor their own-learning step-by-step. This method is aligned with ITAT's student-centered teaching philosophy. In this system teachers require students to analyze and synthesize information by demonstrating their understanding of material according to well-defined criteria: "Students need to learn how to assess their own work and to think about their thinking. A key aspect of many forms of authentic assessment is the opportunities that are provided for students to reflect on their thinking, practices, and learning."<sup>11</sup>

## VI.A.2. Teaching approach and curriculum design and instructional methods, courses of study, etc.

### VI.A.2.1. Teaching Approach and Instructional Methods

The teaching approaches to be used in ITAT are Technology-Integrated Education and Student-Centered Learning. Both approaches will greatly contribute to each other and to the student learning in ITAT and create a flexible and innovative school climate where students will become ready for the 21<sup>st</sup> century Global world. These methods address the No-Child Left Behind Act and improved student learning (Fig. 4).

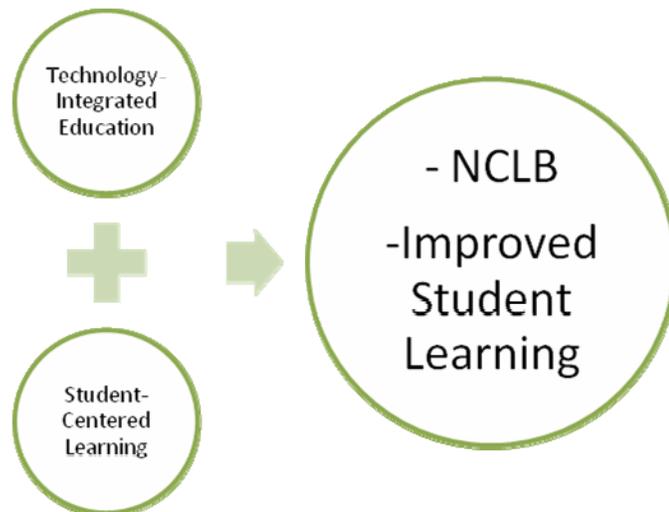


Figure 4. ITAT teaching methods Technology-Integrated Education and Student-Centered Learning address No-Child Left Behind Act (NCLB) and improved student learning.

**Integrating Technology Into Education:** As discussed above in the section of Educational Theory and Foundation of the Model, ITAT will utilize emerging technologies as a teaching tool in the classroom. Through Technology Integrated Education, ITAT students will use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge and communicate with others to participate effectively in society. ITAT teachers will

<sup>11</sup> Authentic assessment tools. In R. L. Custer (Ed.), J. W. Schell, B. McAlister, J. Scott, & M. Hoepfl. Using authentic assessment in vocational education. Information Series No. 381 (pp. 40-55). Eric Document Reproduction Service No. Ed 440 293

be well prepared for using the current technologies in educational activities. The school will be equipped with technological tools such as Math and IT labs with relevant and necessary software tools, smart boards and online networking tools, etc., to help students learn fundamental skills and knowledge with technology. In addition, each class, according to the grade and subject area will be equipped with necessary tools. Each class will have overhead projectors, and other tools as required by the classroom activities. In the Curriculum section, sample lesson plans with required technological tools are given. The small class size and low student to teacher ratio at ITAT will help implementing this by giving the students an opportunity to access the technological tools.

**Student-centered Learning:** At ITAT, in the classrooms, the focus of activity will shift from teacher to learners. ITAT will achieve this by implementing Active Learning, Cooperative Learning, and Inductive teaching and learning and its methods such as inquiry- and project-based learning.

Active learning: ITAT students will solve problems, answer questions, formulate questions of their own, discuss, explain, debate, and brainstorm during entire class. Our technology integrated education model will create the 21<sup>st</sup> century classroom equipped with technological tools providing an active learning environment.

Through Multimedia Learning, students will be involved in many interactive and authentic activities in their classes. Various technologies and tools such as digital cameras, free interactive online websites, online networks, videos, simulations and spreadsheets will be used for those activities. Studies on multimedia learning show that students exhibit positive attitudes towards the interactive projects: Multimedia learning improves their motivation, understanding, and teamwork skills.<sup>12</sup> By including multimedia into learning environment we aim not only to improve students' technological skills, but also to encourage their critical-thinking, creative, presentation and communication skills. Mayer and Moreno (2007)<sup>13</sup> report that students, who acquire any information as verbal, image-base, text-base, and visual by multimedia, learn more<sup>14</sup>; as the information received in multiple channels is processed through multiple cognitive processes each of which support students' learning.

Collaborative Learning: Students in 21<sup>st</sup> century perceive a huge amount of information every day. It is not possible to apprehend all that information even if it is on a specific topic under the scope of one course. At ITAT, we believe that teaching students how to critique the sources of information and analyze the data is vital. We also believe in the circumstances of 21<sup>st</sup> century, collaborative and collective learning, discussions, sharing, and learning from one another also is as important for students as learning from their teachers. Therefore, ITAT teachers will support collaboration, provide a scaffolding place to share and exchange ideas so that students can have a community to solve their problems collaboratively and to facilitate and foster communication and discourse. In order to ensure this goal, we will include interactive and collaborative technological tools and platforms in class activities and projects. Some of the tools and activities that could be utilized in our classes are: email, self-reflections, e-portfolios, social networks, Web page design and evaluation.

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<sup>12</sup> Neo, M., & Neo, T.-K. (2009). Engaging students in multimedia-mediated Constructivist learning – Students' perceptions. *Educational Technology & Society*, 12 (2), 254–266

<sup>13</sup> Mayer, R. E. & Moreno, R. A Cognitive Theory of Multimedia Learning: Implications for Design Principles. University of California, Santa Barbara. Retrieved from: <http://www.unm.edu/~moreno/PDFS/chi.pdf>

<sup>14</sup> Mayer and Moreno (2007)

Inductive Learning: ITAT will use a) project-based and b) inquiry-based inductive learning methods by engaging students in projects and case studies addressing real-world problems, issues important to humanity, and questions that matter to all the citizens of global society.

a) Project-based Learning: Through project-based learning, ITAT students will explore real-world problems and challenges. With this type of active and engaged learning, ITAT students will be inspired to obtain a deeper knowledge of the subjects they're studying. ITAT's curriculum activities as well extra-curricular activities will provide students various opportunities to get involved in real-life projects. For example, the technology fairs to be held annually will encourage students to work on real-life problems, and support collaboration with the local community, organizations and institutions in the greater RTP area.

b) Inquiry-based learning: Albert Einstein is credited with saying "*It is a miracle that curiosity survives formal education.*" ITAT will implement inquiry-based learning with an academic program focusing on questioning, critical thinking, and problem solving (Fig.5). Questions, whether self-initiated or posed by others, are at the heart of learning by inquiry. We believe that, ITAT students and teachers will greatly benefit from this approach, as it will:

- Motivate and encourage our students for innovative thinking.
- Awake our students' confidence and interest.
- Be well-suited to collaborative learning environments and team projects.
- Work with any age group. While elder students will be able to pursue much more sophisticated questioning and research projects, our younger students will build a spirit of inquiry into activities.
- Validate the experience and knowledge that all our students bring to the learning process, especially students from minority and disadvantaged communities.



Figure 5. ITAT's inquiry-based learning approach

**No-Child Left Behind Act:** The No-Child Left Behind Act emphasizes student achievement and it requires assessment in core subjects. It guides educators to focus on fundamental knowledge and

skills. ITAT will meet the requirements of the No-Child Left Behind Act by focusing on 21<sup>st</sup> century's fundamental knowledge and skills, and also integrating technology into education.

ITAT 'smission and vision emphasizing technology integrated education, is aligned with and also supported by the No-Child Left Behind Act, as it is noted that:<sup>15</sup>

STATE EDUCATION AGENCIES WILL:

(1) Ensure ongoing *integration of technology* into school curricula and instructional strategies in all schools in the state, so that technology will be fully integrated into the curricula and instruction of the schools by December 31, 2006;

(2) Develop long-term strategies for improving student academic achievement, including technology literacy, through effective use of technology in classrooms throughout the state, including through improving the capacity of teachers to integrate technology effectively into curricula and instruction.

### VI.A.2.2. Curriculum Design

#### a. General Introduction

ITAT's curriculum promotes active learning by the use of various technological tools in every subject area. Based on our educational theory and teaching approaches detailed above, the practices for specific content areas will be explained in following lesson plans. We strive to ensure shaping all of our students with basic computer/technology skills, and make the curriculum applicable for innovative technologies.

The curriculum of ITAT will cover the North Carolina Standard Course of Study, while it supports students with the technological skills they will need now and in the future. ITAT's curriculum particularly addresses the competency goals and computer/technology skills by focus areas defined by North Carolina Standard Course of Study.

#### b. NC IT standards

"Today, children immersed in a media environment of all kinds of stuff that was unheard of 150 years ago, and yet if you look at school today versus 100 years ago, they are more similar than dissimilar." says Peter Senge, senior lecturer at the Massachusetts Institute of Technology<sup>16</sup>. Acknowledging the situation given by the quote, Computer Skills Standard Course of Study was approved by the State Board of Education in 1992, and revised in 2004. "Revision represents a refinement of the competencies to reflect current technologies and to incorporate future technological developments".<sup>17</sup>

<sup>15</sup> [No Child Left Behind, Title II, Part D](#)

<sup>16</sup> <http://www.qualitylearning.net/SOLOK12%20Fact%20Sheet.pdf>

<sup>17</sup> <http://www.ncpublicschools.org/curriculum/computerskills/scos/05organization>.

ITAT's curriculum identifies the essential knowledge and skills that all students need to become lifelong learners in this technology intensive environment; and it is aligned with the current, revised NC K-12 Computer/Technology Skills Standard Course of Study.<sup>18</sup>

The learning objectives of ITAT curriculum is also aligned with the NC K-12 Computer/Technology Skills Standard Course of Study's competency goals as listed below:

Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Competency Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Competency Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

### c. National Educational Technology Standards (NETS)

Considering the economical and academic characteristics of Wake County, ITAT students will be exposed to an IT program based on the National Educational Technology Standards (NETS)<sup>19</sup>. Primarily, students will gain essential computer skills such as keyboarding and using Microsoft Office tools. During this stage, IT tools will be utilized not only to bring the students to their expected current grade level, but also establish the foundation for more advanced IT topics. Furthermore, these essential IT skills will be integrated into the lesson layouts. As a result, students will have the opportunity to use them both in and out of the school setting. The sample lesson plans are provided under the section NC Standard Curriculum & Activities.

The NETS along with the NC IT Standards will constitute the core of the academic program at ITAT. NETS for Students standards are described as follows:

**1) Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes,
- b. create original works as a means of personal or group expression,
- c. use models and simulations to explore complex systems and issues, and
- d. identify trends and forecast possibilities.

**2) Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media,

<sup>18</sup> <http://www.ncpublicschools.org/curriculum/computerskills/scos/03focusareas>  
<http://www.ncpublicschools.org/curriculum/computerskills/scos/18grades9-12>

<sup>19</sup> <http://www.iste.org/AM/Template.cfm?Section=NETS>

- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats,
- c. develop cultural understanding and global awareness by engaging with learners of other cultures, and
- d. contribute to project teams to produce original works or solve problems.

**3) Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry,
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media,
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks, and
- d. process data and report results.

**4) Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation,
- b. plan and manage activities to develop a solution or complete a project,
- c. collect and analyze data to identify solutions and/or make informed decisions, and
- d. use multiple processes and diverse perspectives to explore alternative solutions.

**5) Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology,
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning, and
- d. exhibit leadership for digital citizenship.

**6) Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems,
- b. select and use applications effectively and productively,
- c. troubleshoot systems and applications, and
- d. transfer current knowledge to learning of new technologies.

## d. NC Standard Curriculum &amp; Activities

## SAMPLE LESSON PLANS

Sample lesson plans given below are concrete examples for the educational theory and instructional models of ITAT that is elaborated in the Educational Plan section. Addressed North Carolina Standard Course of Studies (NCSCoS) and National Educational Technology Standards for Students (NET-S standards) will be provided following the lesson plans section.

HIGH SCHOOL LEVEL TECHNOLOGY INTEGRATED LESSON PLANS<sup>20</sup>

Technology Integrated Lesson Plan 1	
Course	Algebra II, AP Calculus
Grade Level	9-12
Content Topic	Graphs and Functions
Learning Objective	Make generalization about the effects of parameters on defined functions: <i>linear, quadratic, trigonometric.</i>
Technological Tools	Microsoft Excel, Microsoft Word, GSP,
Classroom Settings	Mathematics Computer Lab (1 computer per student) and 1 overhead projector
Brief Description of Lesson	<ol style="list-style-type: none"> <li>1. Open a whole class discussion and ask students' what they expect when they make manipulations on different functions.</li> <li>2. Use spreadsheet to graph a linear function (<math>ax+by+c=0</math>) and systematically change the parameters (a,b,c). Observe how the parameters affect the graph of the function.</li> <li>3. Use GSP to graph both quadratic (<math>a(x-b)^2+c</math>) and trigonometric function (<math>a(\sin(bx-c)+d)</math>) and systematically change the parameters (a,b,c,d). Observe how the parameters affect the graph of the function.</li> <li>4. Make generalization about the parameter changes within different types of functions.</li> </ol>
Assessment Tool	Students will <i>write mathematics word problems</i> that can reflect these different kinds of functions. Students will come up with the solutions and graphical representations of these problems by using graphic software (i.e function flyer).

Function Flyer applet is available for free at:

<http://www.shodor.org/interactivate/activities/FunctionFlyer/>

<sup>20</sup> Templates adapted from <http://www.microsoft.com/Education/lessonplans.mspx> and the lesson plan samples from Roblyer, M.D., Doering, A.H. (2007). Educational Technology into Teaching, pg 313-400

Technology Integrated Lesson Plan 2	
Course	Science /Biology
Grade Level	6-8 for Science 9-12 for Biology
Content Topic	Scientific Inquiry
Learning Objective	By using time-lapse photography, students discover each phase of germination and necessary conditions for germination as well as learn about digital imaging.
Technological Tools	Microsoft PowerPoint, Microsoft Excel, Digital Camera
Classroom Settings	Science Lab and 1 overhead projector
Brief Description of Lesson	<ol style="list-style-type: none"> <li>1. Open a whole class discussion what are the possible necessary conditions for germination of seeds.</li> <li>2. Make frequency graph by using Microsoft excel and divide the class based on given responses.</li> <li>3. Each group establishes their own experimental settings and take the photo of each germination processes.</li> <li>4. Each group need to organize their data on the excel sheet whether their conditions leads germination as the time passes. Also, make height versus time graph of their germinated seed.</li> <li>5. At the end of each scientific inquiry process, each group prepare a PowerPoint presentation and share their findings with the class.</li> <li>6. At last, whole class decide which conditions are necessary for seed germination with the assistant of teacher.</li> </ol>
Assessment Tool	Each student's live presentation will be assessed by authentic assessment tool ' <i>Rubric</i> '. Also students will write a small <i>self reflection</i> about "What they were expected to do in this assignment; What they performed well; If they had to perform this task again, what they would do differently."

Technology Integrated Lesson Plan 3	
Course	Social Studies
Grade Level	10-11
Content Topic	Economics
Learning Objective	By using Internet students will search and analyze North Carolina's economical growth data as top companies, top industrial fields, market structure of these companies, labor statistics etc., form a database for their findings and make conjectures based on these data and share their findings with classroom.
Technological Tools	Microsoft PowerPoint, Microsoft Access Internet, Fathom
Classroom Settings	Social Studies Lab, Computer per person.
Brief Description of Lesson	<ol style="list-style-type: none"> <li>1. Teacher divides classroom into groups and each group select a county to examine.</li> <li>2. Students use internet to search relevant information of economical growth in each county and characteristics, develop a database for their findings.</li> <li>3. After completing their research, students insert their findings into database that they formed by using Microsoft Access.</li> <li>4. Then each group selects some of basic constructs as role of economic choices in different counties within marketing economy and its effects on labor force, determination of business structures of big firms and companies about their researches to present and discuss with class. Fathom will be provided to students to make statistical analyzes.</li> <li>5. At last make some predictions based on the collected data, which kind of business structure is worthwhile to provide more economical growth in NC. Students explain their evaluation and measurement system for their proposed future economical growth model.</li> </ol>
Assessment Tool	Students will write a <i>management plan</i> based on their findings. This plan will be submitted to the economics <i>online share</i> and the teacher will evaluate each plan by using <i>Rubric</i> which will be available on line for both students and teacher.

<b>Technology Integrated Lesson Plan 4</b>	
<b>Course</b>	Geometry
<b>Grade Level</b>	10-11
<b>Content Topic</b>	Exterior Angles of Polygon
<b>Learning Objective</b>	Discover the formula for the sum of the measures of the exterior angles of any convex polygon.
<b>Technological Tools</b>	GSP, Microsoft Excel, e-portfolio
<b>Classroom Settings</b>	Mathematics Lab, Computer per student.
<b>Brief Description of Lesson</b>	<p>Each student in the group should draw the same kind of polygon using GSP.</p> <ol style="list-style-type: none"> <li>7. The student draws a large polygon.</li> <li>8. Measure all the interior angles of the polygon except one. Use the Polygon Sum Conjecture to calculate the measure of the remaining interior angle.</li> <li>9. Use the Linear Pair Conjecture to calculate the measure of each exterior angle.</li> <li>10. Calculate the sum of the measures of the exterior angles. Share the results with other group members.</li> <li>11. Repeat the steps 1-4 with different kinds of polygons and share results with other groups. Make a spreadsheet to make conjecture of the number of sides and the sum of the exterior for each kind of polygon. Make a conjecture to find a formula for the sum of the measures of a polygon's exterior angles.</li> </ol>
<b>Assessment Tool</b>	Students will keep the records on the e-portfolio and solve the assigned problems.

## MIDDLE SCHOOL LEVEL TECHNOLOGY INTEGRATED LESSON PLANS

<b>Technology Integrated Lesson Plan 5<sup>21</sup></b>	
<b>Course</b>	Physical Education
<b>Grade Level</b>	6-8
<b>Content Topic</b>	Physical Fitness & Social Skills
<b>Learning Objective</b>	Students have chance to use physical education technologies to collect data on their personal fitness and share data with their peers.
<b>Technological Tools</b>	Heart Rate Monitor, Videos, Internet, e-portfolio
<b>Classroom Settings</b>	GYM
<b>Brief Description of Lesson</b>	Students can keep personal fitness goals and achievements as part of their electronic portfolios; analyze and graph data from their use of heart monitors; view videos that demonstrate model performances, various sports, and other motor activities to learn more about how the body works; and use the Internet to research sports and physical activities in other countries and historical periods.
<b>Assessment Tool</b>	Students will prepare e-portfolios.

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<sup>21</sup> Adapted from Mohnsen, B. (2000). Vaughn, Nekomi, and Luis: What they were doing in middle school education. *Learning and Leading with Technology*, 27(5), 22-27

This lesson plan can also be used for interdisciplinary lessons (Middle Grades 6-8, data analysis, extracurricular activity).

<b>Technology Integrated Lesson Plan 2</b>	
<b>Course</b>	Science /Biology
<b>Grade Level</b>	6-8 for Science 9-12 for Biology
<b>Content Topic</b>	Scientific Inquiry
<b>Learning Objective</b>	By using time-lapse photography, students discover each phase of germination and necessary conditions for germination as well as learn about digital imaging.
<b>Technological Tools</b>	Microsoft PowerPoint, Microsoft Excel, Digital Camera
<b>Classroom Settings</b>	Science Lab and 1 overhead projector
<b>Brief Description of Lesson</b>	<ol style="list-style-type: none"> <li>1. Open a whole class discussion what are the possible necessary conditions for germination of seeds.</li> <li>2. Make frequency graph by using Microsoft excel and divide the class based on given responses.</li> <li>3. Each group establishes their own experimental settings and take the photo of each germination processes.</li> <li>4. Each group need to organize their data on the excel sheet whether their conditions leads germination as the time passes. Also, make height versus time graph of their germinated seed.</li> <li>5. At the end of each scientific inquiry process, each group prepare a PowerPoint presentation and share their findings with the class.</li> <li>6. At last, whole class decide which conditions are necessary for seed germination with the assistant of teacher.</li> </ol>
<b>Assessment Tool</b>	Each student's live presentation will be assessed by authentic assessment tool ' <i>Rubric</i> '. Also students will write a small <i>self reflection</i> about "What they were expected to do in this assignment; What they performed well; If they had to perform this task again, what they would do differently."

## ELEMENTARY SCHOOL LEVEL TECHNOLOGY INTEGRATED LESSON PLANS

<b>Technology Integrated Lesson Plan 6<sup>22</sup></b>	
<b>Course</b>	Language Arts
<b>Grade Level</b>	3-4 Grades
<b>Content Topic</b>	Poetry
<b>Learning Objective</b>	Discover the history and characteristics of haiku. View samples of haiku. Create an original haiku using general haiku characteristic guidelines. Use Kid Pix to type and illustrate their haiku.
<b>Technological Tools</b>	<ul style="list-style-type: none"> <li>Computer, Kid Pix and Kid Pix slide show software, smart board, Internet Resources</li> </ul> <p><a href="#">Haiku.</a></p> <p><a href="#">Create Your Own Haiku Poetry<sup>23</sup></a></p> <p><a href="#">Japanese Haiku<sup>24</sup></a></p> <p><a href="#">Kid Pix Slideshow<sup>25</sup></a></p>
<b>Classroom Settings</b>	Regular classroom
<b>Brief Description of Lesson</b>	<ol style="list-style-type: none"> <li>1. Read aloud 10 haikus from the book <i>Cool Melons -- Turn to Frogs! The Life and Poems of Issa</i>, by Matthew Gollub. Ask students to look for similarities and differences among the poems. Have them compare their observations of haiku to traditional poetry.</li> <li>2. Discuss history and characteristics of haiku.</li> <li>3. Show students examples of haiku and use a smart board to demonstrate writing haiku, using the Create Your Own Haiku Web resource</li> <li>4. Have students type and illustrate their haiku on the computer, using Kid Pix.</li> <li>5. After the students create their haiku illustrations in Kid Pix, the teacher can combine the slides into one class haiku presentation, using a Kid Pix slide show.</li> <li>6. Show presentation to students. Run the presentation for parents at an open house or other school event.</li> </ol>

<sup>22</sup> Adapted from Denise Stumpf, Muhlenberg Elementary Center, Laureldale, Pa., Penn State University

<sup>23</sup> <http://www.insite.com.br/rodrigo/poet/haicreate.html>

<sup>24</sup> <http://schoolcenter.k12albemarle.org/education/school/school.php?sectionid=11>

<sup>25</sup> <http://www.schools.ash.org.au/revesby/kpss.html>

<b>Assessment Tool</b>	Performance assessment will be applied as:  Print the Kid Pix presentation, and make a class book of haiku for everyone to enjoy. The class book could be sent home with a different child each day to share with his or her family.
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<b>Technology Integrated Lesson Plan 7</b>	
<b>Course</b>	Math
<b>Grade Level</b>	K-2 Grades
<b>Content Topic</b>	Pattern Puzzle
<b>Learning Objective</b>	Students will learn how to use the "counting constant" function of the calculator, and using this function will explore patterns and relationships with numbers, including the concept of multiples and negative numbers. Students will demonstrate their mastery of the function with the calculator with the creation of "pattern puzzles" that they will share with other students.
<b>Technological Tools</b>	Texas Instruments TI-108 calculator, overhead projector, transparent calculator
<b>Classroom Settings</b>	Regular Classroom setting
<b>Brief Description of Lesson</b>	<ol style="list-style-type: none"> <li>1. Introduce the idea of the "counting constant" and using transparent calculator demonstrates how to make the calculator count.</li> <li>2. Explore different patterns and make them record each sequence into the paper.</li> <li>3. The same works for subtraction. According to the grade level students will discover what the calculator does after 0. Teacher can generate curiosity for the concept of negative number.</li> <li>4. Model a pattern puzzle and fill in the missing numbers.</li> <li>5. Have students work with partners or teams in the creation of the pattern puzzles, and trade them with other teams for solving.</li> <li>6. Students explain their strategies for solving the pattern puzzles, either using the calculator and the counting constant function, or pencil and paper, or mentally.</li> </ol>

For evaluation, all students will explain in their own words the strategies they have discovered for solving each other's puzzle.

ADDRESSED NCSCoS AND NETS STANDARDS FOR EACH OF THE TECHNOLOGY-INTEGRATED LESSON PLANS

TECH.INTEGRATED LESSONS	ADDRESSED NCSCoS	ADDRESSED NET-S STANDARDS
<p>SAMPLE 1</p> <p>(ALGEBRA II, AP CALCULUS, GRADES 10-12)</p>	<p><i>Algebra I and II Algebra Content Standard</i></p> <p><i>Competency Goal 4:</i> The learner will use relations and functions to solve problems.</p> <p><i>AP Calculus Numbers and Operations</i></p> <p><i>Competency Goal 1:</i> The learner will demonstrate an understanding of the behavior of functions.</p>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Technology Operations and Concepts</li> <li>• Critical thinking, Problem Solving and Decision Making</li> </ul>
<p>SAMPLE 2</p> <p>(BIOLOGY, GRADES 9-12, SCIENCE, GRADES 6-8)</p>	<p><i>Science for Grade 6,7</i></p> <p><i>Competency Goal 1:</i> The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.</p> <p><i>Competency Goal 2:</i> The learner will demonstrate an understanding of technological design.</p> <p><i>Biology</i></p> <p><i>Competency Goal 1:</i> The learner will develop abilities necessary to do and understand scientific inquiry.</p>	<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Critical thinking, problem solving and Decision Making</li> <li>• Research and Information Fluency</li> <li>• Technology Operations and Concepts</li> <li>• Digital Citizenship</li> </ul>

<p>SAMPLE 3  (SOCIAL STUDIES, GRADES 10-11)</p>	<p><b><i>Economics</i></b>  <b><i>Competency Goal 1:</i></b>The learner will demonstrate the role of economic choices within a market economy.  <b><i>Competency Goal 3:</i></b>The learner will analyze the organization and role of business firms and assess the various types of market structures in the United States economy  <b><i>Competency Goal 5:</i></b>The learner will examine the various ways economic performance is measured.</p>	<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Research and Information Fluency</li> <li>• Technology Operations and Concepts</li> <li>• Critical thinking, Problem Solving and Decision Making</li> <li>• Digital Citizenship</li> </ul>
<p>SAMPLE 4  (GEOMETRY, GRADES 10-11)</p>	<p><b><i>Geometry</i></b>  <b><i>Competency Goal 2:</i></b> The learner will use geometric and algebraic properties of figures to solve problems and write proofs.</p>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication and Collaboration</li> <li>• Research and Information Fluency</li> <li>• Critical thinking, Problem Solving and Decision Making</li> </ul>
<p>SAMPLE 5  (PHYSICAL EDUCATION, GRADES 6-8)</p>	<p><b><i>Physical Fitness &amp; Social Skills</i></b>  <b><i>Competency Goal 6:</i></b> The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).  <b><i>Competency Goal 7:</i></b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).  <b><i>Competency Goal 9:</i></b> The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).</p>	<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Research and Information Fluency</li> <li>• Technology Operations and Concepts</li> <li>• Critical thinking, Problem Solving and Decision Making</li> <li>• Digital Citizenships</li> </ul>
<p>SAMPLE 6  (LANGUAGE ARTS, GRADES 3-4)</p>	<p><b><i>Competency Goal 1:</i></b>The learner will apply enabling strategies and skills to read and write.  <b><i>Competency Goal 2:</i></b>The learner will</p>	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Communication and Collaboration</li> </ul>

	<p>apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p><b>Competency Goal 3:</b>The learner will make connections through the use of oral language, written language, and media and technology.</p> <p><b>Competency Goal 4:</b>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p><b>Competency Goal 5:</b>The learner will apply grammar and language conventions to communicate effectively.</p> <p>Social Studies Grade 3</p> <p><b>Competency Goal 7:</b> The learner will analyze the role of real and fictional heroes in shaping the culture of communities.</p>	<ul style="list-style-type: none"><li>• Research and Information Fluency</li><li>• Critical thinking, Problem Solving and Decision Making</li><li>• Digital Citizenship</li></ul>
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<p><b>SAMPLE 7</b></p> <p><b>(MATHEMATICS, KINDERGARTEN GRADES 1-2)</b></p>	<p><b>Kindergarten</b> <i>Goal 1</i> <i>Number and Operations</i> - The learner will recognize, model, and write whole numbers through 30. <i>Goal 5</i> <i>Algebra</i> - The learner will model simple patterns and sort objects.</p> <p><b>First Grade</b> <i>Goal 1</i> <i>Number and Operations</i> - The learner will read, write, and model whole numbers through 99 and compute with whole numbers. <i>Goal 5</i> <i>Algebra</i> - The learner will demonstrate an understanding of classification and patterning.</p> <p><b>Second Grade</b> <i>Goal 1</i> <i>Number and Operations</i> - The learner will read, write, model, and compute with whole numbers through 999. <i>Goal 5</i> <i>Algebra</i> - The learner will recognize and represent patterns and simple mathematical relationships.</p>	<ul style="list-style-type: none"><li>• Creativity and Innovation</li><li>• Communication and Collaboration</li><li>• Research and Information Fluency</li><li>• Critical thinking, Problem Solving and Decision Making</li></ul>
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### e. Extra/Co-curricular activities

Extracurricular activities are an essential component of ITAT's educational plan. Robert Needman, M.D., distinguished pediatrician, author of six books, and co-founder of Reach Out and Read, a national organization, says " Extracurricular activities, such as sports, drama, music, scouting, dance, and various clubs, are an important part of the educational experience of many students. Most studies find that children who participate in these activities are more successful academically than those who don't."<sup>26</sup>

ITAT students will be able to attend to the clubs/activities of their interest. These activities will take place during the after school hours. Students will be encouraged to collaborate with professionals working in the Triangle area. Support letters from highly qualified professionals that would help ITAT students could be found in Appendix B. Upon learning the mission and vision of ITAT, these professional showed great interest, in volunteering and providing guidance to the ITAT students.

Aligned with the mission and vision of ITAT, students will also find opportunities to form and attend technology clubs and organize activities. Some of technology related extra-curricular activities will be run through clubs, technology fairs, and tech weeks.

**Technology Clubs:** ITAT students will be encouraged and supported to be active in technology clubs such as Business&Technology Club, Science&Technology Club, Biomedical Technology Club, The Women in Technology Club, and Web Development Club. The Triangle area is a great source for such clubs. ITAT technology clubs will be similar to many associations in the area formed by professionals, entrepreneurs, and technology leaders. Club activities may be in the form of organizing events, inviting speakers from the area, informing and educating students about the technological innovations and economical trends, etc.

**Technology Fairs:** ITAT will organize and host annual technology fairs. These will be designed according to the grade levels and subject areas. Students will use technological tools to seek solutions to real-world problems in science, math, engineering, healthcare and economy. During the research phase of the projects, students will be encouraged to work in teams, communicate and partner with professionals at the local technology companies. Professionals in the Triangle area will be invited to the fairs as judges and jurors, and students will present their research findings to these jurors in a professional manner.

One of the goals of the guiding mission of the North Carolina State Board of Education is that **Error! Bookmark not defined.:**

" Leadership will guide *innovation* in NC public schools.

- School professionals will *collaborate* with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21<sup>st</sup> Century learning, and understand global connections.

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<sup>26</sup> Extracurricular Activities, <http://www.drspock.com/article/0,1510,5922,00.html>

- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.”

ITAT students from all grades will be encouraged to participate in Technology Fairs. For K-6 students, a science/technology project may take a number of forms. It may be an experiment, collection, poster, display, or an invention. Middle School and High School students may organize/attend annual computer fairs to highlight application skills and computer knowledge.

### e. ITAT’s IT Focus and IT Certifications

In elementary school, ITAT students will focus on IT subjects through Technology Integrated Education (TIE) and implementation of NETS-S & NC IT Standards. In middle school, in addition to TIE and NETS-S & NC IT Standards, starting from 8<sup>th</sup> grade, students will be able to take the International Computer Driving License test to demonstrate their computer skills. This test will also provide a platform from which students can smoothly transition into the IT tracks, specifically Microsoft, Cisco and CompTIA certification process in high school. Microsoft, Cisco and CompTIA certifications are industry standards for not only computer support technicians and computer engineers but all IT professionals across various industries. By receiving training for these certifications in high school, ITAT students will both have an opportunity to pursue IT careers and also receive college credits. For example, The American Council on Education (ACE) has recommended Microsoft Office Specialist certifications for one semester hour of college credit in lower-division computer applications or information technology<sup>27</sup>. Figure 6 depicts the ITAT’s IT focus.

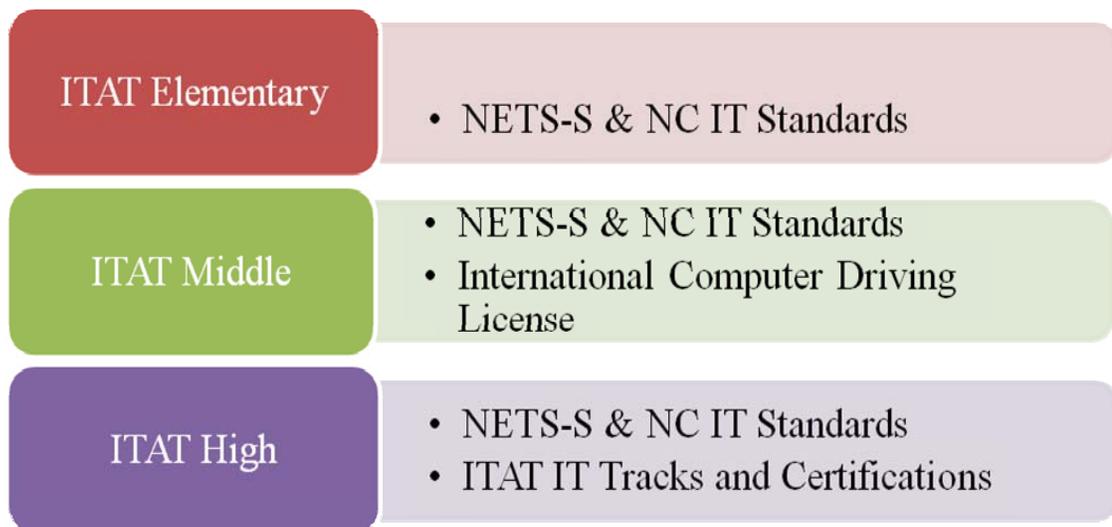


Figure 6. ITAT’s IT Focus

<sup>27</sup> Microsoft Learning, <http://www.microsoft.com/learning/en/us/certification/mbc-college-credit.aspx>

**International Computer Driving License (ICDL):** ICDL is the international standard in end-user computer skills and a high-quality certification in the theoretical and practical use of computers and computer applications.<sup>28</sup>

By integrating technology into education and implementing NETS-S and NC IT starting from the elementary school, ITAT students will have advance computer skills, compared to their peers in otherschools. By 8<sup>th</sup> grade, ITAT students will be ready to take the ICDL to demonstrate their computer skills in 7 areas, required to achieve the ICDL certification. These seven areas are: Basic Concepts of IT, Using the Computer and Managing Files, Word Processing, Spreadsheets, Databases, Presentations, Internet and Email.

ITAT will give students the opportunity to take the ICDL test, because we aim to:

- improve our students' job prospects,
- equip them to advance further in their existing careers,
- provide a platform from which to move on to more specialized IT tracks provided by ITAT, as explained below.

**ITAT IT Tracks:** After achieving the ICDL certification, according to their interests, students will be guided to three IT tracks provided by ITAT. These tracks are: IT Business, IT Developer and IT Professional. In these tracks, ITAT students will have the opportunity to prepare for the IT certification tests and if they pass, they will be certified IT professionals. ITAT will provide students training for Microsoft, Cisco and CompTIA certifications according to their interest. These certifications are industry standards for computer support technicians, computer science and IT professionals. By earning a certification, an ITAT student will gain advanced, market-relevant skills that employers recognize and respect. ITAT computer teachers and IT staff will hold information sessions about these tracks to create awareness and interest. Students will be able to enroll in one or more tracks. Through the preparation and training process, students will be given assignments, and their progress will be tracked by teachers on a quarterly basis. When both the student and the teacher are confident about the readiness of the student, the student will register to take the certification exam and be certified in his/her area of interest.

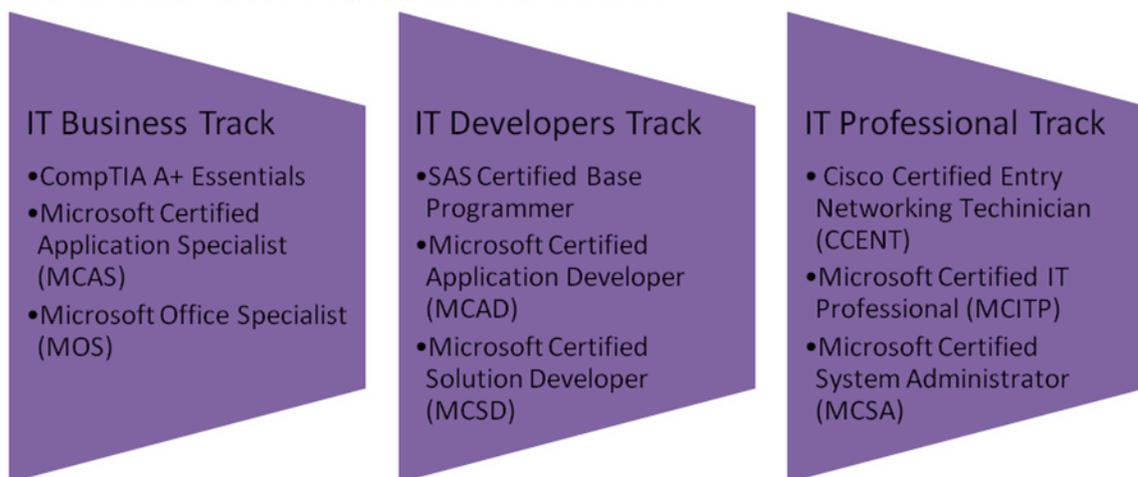


Figure 7. ITAT High School IT Tracks

<sup>28</sup> <http://www.icdlus.com/index.jsp?p=951&n=1052>

1) The **IT Business Track** will consist of three credentials:

- CompTIA A+ Essentials<sup>29</sup>
- Microsoft Certified Application Specialist (MCAS)<sup>30</sup>
- Microsoft Office Specialist (MOS)

By earning the Microsoft Business Certification (MCAS and MOS) and CompTIA A+ Essentials credentials, ITAT students will prove their expertise in using the latest Microsoft Office programs and the Windows Operating System. These certifications will help our students differentiate themselves in today's competitive job market, and broaden their employment opportunities by displaying advanced skills.

2) The **IT Developer Track** at ITAT will consist of three certifications:

- SAS Certified Base Programmer<sup>31</sup>
- Microsoft Certified Application Developer (MCAD)<sup>32</sup>
- Microsoft Certified Solution Developer (MCSA)<sup>33</sup>

Statistical Analysis Systems(SAS) certifications are among the most recognized credentials in the business world. SAS Certified Base Programmer certification is ideal for ITAT students who want to gain advanced skills in statistical analysis. Students who are interested developing, testing, deploying, and maintaining department-level applications, components, Web or desktop clients, or database and network services that are based on Microsoft tools and technologies will be encouraged to pursue this path and earn MCAD certification. After MCAD, students who are interested in advancing their skills in this area and interested in jobs like software engineer, software development engineer, software architect, and consultant will be guided to take the MCSA certification.

3) ITAT **IT Professional Track** will consist of the following certifications:

- Cisco Certified Entry Networking Technician (CCENT)<sup>34</sup>
- Microsoft Certified IT Professional (MCITP)<sup>35</sup>
- Microsoft Certified System Administrator (MCSA)<sup>36</sup>

By earning the *Cisco* Certified Entry Networking Technician certification, ITAT students will demonstrate the skills required for entry-level support positions, including setting up and configuring computer networks. By earning a MCITP credential, ITAT students will be able to demonstrate their range of expertise, real-world skills, and mastery of Microsoft technologies. ITAT students who are interested in jobs such as systems administrator, network administrator,

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<sup>29</sup> <http://www.comptia.org/certifications/listed/a.aspx>

<sup>30</sup> <http://www.microsoft.com/learning/en/us/certification/mbc.aspx>

<sup>31</sup> <http://support.sas.com/certify/creds/bp.html>

<sup>32</sup> <http://www.microsoft.com/learning/en/us/certification/mcad.aspx>

<sup>33</sup> <http://www.microsoft.com/learning/en/us/certification/mcsa.aspx>

<sup>34</sup> [http://www.cisco.com/web/learning/le3/le2/le45/learning\\_certification\\_level\\_home.html](http://www.cisco.com/web/learning/le3/le2/le45/learning_certification_level_home.html)

<sup>35</sup> <http://www.microsoft.com/learning/en/us/certification/mcitp.aspx>

<sup>36</sup> <http://www.microsoft.com/learning/en/us/certification/mcsa.aspx>

information systems administrator, network operations analyst, network technician, and technical support specialist will greatly benefit from the MCSA credential.

### **VI.A.3. Compliance with Federal and State regulations for serving exceptional children.**

ITAT's aim is to provide services that meet the unique cognitive, social, and emotional needs of exceptional students, preparing them to succeed in a global society. ITAT will strive to best serve students with disabilities including physical disabilities, as well as gifted students.

ITAT will comply with all Federal and State regulations for serving exceptional children. ITAT will have the appropriate accommodations and staff for working with students with disabilities in accordance to the Public School Law of North Carolina and the Federal Laws Governing Special Education Compliance.

ITAT students, regardless of their strengths or weaknesses in any area, will become part of the school community. They will be included in the feeling of belonging among other students, teachers, and support staff. The Federal Individuals with Disabilities Education Act (IDEA) and its 1997 amendments make it clear that schools have a duty to educate children with disabilities in general education classrooms. ITAT will offer a full inclusion model as much as a student's needs and Individualized Education Program(IEP) allow. Exceptional/special education teacher will play an important role on the implementation of the inclusive model. In collaboration with the classroom teachers, Special Education teacher will make necessary modifications and supplement curriculum for identified students.

The exceptional children's program at ITAT may include: Differentiated Assignments, Extended Time On Assignments, Small Group Instruction, Individual Pull-Out Instruction, In-Classroom Collaboration With The Special Education Teacher and Enrichment Activities.

### **VI.A.4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school).**

#### Entrance Requirements:

Any student that meets the criteria for admission to a North Carolina Public School is qualified for admission to ITAT. Students will be required to provide necessary documents that will be listed in the application package as they enter the school. Students and parents will need to sign and return the contract page of the Student-Parent Handbook to verify their commitment to follow rules and procedures, and uphold the standards set by ITAT.

#### Graduation Requirements:

To exit ITAT, students will be required to complete all core courses with a passing grade as well as participating in the North Carolina ABC Accountability Model and any required federal programs. ITAT will follow the graduation requirements as set by the NC State Board of Education.<sup>37</sup>

Every North Carolina high school student must meet:

- Course and Credit Requirements
- Testing Requirements
- Local Requirements

### Course and Credit Requirements

For Ninth Graders Entering in 2009-10 and Later

CONTENT AREA	FUTURE-READY CORE
English	<b>4 Credits</b> I, II, III, IV
Mathematics	<b>4 Credits</b> (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.</i>
Science	<b>3 Credits</b> A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	<b>3 Credits</b> Civics and Economics, US History, World History
Second Language	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC.
Computer Skills	No specific course required; students must demonstrate proficiency through state testing.
Health and Physical Education	<b>1 Credit</b> Health/Physical Education
Electives or other requirements	<b>6 Credits required</b> <b>2 Elective credits of any combination from either:</b> – Career and Technical Education (CTE) (Computer Programming, Computer Applications, Web Design) – Arts Education – Second Languages (Foreign languages) <b>4 Elective credits strongly recommended (four course concentration)</b>

<sup>37</sup> <http://www.ncpublicschools.org/curriculum/graduation/>.

	<p><b>from one of the following:</b></p> <ul style="list-style-type: none"> <li>– Career and Technical Education (CTE) *(Systems Theory, Advanced Computer Programming, Data Structure)</li> <li>– JROTC</li> <li>– Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics**, science, social studies, English)</li> </ul>
<b>Total</b>	21 Credits plus any local requirements

\* Elective courses at ITAT will focus on technical and career development subjects based on NC Technology and NC Business and IT curricula, as well as the IT tracks developed for ITAT students. These electives offered by ITAT will be geared toward empowering students to become highly successful citizens and leaders in NC, USA and the World. ITAT faculty will hold information sessions to inform and guide students through the process of electing courses appropriate for their needs, goals and skills.

\*\*We will offer some advanced placement courses in math and statistics towards their college education including Trigonometry and Analytical Geometry.

### Testing Requirements

All students must demonstrate computer proficiency by passing the Computer Skills Test. This test is predominately given to students for the first time in the eighth grade. Students who do not pass the test the first time are given multiple opportunities in subsequent years to retake the test.

For students entering high school for the first time as a ninth grader in 2006-07 or later, he or she must pass five essential end-of-course tests to receive a diploma:

- Algebra I (unless exempted by their Individualized Education Program)
- Biology
- Civics and Economics
- English I
- U.S. History

### Local Requirements

Graduation from all Wake County Public School System high schools, except Broughton and Fuquay-Varina High Schools, requires completion of a minimum of twenty credits earned in grades nine through twelve<sup>38</sup>.

### VI.A.5. The school calendar (must provide instruction for a minimum of 180 instructional days); (G.S.115C-238.29F(d)(1))

ITAT will provide instruction for a minimum of 180 days by following Wake Public School System's traditional school calendar. However, the school reserves the right to make any necessary change in the calendar so long as said change(s) is/are in compliance with NCGS 115C-238.29F(d)(1).

<sup>38</sup> [http://www.wcpss.net/high\\_school/planning-guide/graduation-requirements.html](http://www.wcpss.net/high_school/planning-guide/graduation-requirements.html)).

**VI.A.6. A Concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests.**

The evaluation program at ITAT will include the following:

- ABC Accountability Model
- EOG Testing
- State Mandated Testing
- Writing Test at Grade 10
- Computer Skills Assessment
- Student Portfolio Requirements
- Benchmark Assessments of Standards
- Alternative Assessments
- International Computer Driving License (ICDL)

Alternative assessment: ITAT will use alternative assessment to evaluate the student performance by having students create a response to a question or task. Sample Alternative Assessment tools such as e-portfolios are embedded to ITAT curriculum and can be found in the Curriculum section. Some other alternative assessments to be used at ITAT include short-answer questions, essays, performance assessment, oral presentations, demonstrations, and exhibitions. By using alternative assessment tools, ITAT aims to:

- encourage student self-reflection
- invoke real-world applications
- provide self-assessment opportunities for students

Benchmark Assessments of the Standards: ITAT will utilize benchmarks for the Student Accountability Standards, due to the critical factor of providing intervention as early and as focused as possible. Benchmark assessments will offer regular checkups on student achievement. ITAT faculty will frequently and systematically collect data across a grade level or content area at several predetermined times throughout the school year. These frequent, periodic assessments will measure students' progress throughout the curriculum and/or on material in state tests. Data expert Douglas Reeves refers to benchmark and common assessments as "the best practice in assessment" and "the gold standard in educational accountability".<sup>39</sup>

Benchmark Assessments will help ITAT faculty to:<sup>40</sup>

- Identify students who need interventions or further instruction;
- Foster consistent expectations, curricular priorities, and pacing within a grade level, course, helping to ensure that all students have access to the same essential curriculum;

<sup>39</sup> Reeves, D. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 71 and 114.

<sup>40</sup> Benchmark or Common Assessment Data ; <http://mdk12.org/practices/benchmark/improve/study/index.html>

- Provide students and parents timely feedback regarding their current level of understanding so they can monitor their own progress and identify for themselves what they already know and what they have yet to learn;
- Identify students for flexible instructional groups;
- Identify areas for grade-level celebration of successes;
- Evaluate the effectiveness of instructional initiatives, enrichments, and interventions so that ineffective practices are not continued throughout the year and effective ones are maximized.

ITAT academy will also establish a benchmark assessments system through an internet-based test system that enables tests to be constructed, delivered, and reported electronically. This online access of benchmark assessments will allow ITAT academy to ensure a continuous diagnostic and informative basis about students learning progress that can be accessible through using any school computers. In this online system multiple-choice tests immediately scored and reported. This online benchmark assessment system will specifically help ITAT academy to prepare students to examinations such as SAT. These assessments support and are in alignment with ITAT's data-driven instruction teaching method.

International Computer Driving License (ICDL): Teaching NETS will provide our students with a strong foundation in reference to advanced IT certifications. Starting with 8<sup>th</sup> grade, students will have an opportunity to take the International Computer Driving License (ICDL) certification exam.<sup>41</sup>

Participation in North Carolina Testing Program:ITAT shall comply with the North Carolina Testing Program, including ABC Accountability Model, EOG Tests, EOC Tests, other state mandated tests, writing assessment, computer skills assessment, and student portfolio requirements.

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<sup>41</sup> <http://www.icdlus.com>

**VI.A.7. A description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals.**

ITAT will participate in the ABC's Accountability Model and conduct the statewide testing, as done in all North Carolina public schools. Students will complete coursework and related activities needed for graduation requirements as specified by the North Carolina Standard Course of Study.

Specific achievement goals for ITAT students shall include:

- ITAT will expect its students to demonstrate leadership capacity by planning and implementing projects in school and their communities.
- ITAT will expect its students to demonstrate a proficiency in technology skills that are important for both lifelong learning and preparation for technologically-savvy workforce.
- ITAT will encourage all students to achieve International Computer Driving License and expect majority of its students to accomplish this.
- ITAT will encourage all students to earn at least one IT certification offered in the IT Tracks in high school and will expect most of its students to graduate with this credential.

To attain these goals, ITAT will implement the North Carolina Standard Course of Study, NETS-S and NC IT Standards.

Specific strategies for attaining these goals include:

- ITAT will focus on Global Leadership and Technology Integrated Education (TIE).
- ITAT will implement IT education in two ways: IT as a subject (i.e., computer studies, IT tracks) and IT as a tool to support traditional subjects-TIE (i.e., computer-based learning, presentation, research).
- ITAT will strongly emphasize extracurricular activities that promote collaboration in technology projects such as technology fairs and clubs.
- ITAT faculty and staff will hold information sessions to create awareness and interest in IT tracks and certifications and guide students through the certification process.

#### VI.B. SPECIAL EDUCATION(G.S. 115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). As appropriate for the admission to the charter school. Also, our proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

*A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.*

Provide an explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

The mission of ITAT is to assure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate individualized education in the least restrictive environment. ITAT provides special education and related services according to the federal Individuals with Disabilities Education Act (IDEA) and the regulations of the North Carolina Public School Law, Article 9. We will offer a full inclusion program to serve the students with special needs to ensure that all our students become part of the school community regardless of their strengths or weaknesses. We will ensure that the exceptional students are included in the feeling of belonging among other students, teachers, and support staff so that the support services are brought to the child.

ITAT will offer a full inclusion program to the exceptional students with whose educational needs can be met in a regular classroom setting in the least restrictive environment. ITAT will provide this fully inclusive model together with a special education teacher who will provide input to enhance the curriculum for those students. In accordance with the exceptional student ratio in Wake County, ITAT anticipates 12% of the student body to be exceptional children..

We also believe that teachers, who are aware of the challenges of working with exceptional students and equipped with proper tools, are equally imperative. Thus, ITAT will provide ongoing training for all of the teachers in this area through the special education teacher in the school or outside resources such as workshops, seminars and access to professional development resources like online assistive technology trainings to support continuing professional development. The special education teacher will be available to co-teach in classrooms and provide an even smaller student/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students' strengths and using these strengths to address areas of weakness. The special education teacher will also assist regular teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students' individualized education plans will be followed and reviewed annually.

Psychological evaluations, re-evaluations, and educational testing will be conducted as required by state mandates.

The exceptional children's program at ITAT may include the following:

- Collaboration With The Special Education Teacher in Classroom
- Accommodated and Differentiated Assignments
- Extended Time On Assessments
- Multiple Sessions
- Individual Pull-Out Instruction
- Preferential Seating
- Small Group Instruction
- Peer Tutoring
- Enrichment Activities
- Use of Technology

ITAT will offer a specialized program designed to meet the needs of academically gifted students with learning disabilities. Their educational program will encompass a unique set of services designed to highlight and develop their gifts while addressing their specific areas of need. Academically gifted students with learning disabilities should have an instructional program including extracurricular activities focused on students' strengths with modifications for students' talents and disabilities in the regular classroom. For these students, we will provide the technology to form electronic communities and to access global resources, like Internet to research topics allows gifted student to explore ideas and events more quickly and in greater depth.

Unlike previous decades, today's teachers have an abundant number of tools at their disposal that they can use to leverage their teaching process. For example, ITAT plans to use software that can convert text-to-speech and speech-to-text to assist students with reading and writing disabilities respectively. Likewise, there are available packages that help visualize math concepts using manipulative for the benefit of students who require extra help and motivation in math. Moreover, deploying such software at the ITAT will not only support the IT curriculum but also enable the exceptional students thrive in the regular classroom environment.

#### V.I.C. ADMISSIONS POLICY(G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

**Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the lottery plan.**

There is no entrance exam for students to be enrolled in ITAT. The students from Wake or any other counties will have the same rights to enroll in ITAT. No application will be denied based on academic performance, special needs, gender, race, creed, national origin, religion and ancestry. If the students want to be enrolled in a grade higher than the student's approved grade, the parents should provide documents showing reasons to support this request.

Starting in early spring semester, enrollment application forms will be collected in the order they are received. In case the number of applicants is more than the space available, ITAT will plan a lottery. In cases where there are vacancies ITAT will not employ a lottery.

### Lottery Plan

- A public lottery will be performed in a predetermined date in the spring semester.
- Each applicant will be given a unique identification number.
- Openings in each grade will be filled by randomly drawing numbers from a hopper.
- After filling all the openings, an official document for waiting lists for each grade will be prepared.
- Lottery winners will be informed via mail, or phone call within a week. And they will be required to register to the school before a deadline that will be set about a month after the lottery.
- Any openings will be filled by the applicants from the waiting list within the following three weeks after the registration deadline for the lottery winners. Openings after that time will be filled on a first come first serve basis.
- The dates of deadlines for the application and lottery and registration will be determined and announced in school website every year in the beginning of fall semester.

### Exemptions From Lottery

For certain cases students may enroll in ITAT without the lottery. These exemptions include:

- ITAT Students already enrolled in the school.
- Siblings of the ITAT students.
- Children of the ITAT faculty and staff (their number should not exceed the number of available spot for a given grade)
- Children of Board of Directors (in the first year of the school).

### VI.D. STUDENT CONDUCT AND DISCIPLINE (G.S. 115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

**Provide drafts of student handbooks and other policies governing student conduct and discipline. Include the policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children.**

#### Student Code of Conduct

ITAT aims to provide a solid education in a safe and orderly learning environment in which all the students can learn effectively to reinforce their social and physical potential. For this reason the administrators and the teachers of ITAT determined the misbehaviors and their corresponding disciplinary conclusions (code of conduct). We will strictly follow the code of conduct to provide a safe and orderly educational environment. Therefore the misbehaviors mentioned below shall not be allowed (i) during the school, (ii) during any school-sponsored activities.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

## Discipline

The teacher has the responsibility and authority for disciplining students, except in those cases requiring the attention of the principal. Probation, suspension and expulsion actions cannot be performed without principal's presence in the decision. And in such cases parent-guardian has to be notified immediately.

- **Less Serious Violations**

Less serious violations will be handled by the classroom teacher or a faculty member responsible for student supervision. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the principal or homeroom teacher if disciplinary action is warranted, or if these actions are repeated.

- **More Serious Violations**

More serious violations such as unauthorized absence or repeated lesser violations will be dealt with on a more formal basis. Detention is one of the penalties that may be assigned at this level.

- **Major Violations**

Major violations are those that are serious enough to require probation, suspension or expulsion. These violations will be immediately reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

**Note:** A detailed list of infractions and the range of resulting consequences is detailed herein. Additions, corrections, and deletions of these rules can ensue. Students and parents will be notified of changes or additions. These policies and others adopted by the ITAT Board will be distributed to parents and students in a Parent/Student Handbook.

## Student Expulsion and Exclusion Policy

A pupil generally shall not be suspended from school or recommended for expulsion unless the principal of ITAT determines that the pupil has:

- Caused or attempted to cause or threatened to cause physical injury to another person;
- Possessed, sold or otherwise furnished any fire arm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal;
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind;
- Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another

liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant;

- Committed robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stolen or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. This section does not prohibit use or possession by a pupil of his or her own prescription products;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully offered, arranged or negotiated to sell any drug paraphernalia;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

#### **Disciplinary consequences for behavior violation of the Student Code of Conduct:**

Students and parents will understand that the following disciplinary actions could be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period whether on or off campus;
- During, or while going to or coming from, a school sponsored activity.

#### **Act of Violence**

- Fighting is not allowed at ITAT. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher or adult will carry a severe penalty. Possible disciplinary actions: On-campus suspension, home suspension or expulsion. Flagrant or repeat offenses may result in a maximum consequence of expulsion.
- Threatening to cause physical harm detracts from the educational setting and places students in fear. Thus, depending on the severity of these actions, the following disciplinary actions may result: On-campus suspension, work details, home suspension or recommendation to expel.

#### **Weapons and Dangerous Objects**

- Possession of a defined weapon will not be tolerated. Possession of a weapon will result in disciplinary action -- home suspension or expulsion.
- Possession of fireworks and explosives or the use of these items will also result in home suspension or expulsion.

#### **Tobacco, Drugs, and Alcohol**

- ITAT is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension or expulsion. This rule, as all school rules apply, for after school events and school trips.

- Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in home suspension for the first offense and expulsion for any subsequent offense.
- Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

### **Stealing, Robbery, or Extortion**

- These offenses will result in on-campus suspension, work detail, home suspension or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

### **Damage to Property**

- Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property.
- Severe cases of damaging, defacing or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension (on campus or home) or expulsion.

### **Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity**

- These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy. The resulting disciplinary action will require: changing offensive clothing, work detail, on-campus suspension, home suspension, expulsion or a combination of any of these actions.

### **Willful Disobedience**

- Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on fieldtrips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on campus suspension may be employed. Repeated disobedience may result in a request to have a student evaluated by other behavior professionals. Every attempt will be made to correct the in appropriate behavior before actions of home suspension and expulsion are considered.
- Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after school work detail or suspension. Public displays of affection fall under this category.

### **Sexual Harassment**

- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress;
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment; and
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

**Other types of conduct that are prohibited and may constitute sexual harassment include:**

- Unwelcome leering, sexual flirtations or propositions;
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;
- Graphic verbal comments about an individual's body, or overly personal conversation;
- Sexual jokes, stories, drawings, pictures or gestures;
- Spreading sexual rumors;
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
- Touching an individual's body or clothes in a sexual way;
- Purposefully limiting a student's access to educational tools;
- Cornering or blocking of normal movements;
- Displaying sexually suggestive objects in the educational environment; and
- Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

**Enforcement**

The principal or designee shall take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti;
- Providing staff in-service training and student instruction or counseling; or
- Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension or home suspension.
- Notifying law enforcement in necessary cases.

**Act of Hate Violence**

- Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service and/or expulsion.

**Other Harassment**

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an

intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service and/or expulsion.

### **Academic Dishonesty**

Academic dishonesty is often a difficult concept to define. As a school, ITAT's philosophy is to increase a student's ability to work independently and collaboratively, while realizing this only clouds the issue of academic dishonesty. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation. Students should do as much of or all of their own homework, but students should be willing to give assistance to fellow students when the learning experience can be enhanced. In some situations, testing is required to be independent of any outside help. Students will be made aware of this and will be expected to act accordingly.

### **Plagiarism**

Plagiarism is a serious issue in academe. Students should give credit to the appropriate individuals for their research and writing. It is often difficult to distinguish what should be duly noted and what is common knowledge. It is the job of the faculty to bring this issue into a clearer focus for the students so that students will learn proper citation processes. Through their own research and writing, the constitution of plagiarism will become better defined for the student. Students will begin learning the principles and process of research and writing in early elementary school. Over the course of the year, older students will be using the APA system for documenting paraphrased and quoted material.

### **Students with Disabilities**

Students with disabilities may be suspended, in accordance with Federal legislation and the State law, for inappropriate behavior. The Principal may suspend a student with disabilities for short term suspension; suspension from school may not be for more than a total of fifteen days in a school year and not more than 10 consecutive days. The Principal may recommend a student with disabilities for long-term suspension or expulsion (more than 15 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.
- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

## VII. BUSINESS PLAN

### VII.A. PROJECTED STAFF

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)

The school will report the total number of teachers and number of licensed teachers prior to each academic year.

ITAT Projected Staff Chart for 2009-2010		
Position	Full Time/Part Time	Number
Principal	FT	1
Assistant Principal	FT	1
Clerical	FT	1
Teachers	FT	18
Teacher Assistant	FT	2
Guidance	FT	0
Custodian	FT	1
Technology Specialist	FT	1
Exceptional Children Teacher	FT	1
Bookkeeper	FT	1

### VII.B. QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS (G.S.115C-238.29F(e))

Based on the list of positions provided above give qualifications and licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind.

Upon approval of the charter, Board of Directors will hire ITAT school principal, and delegate the recruitment of school teachers and staff to the principal. The Principal will be an integral member of the learning community. He or she will support shared decision-making, promote collaborative leadership and require accountability from all stakeholders in the school. In addition to serving as the educational leader of the school, the Principal will be responsible for planning, budgeting,

facilities management, staff development, and supervision and evaluation of staff. The Principal will also be responsible for overall operation and running the school efficiently to accomplish ITAT's mission and vision. The Principal will establish and maintain communication with local boards of education, superintendents, county and state administrators. The Principal will report to the ITAT Board of Directors.

The principal will locate and recruit the best candidates for teaching and staff positions at ITAT. Teachers are expected to be role models for the students and they should be committed to the mission of the school as well. Strong academic background, teaching experience, leadership and emotional maturity are the main criteria that will be used in hiring teachers. Although ITAT will train its teachers on the IT related curriculum, proficiency in information technologies will be a significant credential for teacher candidates. ITAT will also strongly encourage its teachers to earn certifications from Microsoft, CompTIA, SAS or Cisco as well.

All teachers of core subjects will be highly qualified as required by the No Child Left Behind Act. At least 75% of the elementary school teachers and 50% of the middle and high school teachers will have licenses in a given education year, as required by the NC State Statute. Besides current state teaching license holders, instructors in following situations may be hired as a teacher:

- Holds current Out-of-State teaching certificate and is seeking NC certificate
- Holds expired NC teaching certificate and is seeking re-certification
- Industry Professional with expertise in a specific field

In addition to aforementioned qualifications, ITAT will check the criminal background and furnish a criminal record summary before employment of teachers according to GS 115C-238.29K.

**VII.C. ENROLLMENT**

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school.

**These numbers are projections, or estimates, and do not bind the State to fund the school at any particular level.**

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

Please see the tables in this section for the projected enrollment to the school between 2011 and 2016.

PROJECTED ENROLLMENT

2011-12 through 2015-2016

List LEA #1 – Wake

IDENTIFY LEA FROM WHICH

List LEA #2 – Durham

STUDENTS WILL PROBABLY  
COME

List LEA #3 – \_\_\_\_\_

GRADES	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	LEA1	LEA2	LEA3												
KindergartenK	<u>32</u>	<u>2</u>													
First1	<u>32</u>	<u>2</u>													
Second2	<u>36</u>	<u>2</u>													
Third 3	<u>38</u>	<u>2</u>													
Fourth4	<u>38</u>	<u>2</u>													
Fifth5	<u>38</u>	<u>2</u>													
Sixth 6	<u>44</u>	<u>2</u>		<u>70</u>	<u>2</u>										

PROJECTED ENROLLMENT 2011-12 through 2015-16 (continued)

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA	LEA	LEA	LEA	LEA										
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7				<u>44</u>	<u>2</u>		<u>70</u>	<u>2</u>		<u>70</u>	<u>2</u>		<u>70</u>	<u>2</u>	
Eighth	8							<u>48</u>	<u>2</u>		<u>70</u>	<u>2</u>		<u>70</u>	<u>2</u>	
Ninth	9										<u>46</u>	<u>2</u>		<u>48</u>	<u>2</u>	
Tenth	10													<u>42</u>	<u>2</u>	
Eleventh	11															
Twelfth	12															
LEA Totals		<u>258</u>	<u>14</u>		<u>328</u>	<u>16</u>		<u>402</u>	<u>18</u>		<u>470</u>	<u>20</u>		<u>514</u>	<u>22</u>	
Overall Total Enrollment		<u>272</u>			<u>344</u>			<u>420</u>			<u>490</u>			<u>536</u>		

BUDGET: REVENUE PROJECTIONS 2011-12 through 2015-2016

INCOME: REVENUE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<i>--State ADM Funds</i>	<u>\$1,255,323.18</u>	<u>\$1,584,699.10</u>	<u>\$1,934,259.64</u>	<u>\$2,258,801.38</u>	<u>\$2,468,966.24</u>
<i>--Local Per Pupil Funds</i>	<u>\$621,496.82</u>	<u>\$784,937.36</u>	<u>\$957,388.02</u>	<u>\$1,058,689.10</u>	<u>\$1,221,198.26</u>
<i>--Federal Funds</i>	<u>\$ 0</u>				
<i>--Grants*</i>	<u>\$ 0</u>				
<i>--Foundations*</i>	<u>\$ 0</u>				
<i>--Private Funds*</i>	<u>\$ 0</u>				
<i>--Other Funds*</i>	<u>\$ 0</u>				
<b><i>TOTAL INCOME</i></b>	<u>\$1,876,820</u>	<u>\$2,369,606.46</u>	<u>\$2,891,647.66</u>	<u>\$3,375,124.88</u>	<u>\$3,690,164.50</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

**Budget (continued): Revenue Projections 2011-12 through 2015-2016**

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p><b>Year 1: 2011-2012</b>            State – Wake: \$4,174.80 X 258 = \$ 1,077,098.40            State – Durham: \$4,373.28 X 14 = \$ 61,225.92            Local - Wake: \$ 2,252.53X 258 = \$581,152.7            Local- Durham: \$ 2,881.72 X 14 = \$ 40,344.08            EC : \$ 3,545.42X 33 = \$ 116,998.86  <u>Total \$1,876,820.00</u></p> <p><b>Year 2: 2012-2013</b>            State – Wake: \$4,174.80 X 328 = \$ 1,369,334.40            State – Durham: \$4,373.28 X 16 = \$ 69,972.48            Local - Wake: \$ 2,252.53X 328 = \$ 738,829.84            Local- Durham: \$ 2,881.72 X 16 = \$ 46,107.52            EC : \$ 3,545.42X 41 = \$ 145,362.22  <u>Total \$ 2,369,606.46</u></p> <p><b>Year 3: 2013-2014</b>            State – Wake: \$4,174.80 X 402 = \$ 1,678,269.60            State – Durham: \$4,373.28 X 18 = \$ 78,719.04            Local - Wake: \$ 2,252.53X 402 = \$ 905,517.06            Local- Durham: \$ 2,881.72 X 18 = \$ 51,870.96            EC : \$ 3,545.42X 50 = \$ 177,271.00  <u>Total \$ 2,891,647.66</u></p> <p><b>Year 4: 2014-2015</b>            State – Wake: \$4,174.80 X 470 = \$ 1,962,156.00            State – Durham: \$4,373.28 X 20 = \$ 87,465.60            Local - Wake: \$ 2,252.53X 470 = \$ 1,058,689.10            Local- Durham: \$ 2,881.72 X 20 = \$ 57,634.40            EC : \$ 3,545.42X 59 = \$ 209,179.78  <u>Total \$ 3,375,124.88</u></p> <p><b>Year 5: 2015-2016</b>            State – Wake: \$4,174.80 X 514 = \$ 2,145,847.20</p>
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	State – Durham: $\$4,373.28 \times 22 = \$96,212.16$ Local - Wake: $\$2,252.53 \times 514 = \$1,157,800.42$ Local- Durham: $\$2,881.72 \times 64 = \$63,397.84$ EC : $\$3,545.42 \times 33 = \$226,906.88$ <u>Total \$ 3,690,164.50</u>
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Budget (continued): Expenditure Projections 2011-12 through 2015-2016

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<u>GS 115C-238.B(b)(5)</u>					
<u>PERSONNEL</u>					
<u>Total # of staff 25-47</u>	<u>\$996,173.33</u>	<u>\$1,317,344.53</u>	<u>\$1,644,063.17</u>	<u>\$1,893,439.37</u>	<u>\$1,991,141.81</u>
<u>--Administrator(s) # 2-3</u>	<u>\$127,000</u>	<u>\$130,810.00</u>	<u>\$195,205.60</u>	<u>\$201,061.77</u>	<u>\$207,093.62</u>
<u>--Clerical #1-2</u>	<u>\$20,000</u>	<u>\$44,000.00</u>	<u>\$45,320.00</u>	<u>\$46,679.60</u>	<u>\$48,079.99</u>
<u>--Teachers #19-34</u>	<u>\$705,933.33</u>	<u>\$910,039.33</u>	<u>\$1,104,662.13</u>	<u>\$1,314,687.17</u>	<u>\$1,391,790.95</u>
<u>--Librarians #0-1</u>	<u>\$0</u>	<u>\$36,050</u>	<u>\$37,131.50</u>	<u>\$38,245.45</u>	<u>\$39,392.81</u>
<u>--Guidance #0-1</u>	<u>\$0</u>	<u>\$36,050</u>	<u>\$37,131.50</u>	<u>\$38,245.45</u>	<u>\$39,392.81</u>
<u>--Teacher Assistants #2</u>	<u>\$36,000</u>	<u>\$37,080</u>	<u>\$38,192.40</u>	<u>\$39,338.17</u>	<u>\$40,518.32</u>
<u>--Custodian #1-2</u>	<u>\$15,000</u>	<u>\$17,000</u>	<u>\$17,510.00</u>	<u>\$36,070.60</u>	<u>\$37,152.72</u>
<u>--Maintenance</u>					
<u>--Food Service</u>					
<u>--Bus Driver</u>					
<u>--Other</u>	<u>\$52,240</u>	<u>\$61,315.20</u>	<u>\$66,210.05</u>	<u>\$72,130.17</u>	<u>\$76,725.17</u>
<u>IT. Specialist #1-2</u>	<u>\$40,000</u>	<u>\$45,000</u>	<u>\$92,700.00</u>	<u>\$95,481.00</u>	<u>\$98,345.43</u>
<u>Contracted</u>	<u>\$33,000</u>	<u>\$49,235.29</u>	<u>\$60,955.88</u>	<u>\$69,448.53</u>	<u>\$75,029.41</u>
<u>Nurse</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,000</u>	<u>\$11,500.00</u>	<u>\$12,650.00</u>
<u>EMPLOYEE BENEFITS</u>	<u>\$224,637</u>	<u>\$297,061.19</u>	<u>\$370,736.25</u>	<u>\$426,970.58</u>	<u>\$449,002.48</u>
<u>STAFF DEVELOPMENT</u>	<u>\$13,400</u>	<u>\$12,000</u>	<u>\$15,000</u>	<u>\$17,250.00</u>	<u>\$18,975.00</u>
<u>MATERIALS &amp; SUPPLIES</u>	<u>\$125,880.02</u>	<u>\$107,960</u>	<u>\$129,650.02</u>	<u>\$147,362.52</u>	<u>\$253,033.77</u>

Budget (continued): Expenditure Projections 2011-12 through 2015-2016

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<i>OFFICE SUPPLIES</i>	<u>\$22,640</u>	<u>\$28,451</u>	<u>\$35,035.29</u>	<u>\$40,661.18</u>	<u>\$44,568.47</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$55,000</u>	<u>\$46,147.06</u>	<u>\$74,816.18</u>	<u>\$61,795.96</u>	<u>\$86,865.26</u>
<i>OFFICE EQUIPMENT</i>	<u>\$8,500</u>	<u>\$13,500</u>	<u>\$16,875.00</u>	<u>\$19,406.25</u>	<u>\$21,346.88</u>
<i>TESTING MATERIALS</i>	<u>\$7,090</u>	<u>\$8,930</u>	<u>\$10,900.00</u>	<u>\$12,750.00</u>	<u>\$13,920.00</u>
<i>INSURANCE</i>	<u>\$15,000</u>	<u>\$16,500</u>	<u>\$18,150.00</u>	<u>\$19,965.00</u>	<u>\$21,961.50</u>
<i>RENT &amp; UTILITIES</i>	<u>\$286,286.60</u>	<u>\$295,356</u>	<u>\$305,097.88</u>	<u>\$487,331.36</u>	<u>\$502,922.60</u>
<i>MAINTENANCE &amp; REPAIR</i>	<u>\$7,500</u>	<u>\$7,500</u>	<u>\$7,500.00</u>	<u>\$7,500.00</u>	<u>\$7,500.00</u>
<i>TRANSPORTATION</i>	<u>\$11,500</u>	<u>\$14,147</u>	<u>\$17,316.18</u>	<u>\$20,170.96</u>	<u>\$22,077.76</u>
<i>MARKETING</i>	<u>\$15,000</u>	<u>\$15,000</u>	<u>\$15,000.00</u>	<u>\$15,000.00</u>	<u>\$15,000</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$0.00</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>CONTRACTED SERVICES</i>	<u>\$27,500</u>	<u>\$28,325</u>	<u>\$29,174.75</u>	<u>\$40,000.00</u>	<u>\$41,550.00</u>
<b>TOTALS</b>	<u>\$1,849,107.04</u>	<u>\$2,257,458.12</u>	<u>\$2,750,270.60</u>	<u>\$3,279,051.69</u>	<u>\$3,564,894.94</u>

See Appendix A for detailed budget calculations.

**WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION**

Cash on Hand	\$0
Certificates of Deposit	\$0
Bonds	\$0
Real Estate	\$0
Capital Equipment	\$0
Motor Vehicles	\$0
Other Assets	\$0
<b>TOTAL</b>	<b>\$0</b>

ADDITIONAL NOTES:

## VII.D. AUDITS: PROGRAM AND FINANCIALS

### Program Audits (G.S. 115C-238.29B(b)(6))

**Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.**

ITAT will routinely gather information from faculty, students and parents about the strengths and weaknesses of the school's programs.

- ITAT faculty will closely review the EOG and EOC, Benchmark Assessment tests, ICDL and other IT certification success and achievement rates. The faculty will make changes and modifications to the education focus and curriculum if necessary.
- The classroom teachers will monitor the individual performance.
- Parents will be given surveys that address the school climate, methodology, communication between school and home, and family satisfaction.
- Students will be given surveys to complete anonymously that address satisfaction of the school's education program and the school climate.
- ITAT faculty will be given similar surveys.

The collected data will be analyzed to evaluate the school's program. The analysis will include:

- Student performance on state tests and IT certifications
- Individual student performance in classrooms
- Family satisfaction
- Student satisfaction
- Faculty satisfaction
- Special education program evaluation

### Financial Audits (G.S. 115C-238.29F(f)(1))

**Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm that will conduct the audit. Include the complete mailing address, telephone number and fax number.**

ITAT will adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. ITAT Board of Directors will interview a minimum of

three auditing firms before selecting the financial auditor. The Board of Directors will select and contract with a licensed North Carolina CPA to conduct the annual audit of the school's all financial records including the balance sheet, cash flow and income statements. The audit will be included in the school's annual report. The audit will be conducted in a timely manner as required by the Local Government Commission, and will demonstrate compliance with the State law for a non-profit corporation.

#### **VII.E. HEALTH AND SAFETY REQUIREMENTS(G.S. 115C-238.29F(a))**

**Address how the proposed charter school will meet the requirements for the following:**

One of the major goals of ITAT is to provide safe and healthy school environment for the students, parents, employees and volunteers.

#### **Safety**

- ITAT will require criminal background check for individuals who will have access to students. These include but not limited to volunteers, teachers, board members, and contractors.
- Visitors including parents will check-in at the register and will be identified with a badge.
- ITAT will comply with regulations set under GS 115C-525 and under GS 115C-105.47.
- Building will be inspected by the fire department for fire safety.
- Principal or a committee charged by the principal will check school building regularly for safety.
- ITAT will avoid keeping hazardous materials in the school. Science labs will have safety regulation handouts.
- Use of drugs and alcohol are prohibited. ITAT is a tobacco free school in accordance with GS 115C-407.
- Action plans including immediate responses to the crisis situations including natural disasters, fires, hurricanes, will be established by the board and included in the student handbook.

#### **Health**

##### **Immunization of Students**

Up-to-date immunization records will be required during for the registration for incoming students and has to be updated yearly. The records have to be provided to the school with in the first 30 days after the school is started. ITAT will provide parents and guardians with information on meningococcal and influenza its vaccines, in accordance with GS 115C-238.29F.

##### **Food Inspections**

The principal will inspect food-handling areas regularly. All guidelines by the Child Nutrition Division of the United States Department of Agriculture and directives from the local board of health will be followed.

### **Hazardous Chemicals**

All hazardous chemicals will be stored in a safe storage. MSDS sheets, waste collection procedures and handling processes will be provided.

### **Bloodborne Pathogens**

The school will provide training and printed materials to all staff members regarding bloodborne pathogens in accordance with state statutes.

### **VII.F. CIVIL LIABILITY AND INSURANCE(G.S. 115C-238.29F(c))**

**State the proposed coverage for:**

**Comprehensive General Liability : \$2,000,000**

**Officers and Directors/Errors and Omissions: \$1,000,000**

Property Insurance: replacement cost coverage

**Motor Vehicle Liability : \$1,000,000**

### **Bonding**

- Minimum amount: Equivalent to state and local funds received by school.
- Maximum amount: Equivalent to amount of funding received from all sources, including state, local, federal and private funds.

### **VII.G. TRANSPORTATION PLAN(G.S. 115C-238.29F(h))**

**Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.**

ITAT Board of Directors is committed to ensure that transportation is not an obstacle for students to enroll in the school. In order to achieve this goal, ITAT Board of Directors set the primary criteria for the school building search to be accessibility via public transportation. In addition ITAT will help organizing carpool groups among parents from close neighborhoods. The School will provide transportation for the exceptional students as prescribed by law.

### **VII.H. FACILITY DESCRIPTION(G.S. 115C-238.29D(c))**

**Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy.**

Name of the facility (if known):

Address:

City/State/Zip:

Description of the Facility:

Total square feet:

Number of Classrooms:

Number of Restrooms:

Other Rooms:

Auditorium:

Gymnasium:

Music Room:

Art Room:

Laboratory:

Ownership:  Fee Simple or  Lease

If the facility is to be leased, provide the following information:

Term of the Lease:

Type of Lease:

Rent: \$ per month

Name of Landlord:

Address:

City/State/Zip:

Phone:

Fax:

Document inspections for the following:

(a) Fire:

(b) Safety:

(c) Handicapped accessibility:

Describe how the maintenance will be provided for the facility.

Describe the method of finding a facility if one is not readily available at this time.

ITAT Board of Directors has been in search for an appropriate facility to lease in Wake County. ITAT is planning to lease a twenty to thirty thousand square feet building for the first 2-3 years and then build/buy its own permanent facilities. ITAT needs eighteen classrooms for the first three years in addition to one science lab, two computer labs, four offices, one resource room, one teacher work area and lounge, one conference room, a library, a multipurpose room with enough

parking and play area. ITAT will make sure that all applicable inspections and certifications will be in place prior to the opening of the facility.

#### VII.I. MARKETING PLAN(G.S. 115C.238.29F(g)(1-7))

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how you will develop, a five year minimum, market plan to specific populations (including various community and ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

ITAT 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.

As part of ITAT'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 180 surveys; around 50, a portion of them, are available in Appendix C; 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 on the community; recognizing this fact, we are also in communication with the NC community leaders, and their support letters are requested to the Charter School Office during the application and review process.

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

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<sup>42</sup> <http://www.wcpss.net/demographics/reports/book08a.pdf>

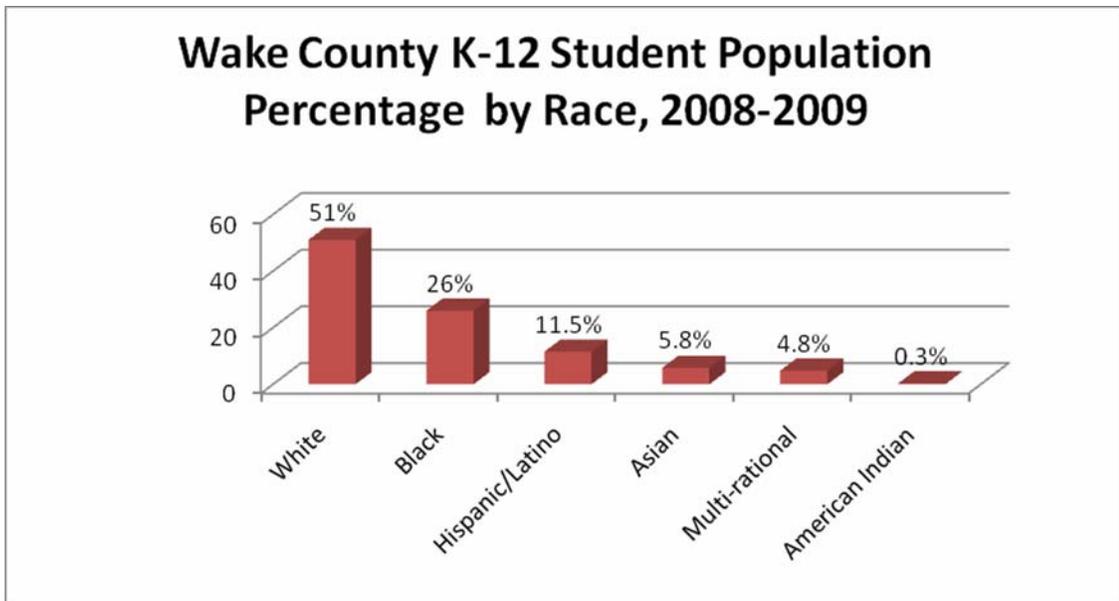


Figure 8. NC Wake County K-12 Student Population Percentages by Race, 2008-2009

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, ITAT board will contact community centers, church groups, and neighborhoods. We will also consult with the Black, Hispanic and Asian organizations to 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 in the Wake County. In the meetings, we will inform them about the educational focus and mission of the school.

Internet: Our website, <http://www.it charter.org/>, is one of the important channels where the general information about the ITAT'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: ITAT 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 diverse student population. Currently, ITAT 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: ITAT will mail the brochure to the households within a fifteen-mile radius of the proposed school site.

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

## VIII. LOCAL EDUCATION AGENCY (LEA) IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Please attach to this application a return receipt, or other documentation, verifying the schools timely submission of a copy of its application to the LEA.

## IX. APPENDICES

APPENDIX A: BUDGET CALCULATION DETAILS

	6/30/12	6/30/13	6/30/14	6/30/15	6/30/16	
1						
2						
	<b>ENROLLMENT</b>	<b>272</b>	<b>344</b>	<b>420</b>	<b>490</b>	
3	<b>REVENUES</b>					
4	STATE REVENUE	\$1,255,323.18	\$1,584,669.10	\$1,934,259.64	\$2,258,801.38	\$2,468,966.24
8	LOCAL REVENUE	\$621,496.82	\$784,937.36	\$957,388.02	\$1,116,323.50	\$1,221,198.26
17	FEDERAL REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
24	FOOD REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
32	SCHOOL ACTIVITY REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
35	<b>TOTAL REVENUES</b>	<b>\$1,876,820.00</b>	<b>\$2,369,606.46</b>	<b>\$2,891,647.66</b>	<b>\$3,375,124.88</b>	<b>\$3,690,164.50</b>
37	<b>EXPENSES</b>					
38	<b>SALARIES &amp; BENEFITS</b>					
39	<b>Instructional Salaries &amp; Benefits</b>					
40	1. Instructional Salaries & Bonuses	\$754,173.33	\$1,035,534.53	\$1,246,977.57	\$1,466,405.90	\$1,551,297.34
52	2. Instructional Benefits	\$170,066.09	\$233,513.04	\$281,193.44	\$330,674.53	\$349,817.55
59	<b>Total Instructional Salaries &amp; Benefits</b>	<b>\$924,239.42</b>	<b>\$1,269,047.57</b>	<b>\$1,528,171.02</b>	<b>\$1,797,080.43</b>	<b>\$1,901,114.89</b>
60	<b>Administrative Salaries &amp; Benefits</b>					
61	3. Administrative Salaries & Bonuses	\$242,000.00	\$281,810.00	\$397,085.60	\$427,033.47	\$439,844.47
73	4. Administrative Benefits	\$54,571.00	\$63,548.16	\$89,542.80	\$96,296.05	\$99,184.93
82	<b>Total Administrative Salaries &amp; Benefits</b>	<b>\$296,571.00</b>	<b>\$345,358.16</b>	<b>\$486,628.40</b>	<b>\$523,329.52</b>	<b>\$539,029.40</b>
83	<b>TOTAL SALARIES &amp; BENEFITS</b>	<b>\$1,220,810.42</b>	<b>\$1,614,405.73</b>	<b>\$2,014,799.42</b>	<b>\$2,320,409.95</b>	<b>\$2,440,144.29</b>
84	<b>SUPPLIES &amp; EQUIPMENT</b>					
85	<b>Instructional Supplies &amp; Equipment</b>					
86	5. Instructional Books	\$88,000.02	\$60,200.02	\$71,350.02	\$79,212.52	\$178,593.77
92	6. Instructional Computers	\$31,500.00	\$20,000.00	\$43,750.00	\$26,562.50	\$48,718.75

97	7. Instructional Equipment	\$23,500.00	\$26,147.06	\$31,066.18	\$35,233.46	\$38,146.51	
102	8. Instructional Supplies	\$37,880.00	\$47,760.00	\$58,300.00	\$68,150.00	\$74,440.00	
109	9. Testing Supplies	\$7,090.00	\$8,930.00	\$10,900.00	\$12,750.00	\$13,920.00	
113	<b>Total Instructional Supplies &amp; Equipment</b>		<b>\$187,970.02</b>	<b>\$163,037.08</b>	<b>\$215,366.20</b>	<b>\$221,908.48</b>	<b>\$353,819.03</b>
114							
115	<b>Administrative Supplies &amp; Equipment</b>						
116	10. Administrative Computers	\$4,000.00	\$6,000.00	\$7,500.00	\$8,625.00	\$9,487.50	
120	11. Administrative Equipment	\$4,500.00	\$7,500.00	\$9,375.00	\$10,781.25	\$11,859.38	
123	12. Administrative Supplies	\$22,400.00	\$26,711.76	\$32,860.29	\$38,159.93	\$41,817.10	
130	<b>Total Administrative Supplies &amp; Equipment</b>		<b>\$30,900.00</b>	<b>\$40,211.76</b>	<b>\$49,735.29</b>	<b>\$57,566.18</b>	<b>\$63,163.97</b>
131	<b>TOTAL SUPPLIES &amp; EQUIPMENT</b>	<b>\$218,870.02</b>	<b>\$203,248.84</b>	<b>\$265,101.49</b>	<b>\$279,474.65</b>	<b>\$416,983.00</b>	
132	<b>SUPPORT</b>						
133	<b>Instructional Support</b>						
134	13. Contracted Instructional Services	\$20,500.00	\$25,926.47	\$31,654.41	\$36,930.15	\$40,397.06	
140	14. Field Trips	\$5,000.00	\$6,323.53	\$7,720.59	\$9,007.35	\$9,852.94	
143	15. Instructional Staff Development	\$4,500.00	\$7,500.00	\$9,375.00	\$10,781.25	\$11,859.38	
146	16. Instructional Sales Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
149	<b>Total Instructional Support</b>	<b>\$30,000.00</b>	<b>\$39,750.00</b>	<b>\$48,750.00</b>	<b>\$56,718.75</b>	<b>\$62,109.38</b>	
150	<b>Administrative Support</b>						
151	17. Insurance	\$15,000.00	\$16,500.00	\$18,150.00	\$19,965.00	\$21,961.50	
155	18. Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
159	19. Taxes & Bank Fees	\$240.00	\$240.00	\$300.00	\$345.00	\$379.50	
163	20. Attorney, Audit, & Accounting	\$5,000.00	\$13,823.53	\$17,720.59	\$19,007.35	\$19,852.94	
168	21. Administrative Services	\$7,500.00	\$9,485.29	\$11,580.88	\$13,511.03	\$14,779.41	
174	22. Administrative Staff Development	\$8,900.00	\$4,500.00	\$5,625.00	\$6,468.75	\$7,115.63	
179	Tax 23. Administrative Sales	\$0.00	\$1,500.00	\$1,875.00	\$2,156.25	\$2,371.88	
182	24. Advertising	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	
185	<b>Total Administrative Support</b>	<b>\$51,640.00</b>	<b>\$61,048.82</b>	<b>\$70,251.47</b>	<b>\$76,453.38</b>	<b>\$81,460.85</b>	
186	<b>Building Support</b>						
187	25. Rent	\$243,986.60	\$251,306.20	\$258,845.38	\$438,766.23	\$451,929.22	
190	26. Building	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	
195	27. Custodial Services	\$27,500.00	\$28,325.00	\$29,174.75	\$40,000.00	\$41,550.00	

199	28. Telephone	\$7,300.00	\$7,300.00	\$7,665.00	\$8,048.25	\$8,450.66
203	29. Utilities	\$35,000.00	\$36,750.00	\$38,587.50	\$40,516.88	\$42,542.72
208	<b>Total Building Support</b>	<b>\$321,286.60</b>	<b>\$331,181.20</b>	<b>\$341,772.63</b>	<b>\$534,831.36</b>	<b>\$551,972.60</b>
209	<b>Pupil Support</b>					
210	30. Child Nutrition	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
216	31. Transportation	\$6,500.00	\$7,823.53	\$9,595.59	\$11,163.60	\$12,224.82
224	<b>Total Pupil Support</b>	<b>\$6,500.00</b>	<b>\$7,823.53</b>	<b>\$9,595.59</b>	<b>\$11,163.60</b>	<b>\$12,224.82</b>
225	<b>TOTAL SUPPORT</b>	<b>\$409,426.60</b>	<b>\$439,803.55</b>	<b>\$470,369.69</b>	<b>\$679,167.09</b>	<b>\$707,767.65</b>
226	<b>TOTAL EXPENSES</b>	<b>\$1,849,107.04</b>	<b>\$2,257,458.12</b>	<b>\$2,750,270.60</b>	<b>\$3,279,051.69</b>	<b>\$3,564,894.94</b>
227						
228	<b>NET SURPLUS/(DEFICIT)</b>	<b>\$27,712.96</b>	<b>\$112,148.34</b>	<b>\$141,377.06</b>	<b>\$96,073.19</b>	<b>\$125,269.56</b>
229	<b>Beginning Balance</b>		\$27,712.96	\$139,861.30	\$281,238.36	\$377,311.54
	<b>FUND BALANCE</b>	<b>\$27,712.96</b>	<b>\$139,861.30</b>	<b>\$281,238.36</b>	<b>\$377,311.54</b>	<b>\$502,581.11</b>

## APPENDIX B: VOLUNTEER SUPPORT LETTERS

02/16/2010

Mr. Jack Mayor:

My name is Ting-Fang Yen. I am a visiting Ph.D. student at University of North Carolina at Chapel Hill, majoring in Computer Engineering.

I believe the mission of IT Academy of Triangle that ITAT will provide students with special emphasis on math and information technologies. I am willing to volunteer at IT Academy of Triangle in their extra-curricular activities if charter is granted, and help students in computer science or math-related research projects, science fairs/clubs, etc. In addition, I can provide my expertise not only to familiarize students with information technology, but also to raise awareness about privacy and security risks that are involved in using such technologies.

Regards,

A handwritten signature in black ink, appearing to read 'Ting-Fang Yen', with a long horizontal stroke extending to the right.

02/18/2010

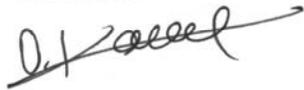
Mr. Jack Mayor:

My name is Onur Kabul. I am an Operations Research Specialist at the SAS Institute and a PhD. Student in Statistics and Operations Research at the University of North Carolina at Chapel Hill.

I believe the mission of IT Academy of Triangle that ITAT will provide students with special emphasis on mathematics and information technologies. I am willing to volunteer at IT Academy of Triangle in the extra-curricular activities if charter is granted. I will help students in research based projects, technology fairs and clubs. Specifically, I will use my expertise in computer programming skills, mathematics and analytics to help students to master their knowledge. Being a SAS employee I will help the students and teachers to use and implement SAS Curriculum Pathways product, which is web-based curriculum resources to enhance teaching and learning in English, social studies, mathematics, science, and Spanish in grades 8-12.

Regards,

Onur Kabul.

A handwritten signature in black ink, appearing to read 'O. Kabul', with a long horizontal flourish extending to the right.

02/17/2010

Mr. Jack Mayor:

My name is Ilknur Kaynar-Kabul. I am a Ph.D. candidate at UNC Chapel Hill. I am studying in the Computer Science Department.

I believe in the mission of IT Academy of Triangle that ITAT will provide students with special emphasis on the math and information technologies. I am willing to volunteer at IT Academy of Triangle in the extra-curricular activities if charter is granted. I will help students in activities such as research-based projects, technology fairs and technology clubs. Specifically, I will use my expertise in computer graphics, visualization and programming for projects and activities. To do so, I am planning to teach programming skills by using "Alice", which is free educational software from Carnegie Mellon University for teaching introductory programming concepts in a 3D environment. I also believe that to make the most impact on the number of women in Computer Science, we must intercede with female students by middle/high school. In order to do that, I would like to encourage female students by organizing special programs for them, such as mentoring programs and Women in Computing Days at the universities in the Triangle area.

Regards,

Ilknur Kaynar-Kabul

A handwritten signature in black ink, appearing to be 'Ilknur Kaynar-Kabul', with a long horizontal flourish extending to the right.

02/17/2010

Dear Mr. Jack Mayor,

My name is Ustun Tulu. I am a postdoctoral associate in Biology Department at Duke University. I am glad that ITAT is applying for a charter school with IT focus in the Wake County. In today's world, it is very important that our students know how to use the technological tools. I believe that the extracurricular activities can be as important as the curricular activities. I am willing to volunteer in the afterschool and extracurricular activities and programs of ITAT. I will be glad to help out students in activities about natural sciences and technologies, and raising the awareness of need of technology to be able to perform better science and experiments.

Regards,



Ustun Tulu

Address:  
Box 90338  
Biology Department  
Duke University  
Durham, NC 27708

02/01/2010

Mr. Jack Mayor:

My name is Isa Kemal Pakatci. I am a Ph.D. candidate at University of North Carolina at Chapel Hill. I am studying in the Computer Science Department.

I believe in the mission of IT Academy of Triangle that ITAT will provide students with special emphasis on the math and information technologies. I am willing to volunteer at IT Academy of Triangle in the extra-curricular activities if charter is granted. I will help students in activities such as research-based projects, technology fairs and technology clubs. Specifically, I will use my expertise in Computer Science in *Biotechnology* projects and activities.

Regards,

Isa Kemal Pakatci

A handwritten signature in black ink, appearing to read 'Isa Kemal Pakatci', written in a cursive style.

02/11/2010

To whom it may concern,

I am a postdoctoral associate working as a Computer Scientist at the University of North Carolina at Chapel Hill.

I am very happy to hear that ITAT is applying for a charter school with IT focus in the Wake County. In today's world, it is very important that our students know how to use the technological tools. I believe that the extracurricular activities can be as important as the curricular activities.

I am willing to volunteer in the afterschool and extracurricular activities of ITAT. I will be glad to help in IT projects.

Yours sincerely,

Fethullah Karabiber, PhD

A handwritten signature in black ink, appearing to read 'Fethullah Karabiber', written in a cursive style.

02/01/2010

Mr. Jack Mayor:

I am Jenkis Tunc, a Ph.D. candidate at North Carolina State University, Department of Economics.

I believe in the mission of IT Academy of Triangle (ITAT) that it will provide students with special emphasis on the math and information technologies. As an economist I know that mathematics and computer are the essence of even social sciences let alone natural sciences and engineering. Hence providing a technology enriched curriculum will play a vital role for all students' future regardless of their career choices.

If charter is granted, I will use my expertise in Economics and Business Technologies to help students in their research-based activities, technology fairs, and technology clubs.

Best Regards,

Jenkis Tunc

A handwritten signature in black ink, appearing to read 'Jenkis Tunc', with a long horizontal flourish extending to the right.

APPENDIX C: COMMUNITY SURVEYS

**IT ACADEMY OF TRIANGLE**

**COMMUNITY SURVEY**

**A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY**

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES                       NO

**3. Do you have (a) K-12 school age student(s)?**

YES                       NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Prima Chavez

Address: \_\_\_\_\_

Phone: (919) 935 9643

E-Mail: nchavez78@live.com

Signature: [Handwritten Signature] Date: 2/7/10

*We appreciate your feedback and support*

❖ IT ACADEMY of TRIANGLE ❖  
❖ www.ITCharter.org ❖ info@ITCharter.org ❖

**Please Note:** This survey has been conducted for a Charter School application, and your personal information will not be used for any commercial purposes.

# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Jose Martinez

Address: \_\_\_\_\_

Phone: 753-3985

E-Mail: \_\_\_\_\_

Signature: [Signature] Date: 2-15-10

*We appreciate your feedback and support*

◆ IT ACADEMY of TRIANGLE ◆  
◆ www.ITCharter.org ◆ info@ITCharter.org ◆

**Please Note:** This survey has been conducted for a Charter School application, and your personal information will not be used for any commercial purposes.

# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Parnell Richardson

Address: 3213 Hines St. Wilson, SC.

Phone: (252) 315-490

E-Mail: \_\_\_\_\_

Signature: Parnell Richardson Date: 2-15-2010

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Judy Shearin

Address: 27609

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: Judy M. Shearin Date: 2-15-10

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES       NO

**3. Do you have (a) K-12 school age student(s)?**

YES       NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Von Hodge

Address: 27542

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: [Signature] Date: 02-14-10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Mary H Warren  
Address: 215 S Lighthouse Trail, Wendell, NC 27591  
Phone: 919 244 5602  
E-Mail: mwarren7@nc.rr.com  
Signature: [Signature] Date: 2/14/10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:**

*My daughter attended Preeminent Charter. Test children every quarter to see how much they learned.*

Name: Kyeshia Burns

Address: 430 S. Smith St. Apt. A

Phone: (919) 556-5226

E-Mail: phenomenalwamancs@upho.com

Signature: K. Burns Date: Feb. 13, 2010

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Michelle Serger  
Address: 102 Creighton Ct. Cary, NC 27511  
Phone: 919-379-0468  
E-Mail: mserger@itacademy.com  
Signature: [Signature] Date: 2-16-10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Katherine Edge  
Address: 2800 Ridge way unit 101 Raleigh NC 27610  
Phone: 919-610-3163  
E-Mail: Katherine.Edge@hotmail.com  
Signature: [Handwritten Signature] Date: 2-16-10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: ABDELRAZIQ MAUMEN  
Address: 2607 VILLAGE CT APT 105 RALEIGH NC  
Phone: 919-786064  
E-Mail: maumener@hotmail.com  
Signature: \_\_\_\_\_ Date: 02-09-10

Thank you for participating in this survey.

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input checked="" type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES       NO      *Maybe*

**3. Do you have (a) K-12 school age student(s)?**

YES       NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Wendi Hernes  
 Address: 111 Crickentree Dr, Cary NC 27518  
 Phone: Unlisted  
 E-Mail: \_\_\_\_\_  
 Signature: [Signature]      Date: 2/16/10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Sejda Nazimi

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: 2/3/10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES       NO

**3. Do you have (a) K-12 school age student(s)?**

YES       NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Yadira Lorduy  
 Address: 210 York Street Cary NC 27511  
 Phone: (919) 745-7282  
 E-Mail: baha9@hotmail.com  
 Signature: Yadira Lorduy B Date: Feb. 12-10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES                       NO

**3. Do you have (a) K-12 school age student(s)?**

YES                       NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: KHALID HAMAMI  
 Address: 5000 FORT SUMNER RD #25 J RALEIGH N.C. 27606  
 Phone: 919-971-0886  
 E-Mail: KHALID.MAJDAB@YAHOO.COM  
 Signature: [Signature] Date: 02-04-10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: I am very excited about this school.

Name: Ozgur Hatip

Address: 717 Wakehurst Dr. Cary, NC 27519

Phone: \_\_\_\_\_

E-Mail: hatipa@hotmail.com

Signature: O. Hatip Date: 2/15/10

Thank you for participating in this survey.

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Teresa White

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: fjwhite2@ncsu.edu

Signature: Teresa White Date: 2/15/10

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: EROL YAYLACI  
Address: 518 1/2 Heather Dr. Raleigh, NC 27606  
Phone: 919-803-6332  
E-Mail: yaylaci@yahoo.com  
Signature: [Signature] Date: 02.12.2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Gina O'Halloran  
Address: 5301 Thicket Hill Ln Apt 2 Raleigh NC 27607  
Phone: 919 218-6187  
E-Mail: gina.2000@ymail.com  
Signature: [Handwritten Signature] Date: 2/16/10

Thank you for participating in this survey.

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Jean Ghofrani

Address: \_\_\_\_\_

Phone: 919-468-1491

E-Mail: Jean712@gmail.com

Signature: Jean Ghofrani Date: February 13, 2010

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Vivian Benjamin  
Address: 2705 Friendly Trail Raleigh, NC 27610  
Phone: 919-800-9696  
E-Mail: liberiangrl81@hotmail.com  
Signature: Vivian Benjamin Date: 02-16-10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: I have three kids who are going to first grade.

Name: Fatih Altunok

Address: 27606

Phone: 919 4551842

E-Mail: fatihaltunok@yahoo.com

Signature: [Signature] Date: 2/11/10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Wendy Mercado  
Address: 743 Branniff Dr.  
Phone: (919) 880 1723  
E-Mail: wendyjasmine@yahoo.com  
Signature: Wendy Mercado Date: 2/16/10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 (6) 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Heather Gail

Address: 304 Cameron Road

Phone: \_\_\_\_\_

E-Mail: itsamediting@yahoo

Signature: [Handwritten Signature] Date: 2-15-08

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 (5) 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: SOLFIANE

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: KERBOLM\_50@hotmail.com

Signature: [Signature] Date: 2/16/20

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: Xiaohong Huang

Name: Xiaohong Huang  
Address: 150 Turley Court  
Phone: 919-260-2514  
E-Mail: cs Huang 2006 @ Sina . com  
Signature: Xiaohong Huang Date: 2/15/10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES

NO

*\* only one child, only my son.*

**3. Do you have (a) K-12 school age student(s)?**

YES

NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Bruna Carla de Campos

Address: 101 Kildaire rd. apart. F Southern Village - Chapel Hill.

Phone: (919) 923-7169.

E-Mail: ~~brunacarlacampos@brunacarlacampos.com~~ brunacarlacampos@hotmail.com.

Signature: Bruna C.D. de Campos Date: 2/16/2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Loleta Brown  
Address: 3308 Poole Rd  
Phone: (919) 212-3676  
E-Mail: loletab@hotmail.com  
Signature: [Signature] Date: 2/16/2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Kevin

Address: 206 Windhaver Dr Chapel Hill NC 27514

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: 02/11/2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Nicole Smith

Address: 10651 Lanier Place Raleigh NC

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: Nicole Smith Date: 2-16-10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: HASSAN BOUSTYA  
Address: 302 Dahlia pl. # 11, Cary, NC, 27511  
Phone: 919-380-1737  
E-Mail: hassan\_boustya@yahoo.com  
Signature: \_\_\_\_\_ Date: 02/11/10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Colleen Fleming  
Address: 107 Smiths Knoll Court  
Phone: 678-6571  
E-Mail: \_\_\_\_\_  
Signature: Colleen Fleming Date: Feb 16, 2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Venecia Outlaw

Address: \_\_\_\_\_

Phone: (919) 690-7150

E-Mail: \_\_\_\_\_

Signature: Venecia Outlaw Date: 2-10-10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K (1) 2 3 4 5 6 (7) 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Matilde G. Feliz

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: maticontin@hotmail.com

Signature: [Signature] Date: \_\_\_\_\_

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Arlette Earley  
Address: 6305 Donnybrook Rd Raleigh NC  
Phone: 833-1492  
E-Mail: \_\_\_\_\_  
Signature: Arlette Earley Date: 2-16-10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Lorena Norberto

Address: 108 N Honey Springs Ave Fuquay Varina

Phone: 919 285 2092

E-Mail: \_\_\_\_\_

Signature: Lorena Norberto Date: 2/16/10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 (3) 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Juan P. Gonzalez

Address: \_\_\_\_\_

Phone: 919-649-8663

E-Mail: \_\_\_\_\_

Signature: Juan Gonzalez Date: 2/16/2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Rev Phil Jones  
Address: 109 Whispering Pines Ct  
Phone: 915-744-6077  
E-Mail: revpjones@bellsouth.net  
Signature: Philip N Jones Date: 2-16-10

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: ABDEL KARIM WAHDA

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature:  Date: 02-06-10

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES       NO

**3. Do you have (a) K-12 school age student(s)?**

YES       NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 (5) 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Jeffrey Osborne  
Address: 1303 Summit Drive Raleigh NC 27612  
Phone: 919-244-4545  
E-Mail: josborne@ic@icmail.com  
Signature: [Signature] Date: 02/14/2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** *diverse advanced education, world competitive internationally*

Name: Marlene Ricketts  
Address: 4705 Shiloh Ct Raleigh  
Phone: 919 725-0183  
E-Mail: \_\_\_\_\_  
Signature: *Marlene Ricketts* Date: 2-13-10

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Ugur S. Celimli  
Address: 210 York St. Cary NC 27511  
Phone: 919 412 5778  
E-Mail: celimlugurs@msn.com  
Signature: Ugur S. Celimli Date: 2/15/2010

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES                       NO

**3. Do you have (a) K-12 school age student(s)?**

YES                       NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 **(8)** 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: KRISHNA PRASAD

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: g-prasad@yahoo.com

Signature: K. Prasad Date: 02/13/2010

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

Any Additional Comments/Suggestions: \_\_\_\_\_

Name: Gilda T. Wright  
 Address: 102 Claymont Rd.  
 Phone: 791-5311  
 E-Mail: gwright@ncsu.edu  
 Signature: Gilda T. Wright Date: \_\_\_\_\_

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Wendell Morrison  
Address: 308 Holloway St  
Phone: 830-4315  
E-Mail: WMSM@YALOW.COM  
Signature: [Signature] Date: 2/15/2010

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Shelia Merinon

Address: 9241 E. Huder Rd, Apex NC 27539

Phone: 919

E-Mail: SMerinnon73@yahoo.com

Signature: Shelia Merinon Date: 2-13-10

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES *Maybe*  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 **(4)** 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** *Technology changes rapidly. Emphasis on problem solving more than technology in early grades*

Name: *Rob Allen*

Address: *Ferguson Vainier*

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: *Rob Allen* Date: *2-7-10*

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Carol Everett  
Address: 122 E Laurenbrook Ct Cary, NC 27518  
Phone: 919-852-0444  
E-Mail: c\_riner-everett@yahoo.com  
Signature: Carol Everett Date: 2/16/10

*We appreciate your feedback and support*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Van Smith

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Signature: [Signature] Date: \_\_\_\_\_

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

A CHARTER SCHOOL PROJECT  
IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: K (1) 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Manica Carter

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: Miss Manica Carter @ yahoo.com

Signature: Manica Carter Date: \_\_\_\_\_

*Thank you for participating in this survey.*

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# IT ACADEMY OF TRIANGLE

## COMMUNITY SURVEY

### A CHARTER SCHOOL PROJECT IN THE WAKE COUNTY

DEAR PARTICIPANT: Thank you for taking your time to complete this survey.

**1. Do you think there is a need for a charter school that puts emphasis on:**

a. College Preparation and Placement Support	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
b. Technology Enriched Education	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
c. Individual Attention and Career Guidance	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
d. Special Emphasis on Information Technologies	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
e. Safe Educational Environment	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

**2. Would you be interested in sending your child(ren) to the proposed Charter School?**

YES  NO

**3. Do you have (a) K-12 school age student(s)?**

YES  NO

If yes, please circle the current grade(s) attended: (K) 1 2 3 4 5 6 7 8 9 10 11 12

**Any Additional Comments/Suggestions:** \_\_\_\_\_

Name: Krista Doherty

Address: \_\_\_\_\_

Phone: 661-6414

E-Mail: \_\_\_\_\_

Signature: Krista Doherty Date: 2/17/16

*We appreciate your feedback and support*

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**X. SIGNATURE PAGE**

The foregoing application is submitted on behalf of IT ACADEMY of TRIANGLE (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it and other applicable laws.

Print/Type Name: Kenan Gundogdu

Position: President

Signature: \_\_\_\_\_ Date: 2.18.2010

Sworn to and subscribed before me this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires \_\_\_\_\_,

20\_\_\_\_\_.