

Appendices

The appendices are designed to complement the overall application and charter school plan. Make sure you follow all directions for appendices attached to the application. Some appendices within the application have specific directions and page limits. The required appendices have a single asterisk (*). Without these appendices the application shall be deemed incomplete. Appendices with two asterisks (**) are required only if the board contracts with a management group (Appendix A4.1) or is utilizing additional revenue resources to meet their budgetary needs (Appendix M). Appendix O should only be used to provide additional information that you believe will assist the State Board of Education in the consideration of your application. No more than 10 pages are permitted for Appendix O. The cover page template to be used for each appendix is available on the next page.

Appendix A – Evidence of Parent/Community Support*

Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve*

Appendix D – Yearly Academic Calendar*

Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve*

Appendix G – Organizational Chart*

Appendix H – Charter School Board Member Response and Resume*

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Appendix J – Proposed By-Laws of the School’s Board of Directors*

Appendix K – Articles of Incorporation or Municipal Charter*

Appendix L – Insurance Quotes*

Appendix N – Proposed School Budget for Year 1 through Year 5*

Appendix O – Additional Appendices Provided by Applicant

Appendix P – Required Signed and Notarized Documents*

Appendix A: Evidence of Parent/Community Support

Telra Institute

Wait lists for Kindergarten slots in Charlotte area gifted-focused schools

School name	School type	Students on wait list
Barringer Academic Center	CMS magnet	40
Idlewild Elementary	CMS magnet	29
Mallard Creek Elementary	CMS magnet	38
Shamrock Gardens Elementary	CMS magnet	22
Irwin Academic Center	CMS magnet	65
Metrolina Regional Scholars Academy	Charter school	31
Total		225

CMS lottery results and wait lists:

https://www.wearecms.com/apps/pages/index.jsp?uREC_ID=1439166&type=d&pREC_ID=1602424

Metrolina Regional Scholars Academy wait list:

<https://www.scholarsacademy.org/ourpages/auto/2017/5/16/40515566/Wait%20List%20for%202019-2020%20School%20Year.pdf>

School theme survey results from May-June 2019 suggest high interest Talent Development / Gifted theme

School theme survey

* Required

Talent Development / Gifted programs

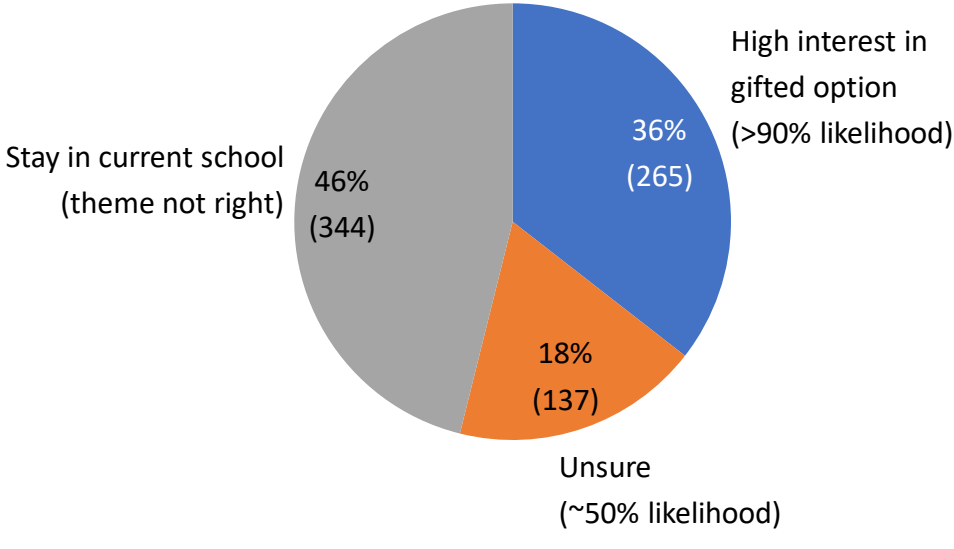
If a specialty school with a TD/gifted theme had been open for the current school year (in the Ballantyne/Providence area), how likely would you have chosen this option? *
You are comparing the option to staying in your current school.

- Stay in current school (theme not right)
- Unsure (~50% likelihood)
- High interest in specialty school (>90% likelihood)

A copy of your responses will be emailed to the address you provided.

[BACK](#) [SUBMIT](#)

Parent willingness to subscribe to gifted option
Percent of K-5 students (N=746)



Appendix B: Curriculum outline per grade span

Sample – 2nd grade math

Telra Institute

Grade 2 NC Standard - Mathematics	2A			2B			2C			2D		
Beast Academy Grade 2 Chapters ---->	1	2	3	4	5	6	7	8	9	10	11	12
NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving: •One-Step problems: oAdd to/Take from-Start Unknown oCompare-Bigger Unknown oCompare-Smaller Unknown •Two-Step problems involving single digits: oAdd to/Take from-Change Unknown oAdd to/Take From-Result Unknown	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
NC.2.OA.2 Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>				
NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of membersby: •Pairing objects, then counting them by 2s. •Determining whether objects can be placed into two equal groups. •Writing an equation to express an even number as a sum of two equal addends.									<input checked="" type="checkbox"/>			
NC.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Included in Chapters 2, 3, and 4 in Beast Academy 3.											
NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. •Unitize by making a hundred from a collection of ten tens. •Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. •Compose and decompose numbers using various groupings of hundreds, tens, and ones.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>	
NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.	<input checked="" type="checkbox"/>											
NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		<input checked="" type="checkbox"/>										
NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by: •Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. •Comparing addition and subtraction strategies, and explaining why they work. •Selecting an appropriate strategy in order to efficiently compute sums and differences.	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Grade 2 NC Standard - Mathematics	2A			2B			2C			2D		
Beast Academy Grade 2 Chapters ---->	1	2	3	4	5	6	7	8	9	10	11	12
NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using: •Concrete models or drawings •Strategies based on place value •Properties of operations •Relationship between addition and subtraction	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.			<input checked="" type="checkbox"/>									
NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.							<input checked="" type="checkbox"/>					
NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.							<input checked="" type="checkbox"/>					
NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.							<input checked="" type="checkbox"/>					
NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.							<input checked="" type="checkbox"/>					
NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.							<input checked="" type="checkbox"/>					
NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Included in Chapter 9 of Beast Academy 3.											
NC.2.MD.8 Solve word problems involving: •Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. •Whole dollar amounts, using the \$ symbol appropriately.	Included in Chapter 9 of Beast Academy 3.											
NC.2.MD.10 Organize, represent, and interpret data with up to four categories. •Draw a picture graph and a bar graph with a single-unit scale to represent a data set. •Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.												<input checked="" type="checkbox"/>
NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.	Included in Chapter 1 of Beast Academy 3.											

Grade 2 NC Standard - Mathematics	2A			2B			2C			2D		
Beast Academy Grade 2 Chapters ---->	1	2	3	4	5	6	7	8	9	10	11	12
<p>NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.</p> <ul style="list-style-type: none"> •Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. •Describe the whole as two halves, three thirds, four fourths. •Explain that equal shares of identical wholes need not have the same shape. 	Included in Chapter 1 of Beast Academy 3.											

Chapter 1

Place Value



<p>Pirate Numbers Lesson 2.NBT.A.1</p>	<p>Guide: 2A Pages 14-15 (School Bus) and 16-23 (Woodshop) Practice: 2A Pages 7-8 (#1-9, with #9 optional) Online: Chapter 1 Lesson 1</p>
<p>Adding Pirate Numbers Lesson 2.NBT.A.1</p>	<p>Practice: 2A Pages 9-10 (#10-18) Online: Chapter 1 Lesson 2</p>
<p>Pirate Numbers Word Problems Lesson 2.OA.A.1, 2.NBT.A.1</p>	<p>Practice: 2A Page 11 (#19-22, with #22 optional) Online: Chapter 1 Lesson 3</p>
<p>Digits 1 Lesson 2.NBT.A.1, 2.NBT.A.3</p>	<p>Guide: 2A Pages 24-29 (Math Team) Practice: 2A Pages 12-13 (#23-38) Online: Chapter 1 Lesson 4</p>
<p>Digits 2 Lesson 2.NBT.A.1, 2.NBT.A.3</p>	<p>Practice: 2A Pages 14-15 (#39-47, with #46-47 optional) Online: Chapter 1 Lesson 5</p>
<p>Number Search Puzzle 2.NBT.A.3</p>	<p>Practice: 2A Pages 16-17 (#48-54, with #55-56 optional) Online: Chapter 1 Lesson 6</p>
<p>Counting Blocks Lesson 2.NBT.A.1</p>	<p>Practice: 2A Pages 18-19 (#57-63) Online: Chapter 1 Lesson 7</p>
<p>Regrouping 1 Lesson 2.NBT.A.1, 2.NBT.B.5</p>	<p>Guide: 2A Pages 30-39 (Ms. Q.) Practice: 2A Pages 20-21 (#64-74, with #73-74 optional) Online: Chapter 1 Lesson 8</p>
<p>Regrouping 2 Lesson 2.NBT.A.1</p>	<p>Practice: 2A Pages 22-23 (#75-84) Online: Chapter 1 Lesson 9</p>
<p>Adding 1, 10, 100 Lesson 2.NBT.B.8</p>	<p>Practice: 2A Page 24 (#85-99, with #99 optional) Online: Chapter 1 Lesson 10</p>

Chapter 1

Place Value



Subtracting 1, 10, 100 Lesson 2.NBT.B.8	Practice: 2A Page 25 (#100-114) Online: Chapter 1 Lesson 11
Counting by Tens Lesson 2.NBT.A.2, 2.NBT.B.8	Practice: 2A Pages 26-27 (#115-117 and #119-121, with #118 and #122 optional) Online: Chapter 1 Lesson 12
Digit Difference Grids 1 Puzzle 2.NBT.B.8	Practice: 2A Pages 28-29 (#123-134, with #133-134 optional)
Digit Difference Grids 2 Puzzle 2.NBT.B.8	Practice: 2A Pages 30-31 (#135-152, with #150-152 optional) Online: Chapter 1 Lesson 13
More Than One Lesson 2.NBT.B.8	Practice: 2A Pages 32-33 (#153-170) Online: Chapter 1 Lessons 14-15
Challenge Problems Challenge	Practice: 2A Pages 34-35 (#171-178, with #174-178 optional)

Chapter 2

Comparing



<p>The Number Line 1 Lesson 2.MD.B.6</p>	<p>Guide: 2A Pages 42-47 (R&G) Practice: 2A Page 37 (#1-4) Online: Chapter 2 Lesson 1</p>
<p>The Number Line 2 Lesson 2.MD.B.5, 2.MD.B.6</p>	<p>Practice: 2A Pages 38-39 (#5-11, with #11 optional) Online: Chapter 2 Lesson 2</p>
<p>Distance 1 Lesson 2.NBT.B.5, 2.NBT.B.6</p>	<p>Guide: 2A Pages 48-54 (Math Team) Practice: 2A Pages 40-41 (#12-17) Online: Chapter 2 Lessons 3-4</p>
<p>Distance 2 Lesson 2.NBT.B.5, 2.NBT.B.6</p>	<p>Practice: 2A Pages 42-43 (#18-27, with #21-22 and #25-27 optional) Online: Chapter 2 Lessons 5-6</p>
<p>Games Game</p>	<p>Guide: 2A Page 55 (Recess) Practice: 2A Pages 44-45 (#28-32, with #29-32 optional) Online: Chapter 2 Lesson 7</p>
<p>Honeycomb Paths Puzzle</p>	<p>Practice: 2A Pages 46-49 (#33-50, with #43-46 and #48-50 optional) Online: Chapter 2 Lesson 8</p>
<p>Comparing Lesson 2.NBT.A.4</p>	<p>Guide: 2A Pages 56-59 (Ms. Q.) Practice: 2A Page 50 (#51-60) Online: Chapter 2 Lesson 9</p>
<p>Ordering Lesson 2.NBT.A.4</p>	<p>Guide: 2A Pages 60-67 (Woodshop) Practice: 2A Page 52 (#65-68) Online: Chapter 2 Lesson 11</p>
<p>Extra Problems Lesson 2.NBT.A.4</p>	<p>Practice: 2A Pages 51 and 53 (#61-64 and #69-71, with #64 optional) Online: Chapter 2 Lessons 10 and 12</p>
<p>Number Paths Puzzle 2.NBT.A.4</p>	<p>Practice: 2A Pages 54-55 (#72-79) Online: Chapter 2 Lesson 13</p>
<p>Multiple Numbers Enrichment 2.NBT.A.4</p>	<p>Practice: 2A Pages 56-57 (#80-87, with #85-87 optional) Online: Chapter 2 Lesson 14</p>

Chapter 2

Comparing



Missing Digits Puzzle 2.NBT.A.4	Practice: 2A Pages 58-59 (#88-96, with #95-96 optional) Online: Chapter 2 Lesson 15
Challenge Problems 1 Challenge	Practice: 2A Pages 60-61 (all of #97-101 optional)
Challenge Problems 2 Challenge	Practice: 2A Pages 62-63 (all of #102-106 optional)

Chapter 3

Addition



In addition to the standards listed below, this chapter as a whole addresses Common Core State Standard [3.NBT.A.2](#).

Sums 1 Lesson 2.NBT.B.7	Guide: 2A Pages 70-75 (Woodshop) Practice: 2A Page 65 (#1-12) Online: Chapter 3 Lesson 1
Sums 2 Lesson 2.NBT.B.7	Practice: 2A Pages 66-67 (#13-30) Online: Chapter 3 Lesson 2
Cross-Number Puzzles Puzzle 2.NBT.B.5	Practice: 2A Pages 68-69 (#31-38, with #37-38 optional) Online: Chapter 3 Lesson 3
The Number Line Lesson 2.NBT.B.7	Guide: 2A Pages 76-81 (R&G) Practice: 2A Pages 70-71 (#39-46) Online: Chapter 3 Lesson 4
Easier Sums Lesson 2.NBT.B.7	Practice: 2A Pages 72-73 (#47-56) Online: Chapter 3 Lesson 5
Adding & Taking Away 1 Lesson 2.NBT.B.7	Guide: 2A Pages 82-87 (Ms. Q.) Practice: 2A Page 74 (#57-62) Online: Chapter 3 Lesson 6
Adding & Taking Away 2 Lesson 2.NBT.B.7	Practice: 2A Pages 75-76 (#63-83) Online: Chapter 3 Lesson 7
Sum Pyramids Puzzle 2.NBT.B.7	Practice: 2A Page 77 (#84-92, with #90-92 optional) Online: Chapter 3 Lesson 8
Doubles Lesson 2.NBT.B.7	Practice: 2A Pages 78-79 (#93-107, with #106-107 optional) Online: Chapter 3 Lesson 9
The Ones Digit Enrichment 2.NBT.B.5	Practice: 2A Pages 80-81 (#108-116, with #111 and #114-116 optional) Online: Chapter 3 Lesson 10

Chapter 3

Addition



Missing Numbers Lesson 2.NBT.B.7	Practice: 2A Pages 82-83 (#117-129, with #128-129 optional) Online: Chapter 3 Lesson 11
Making 10s and 100s Puzzle 2.NBT.B.5	Practice: 2A Pages 84-85 (#130-138, with #132 and #138 optional) Online: Chapter 3 Lesson 12
Rearranging Lesson 2.NBT.B.7	Guide: 2A Pages 88-93 (Math Team) Practice: 2A Pages 86-87 (#139-151, with #151 optional) Online: Chapter 3 Lesson 13
Sum Search Puzzle 2.NBT.B.7	Practice: 2A Pages 88-89 (#152-161) Online: Chapter 3 Lesson 14
Sum Blobs Puzzle 2.NBT.B.7	Practice: 2A Pages 90-91 (#162-174, with #171-174 optional) Online: Chapter 3 Lesson 15
Challenge Problems Challenge 2.NBT.B.7	Practice: 2A Pages 92-93 (#175-182, with #177-182 optional)

Chapter 4

Subtraction



In addition to the standards listed below, this chapter as a whole addresses Common Core State Standard [3.NBT.A.2](#).

Taking Away Lesson 2.NBT.B.5 , 2.NBT.B.7	Guide: 2B Pages 14-19 (Woodshop) Practice: 2B Pages 7-9 (#1-20, with #19-20 optional) Online: Chapter 4 Lesson 1
Breaking Lesson 2.OA.A.1 , 2.NBT.B.7	Practice: 2B Pages 10-11 (#21-33, with #29-30 and #33 optional) Online: Chapter 4 Lesson 2
Addition & Subtraction Lesson 2.OA.A.1	Guide: 2B Pages 20-23 (R&G) Practice: 2B Pages 12-13 (#34-41, with #41 optional) Online: Chapter 4 Lesson 3
Three-Four Puzzle 2.NBT.B.5	Practice: 2B Pages 14-15 (#42-49)
X-Outs Puzzle 2.NBT.B.5	Practice: 2B Pages 16-17 (#50-59, with #56-59 optional) Online: Chapter 4 Lesson 4
Counting Up Lesson 2.NBT.B.7	Guide: 2B Pages 24-30 (Ms. Q.) Practice: 2B Pages 20-21 (#68-79) Online: Chapter 4 Lesson 6
Difference Lesson 2.OA.A.1	Practice: 2B Pages 18-19 (#60-67, with #67 optional) Online: Chapter 4 Lesson 5
Hop-Along Puzzle 2.NBT.B.7	Practice: 2B Pages 22-23 (#80-86, with #85-86 optional) Online: Chapter 4 Lesson 7
Subtract then Add Lesson 2.NBT.B.7	Guide: 2B Pages 31-34 (Math Team) Practice: 2B Pages 24-25 (#87-101) Online: Chapter 4 Lesson 8
Missing Digits Lesson 2.NBT.B.5	Practice: 2B Pages 26-27 (#102-126, with #125-126 optional) Online: Chapter 4 Lesson 9

Chapter 4

Subtraction



Subtractiles Puzzle 2.NBT.B.5	Practice: 2B Pages 28-29 (#127-138, with #135-138 optional) Online: Chapter 4 Lesson 10
Changing a Difference Lesson 2.NBT.B.7	Practice: 2B Pages 30-31 (#139-149, with #142-143 and #148-149 optional) Online: Chapter 4 Lesson 11
Shifting a Difference Lesson 2.NBT.B.7	Practice: 2B Page 32 (#150-156, with #156 optional) Online: Chapter 4 Lesson 12
Order Lesson 2.NBT.B.7	Guide: 2B Pages 36-41 (R&G) Practice: 2B Page 33 (#157-164) Online: Chapter 3 Lesson 13
Subtraction Strategies Lesson 2.OA.A.1	Practice: 2B Pages 34-35 (#165-177) Online: Chapter 4 Lessons 14-15
Challenge Problems Challenge 2.NBT.B.7	Practice: 2B Pages 36-39 (#178-195, with #187-195 optional)

Chapter 5

Expressions



Evaluating Lesson 2.NBT.B.7	Practice: 2B Page 41 (#1-10) Online: Chapter 5 Lesson 1
Cross-Number Puzzles Puzzle 2.NBT.B.5	Practice: 2B Pages 42-43 (#11-16, with #15-16 optional) Online: Chapter 5 Lesson 2
Word Problems Lesson 2.OA.A.1	Practice: 2B Pages 44-45 (#17-25) Online: Chapter 5 Lesson 3
Expression Search Puzzle 2.NBT.B.5	Practice: 2B Pages 46-47 (#26-33, with #32-33 optional)
Missing Signs Puzzle 2.NBT.B.5	Practice: 2B Page 48 (#34-43) Online: Chapter 5 Lesson 4
Missing Numbers Puzzle 2.NBT.B.5	Practice: 2B Page 49 (#44-47) Online: Chapter 5 Lesson 5
Parentheses Enrichment 5.OA.A.1	Guide: 2B Pages 44-49 (Ms. Q.) Practice: 2B Pages 50 and 52 (#48-60 and #71-76) Online: Chapter 5 Lesson 6
Missing Parentheses Puzzle 5.OA.A.1	Guide: 2B Pages 50-54 (Lunch) Practice: 2B Page 51 (#61-70) Online: Chapter 5 Lesson 7
Word Problems Enrichment 2.NBT.B.5, 5.OA.A.1	Practice: 2B Page 53 (#77-80) Online: Chapter 5 Lesson 8
Review Enrichment	Practice: 2B Pages 54-55 (#81-88, with #84-88 optional)
Symbols 1 Lesson 2.OA.A.1	Guide: 2B Pages 55-59 (R&G) Practice: 2B Pages 56-57 (#89-99) Online: Chapter 5 Lesson 9

Chapter 5

Expressions



Symbols 2 Lesson 2.OA.A.1	Practice: 2B Pages 58-59 (#100-104) Online: Chapter 5 Lesson 10
Expressions with Symbols Lesson 2.OA.A.1	Practice: 2B Pages 60-61 (#105-112, with #112 optional) Online: Chapter 5 Lesson 11
Simplifying Enrichment 5.OA.A.1	Guide: 2B Pages 60-67 (Math Team) Practice: 2B Pages 62-63 (#113-129, with #122 and #127-129 optional) Online: Chapter 5 Lesson 12
Simplify then Evaluate Enrichment 5.OA.A.1	Practice: 2B Page 64 (#130-133, with #133 optional) Online: Chapter 5 Lesson 13
Equations Lesson 2.OA.A.1	Guide: 2B Pages 68-73 (Woodshop) Practice: 2B Page 65 (#134-141)
Mismo Puzzle	Practice: 2B Pages 66-68 (#142-155, with #154-155 optional) Online: Chapter 5 Lesson 14
Solving Equations Enrichment 3.OA.A.3	Practice: 2B Page 69 (#156-165, with #162-165 optional) Online: Chapter 5 Lesson 15
Challenge Problems Challenge	Practice: 2B Pages 70-71 (#166-171, with #167-171 optional)

Chapter 6

Problem Solving



Guessing Lesson	Guide: 2B Pages 76-79 (R&G) Practice: 2B Pages 73-74 (#1-10) Online: Chapter 6 Lesson 1
Guessing & Checking Lesson	Practice: 2B Pages 75-77 (#11-22, with #14-16 and #19-22 optional) Online: Chapter 6 Lessons 2-3
Sym-Sums Puzzle	Practice: 2B Pages 78-81 (#23-34, with #33-34 optional) Online: Chapter 6 Lesson 4
Working Backwards Lesson	Guide: 2B Pages 80-84 (Woodshop) Practice: 2B Pages 82-83 (#35-40, with #40 optional) Online: Chapter 6 Lesson 5
Modibots Puzzle	Practice: 2B Pages 84-85 (#41-49) Online: Chapter 6 Lesson 6
Knight Paths Puzzle	Practice: 2B Pages 86-87 (#50-57, with #54-57 optional) Online: Chapter 6 Lesson 7
Backwards Challenge Challenge	Practice: 2B Pages 88-89 (#58-61, with #59-60 optional)
Draw a Picture Lesson	Guide: 2B Pages 85-91 (Ms. Q.) Practice: 2B Pages 90-91 (#62-66) Online: Chapter 6 Lesson 8
Word Problems Enrichment	Practice: 2B Pages 92-93 (#67-72, with #68-69 and #71-72 optional) Online: Chapter 6 Lesson 9
Ordering Enrichment	Practice: 2B Pages 94-95 (#73-77, with #77 optional) Online: Chapter 6 Lesson 10
Sum Boxes Puzzle	Practice: 2B Pages 96-97 (#78-81, with #81 optional) Online: Chapter 6 Lesson 11

Chapter 6

Problem Solving



Handshakes Enrichment	Practice: 2B Pages 98-99 (#82-85, with #85 optional) Online: Chapter 6 Lesson 12
Match Puzzle	Practice: 2B Pages 100-101 (#86-91, with #91 optional) Online: Chapter 6 Lesson 13
Extra Information Enrichment	Guide: 2B Pages 92-101 (Math Meet) Practice: 2B Pages 102-103 (#92-97, with #96-97 optional) Online: Chapter 6 Lesson 14
Grab Bag Challenge	Practice: 2B Pages 104-107 (#98-109, with #100 and #102-109 optional) Online: Chapter 6 Lesson 15

Chapter 7

Measurement



Comparing Lesson 2.MD.A.1	Guide: 2C Pages 14-20 (Math Team) Practice: 2C Pages 7-9 (#1-10) Online: Chapter 7 Lesson 1
Units of Measurement Enrichment	Practice: 2C Pages 10-11 (#11-15) Online: Chapter 7 Lesson 2
Rulers Lesson 2.MD.A.1	Guide: 2C Pages 21-26 (Ms. Q.) Practice: 2C Pages 12-13 (#16-21) Online: Chapter 7 Lesson 3
Using a Ruler Lesson 2.MD.A.1	Practice: 2C Pages 14-15 (#22-29) Online: Chapter 7 Lessons 4-5
Measure-Mazes Puzzle 2.MD.A.1	Practice: 2C Pages 16-19 (#30-43, with #38-43 optional) Online: Chapter 7 Lesson 6
Nearest Measure Lesson 2.MD.A.1 2.MD.A.2	Practice: 2C Pages 20-21 (#44-54, with #54 optional) Online: Chapter 7 Lesson 7
Other Units of Length Lesson 2.MD.A.3	Guide: 2C Pages 28-33 (R&G) Practice: 2C Pages 22-23 (#55-64) Online: Chapter 7 Lesson 9
Changing Units Lesson 2.MD.A.2	Practice: 2C Pages 24-25 (#65-73) Online: Chapter 7 Lesson 10
Mixed Measures Lesson 2.MD.A.2	Guide: 2C Pages 34-41 (Woodshop) Practice: 2C Pages 26-27 (#74-85) Online: Chapter 7 Lessons 11-12
Length Links Puzzle 2.MD.A.2	Practice: 2C Pages 28-30 (#86-99, with #98-99 optional) Online: Chapter 7 Lesson 13
Addition & Subtraction 1 Lesson 2.MD.A.1 2.MD.A.4	Practice: 2C Page 31 (#100-103, with #103 optional) Online: Chapter 7 Lessons 8 and 14

Chapter 7

Measurement



<p>Addition & Subtraction 2 Lesson 2.MD.A.1 2.MD.A.4</p>	<p>Practice: 2C Pages 32-33 (#104-111) Online: Chapter 7 Lesson 15</p>
<p>Challenge Problems Challenge 2.MD.A.1 2.MD.A.4</p>	<p>Practice: 2C Pages 34-35 (#112-119, with #112-115 and #117-119 optional)</p>

Chapter 8

Strategies (+ & -)



In addition to the standards listed below, this chapter as a whole addresses Common Core State Standard 3.NBT.A.2.

Review 1 Lesson 2.NBT.B.5, 2.NBT.B.6	Practice: 2C Page 37 (#1-10) Online: Chapter 8 Lesson 1
Review 2 Lesson 2.NBT.B.5, 2.NBT.B.6	Practice: 2C Pages 38-39 (#11-25, with #19 optional) Online: Chapter 8 Lesson 2
Adding and Subtracting 1 Lesson 2.OA.A.1, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9	Guide: 2C Pages 44-50 (Woodshop) Practice: 2C Pages 40-41 (#26-32) Online: Chapter 8 Lesson 3
Adding and Subtracting 2 Lesson 2.NBT.B.5, 2.NBT.B.6	Practice: 2C Pages 42-43 (#33-46) Online: Chapter 8 Lesson 4
Crosstiles Puzzle 2.OA.B.2	Practice: 2C Pages 44-47 (#47-62, with #57-62 optional) Online: Chapter 8 Lesson 5
Zero-Sum Game Game 2.OA.B.2	Guide: 2C Page 51 (Recess)
Evaluating Expressions Lesson 2.OA.A.1, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9	Guide: 2C Pages 52-59 (Math Team) Practice: 2C Pages 48-49 (#63-74) Online: Chapter 8 Lesson 6
Almost Canceling Lesson 2.OA.A.1, 2.NBT.B.5, 2.NBT.B.6	Practice: 2C Pages 50-51 (#75-86, with #86 optional) Online: Chapter 8 Lesson 7
Strategies Enrichment 2.NBT.B.5, 2.NBT.B.6	Practice: 2C Pages 52-53 (#87-103, with #101-103 optional) Online: Chapter 8 Lessons 8-9
Equation Paths Puzzle 2.OA.B.2	Practice: 2C Pages 54-56 (#104-117, with #112-117 optional) Online: Chapter 8 Lesson 10

Chapter 8

Strategies (+ & -)



<p>Parentheses 1</p> <p>Lesson</p> <p>2.NBT.B.5</p>	<p>Guide: 2C Pages 60-64 (Ms. Q.)</p> <p>Practice: 2C Page 57 (#118-124)</p> <p>Online: Chapter 8 Lesson 11</p>
<p>Parentheses 2</p> <p>Enrichment</p> <p>2.OA.A.1, 2.NBT.B.6</p>	<p>Practice: 2C Pages 58-59 (#125-132)</p> <p>Online: Chapter 8 Lesson 12</p>
<p>Parentheses 3</p> <p>Enrichment</p> <p>2.NBT.B.5</p>	<p>Practice: 2C Pages 60-61 (#133-147, with #140 optional)</p> <p>Online: Chapter 8 Lesson 13</p>
<p>Skip-Counting</p> <p>Lesson</p> <p>2.NBT.A.2</p>	<p>Guide: 2C Pages 65-69 (R&G)</p> <p>Practice: 2C Pages 62-63 (#148-162, with #154 optional)</p> <p>Online: Chapter 8 Lesson 14</p>
<p>Honeycomb Paths</p> <p>Puzzle</p> <p>2.NBT.A.2</p>	<p>Practice: 2C Pages 64-67 (#163-180, with #175-180 optional)</p> <p>Online: Chapter 8 Lesson 15</p>
<p>Challenge Problems</p> <p>Challenge</p>	<p>Practice: 2C Pages 68-69 (#181-188, with #183-184 and #186-188 optional)</p>

Chapter 9

Odds & Evens



Odd & Even Lesson 2.OA.C.3	Guide: 2C Pages 72-77 (Ms. Q.) Practice: 2C Page 71 (#1-5) Online: Chapter 9 Lesson 1
Twos Lesson 2.OA.C.3	Practice: 2C Page 72-73 (#6-13, with #13 optional) Online: Chapter 9 Lesson 2
Half Lesson 2.OA.C.3	Practice: 2C Pages 74-75 (#14-27, with #21 and #23 and #26-27 optional) Online: Chapter 9 Lesson 3
Addition 1 Lesson 2.OA.C.3, 3.OA.D.9	Practice: 2C Pages 76-77 (#28-35) Online: Chapter 9 Lesson 4
Addition 2 Lesson 2.OA.C.3, 3.OA.D.9	Practice: 2C Pages 78-79 (#36-45, with #40 and #44-45 optional) Online: Chapter 9 Lesson 5
Subtraction Lesson 2.OA.C.3, 3.OA.D.9	Practice: 2C Pages 80-81 (#46-54, with #54 optional) Online: Chapter 9 Lesson 6
More Than Two Numbers 1 Enrichment 2.OA.C.3, 3.OA.D.9	Guide: 2C Pages 78-85 (Math Team) Practice: 2C Page 82 (#55-62) Online: Chapter 9 Lesson 7
More Than Two Numbers 2 Enrichment 2.OA.C.3, 3.OA.D.9	Practice: 2C Pages 83-85 (#62-74, with #67 and #74 optional) Online: Chapter 9 Lessons 8-9
8's and 9's Puzzle	Practice: 2C Pages 86-87 (#75-82, with #82 optional) Online: Chapter 9 Lesson 10
Crossings Enrichment	Guide: 2C Pages 86-91 (Woodshop) Practice: 2C Pages 88-89 (#83-89) Online: Chapter 9 Lesson 11
Inside or Outside? Enrichment	Practice: 2C Pages 90-91 (#90-94) Online: Chapter 9 Lesson 12

Chapter 9

Odds & Evens



Coins Enrichment	Guide: 2C Pages 92-95 (R&G) Practice: 2C Pages 92-93 (#95-103, with #100-103 optional) Online: Chapter 9 Lesson 13
Checkerboard Paths Enrichment	Guide: 2C Pages 96-103 (The Lab) Practice: 2C Pages 94-95 (#104-115, with #111-112 optional) Online: Chapter 9 Lesson 14
Fox & Rabbit Game	Practice: 2C Pages 96-97 (#116-119)
Dot Trace Enrichment	Practice: 2C Pages 98-99 (#120-132, with #132 optional) Online: Chapter 9 Lesson 15
Challenge Problems Challenge	Practice: 2C Pages 100-101 (#133-139, with #133-134 and #136-139 optional)

Chapter 10

Big Numbers



<p>Thousands and Beyond Lesson 2.NBT.A.1, 4.NBT.A.1, 4.NBT.A.2</p>	<p>Guide: 2D Pages 14-20 (Math Team) Practice: 2D Pages 7-9 (#1-11) Online: Chapter 10 Lesson 1</p>
<p>Reading Numbers Lesson 4.NBT.A.1, 4.NBT.A.2</p>	<p>Practice: 2D Pages 10-11 (#12-25) Online: Chapter 10 Lesson 2</p>
<p>Numbercross Puzzle 4.NBT.A.2</p>	<p>Practice: 2D Pages 12-13 (#26-31, with #30-31 optional) Online: Chapter 10 Lesson 3</p>
<p>Numberlap Puzzle 4.NBT.A.2</p>	<p>Practice: 2D Pages 14-15 (#32-39, with #38-39 optional) Online: Chapter 10 Lesson 4</p>
<p>Crossing Over Lesson</p>	<p>Practice: 2D Pages 16-17 (#40-57, with #55 and #57 optional) Online: Chapter 10 Lessons 5-6</p>
<p>10's, 100's, & 1000's Lesson 4.NBT.A.1, 4.NBT.B.4</p>	<p>Practice: 2D Pages 18-19 (#58-67, with #67 optional) Online: Chapter 10 Lesson 7</p>
<p>Addition & Subtraction Lesson 2.NBT.B.7</p>	<p>Guide: 2D Pages 22-27 (Ms. Q.) Practice: 2D Pages 20-21 (#68-89, with #76-77 and #86-89 optional) Online: Chapter 10 Lesson 8</p>
<p>Adding in Groups Lesson 2.NBT.B.7</p>	<p>Practice: 2D Pages 22-23 (#90-98, with #93 and #97-98 optional) Online: Chapter 10 Lesson 9</p>
<p>Word Problems Enrichment</p>	<p>Practice: 2D Pages 24-25 (#99-106, with #105-106 optional) Online: Chapter 10 Lesson 10</p>
<p>Comparing & Ordering 1 Enrichment 4.NBT.A.2</p>	<p>Guide: 2D Pages 28-30 (R&G) Practice: 2D Pages 26-27 (#107-118, with #118 optional)</p>

Chapter 10

Big Numbers



Comparing & Ordering 2 Enrichment 4.NBT.A.2	Practice: 2D Page 28 (#119-123, with #122-123 optional) Online: Chapter 10 Lesson 11
Digit Cross-Out Puzzle 4.NBT.A.2	Practice: 2D Pages 29-31 (#124-135, with #125-127 and #135 optional) Online: Chapter 10 Lessons 12-13
Close Enough Enrichment 4.NBT.A.2	Practice: 2D Pages 32-33 (#136-143, with #143 optional) Online: Chapter 10 Lesson 14
Estimation Enrichment	Guide: 2D Pages 31-37 (Woodshop) Practice: 2D Pages 34-35 (#144-154, with #153-154 optional) Online: Chapter 10 Lesson 15
Challenge Problems Challenge	Guide: 2D Pages 38-39 (R&G) Practice: 2D Pages 36-37 (#155-163, with #157-159 and #161-163 optional)

Chapter 11

Algorithms (+ & -)



In addition to the standards listed below, this chapter as a whole addresses Common Core State Standard [3.NBT.A.2](#).

Algorithms Lesson 	Guide: 2D Pages 42-44 (R&G) Practice: 2D Page 39 (#1-3) Online: Chapter 11 Lesson 1
Stacking 1 Lesson 2.NBT.B.7 , 2.NBT.B.9 , 4.NBT.B.4	Guide: 2D Pages 45-53 (Math Team) Practice: 2D Pages 40-41 (#4-9)
Stacking 2 Lesson 2.NBT.B.7 , 4.NBT.B.4	Practice: 2D Pages 42-43 (#10-23) Online: Chapter 11 Lesson 2
Stacking 3 Lesson 2.NBT.B.7 , 4.NBT.B.4	Practice: 2D Pages 44-45 (#24-32) Online: Chapter 11 Lesson 3
Missing Digits Puzzle 2.NBT.B.7 , 4.NBT.B.4	Practice: 2D Pages 46-47 (#33-46, with #45-46 optional) Online: Chapter 11 Lesson 4
More Than Two Enrichment 4.NBT.B.4	Guide: 2D Pages 54-57 (Playground) Practice: 2D Pages 48-49 (#47-56) Online: Chapter 11 Lesson 5
Digit Fill Puzzle 4.NBT.B.4	Practice: 2D Pages 50-51 (#57-64, with #62-64 optional) Online: Chapter 11 Lesson 6
Cross-Sums Puzzle 4.NBT.B.4	Practice: 2D Pages 52-55 (#65-78, with #75-78 optional) Online: Chapter 11 Lesson 8
Stacking Subtraction 1 Lesson 4.NBT.B.4	Guide: 2D Pages 58-63 (Woodshop) Practice: 2D Pages 56-57 (#79-86) Online: Chapter 11 Lesson 9
Stacking Subtraction 2 Lesson 4.NBT.B.4	Practice: 2D Pages 58-59 (#87-95) Online: Chapter 11 Lesson 10

Chapter 11

Algorithms (+ & -)



Look Before You Stack 1 Enrichment 2.NBT.B.7	Practice: 2D Pages 60-61 (#96-109) Online: Chapter 11 Lesson 11
Look Before You Stack 2 Enrichment 2.NBT.B.7	Practice: 2D Page 62 (#110-119) Online: Chapter 11 Lesson 12
Checking Lesson 2.NBT.B.7	Practice: 2D Page 63 (#120-122) Online: Chapter 11 Lesson 13
Word Problems Enrichment 2.OA.A.1	Practice: 2D Pages 64-65 (#123-130, with #130 optional) Online: Chapter 11 Lessons 7 and 14
Cryptarithms Puzzle 4.NBT.B.4	Guide: 2D Pages 64-73 (The Lab) Practice: 2D Pages 66-67 (#131-138, with #137-138 optional) Online: Chapter 11 Lesson 15
Challenge Problems Challenge	Practice: 2D Pages 68-69 (#139-146, with #140 and #142-146 optional)

Chapter 12

Problem Solving



Organize Enrichment	Practice: 2D Page 71 (#1-4) Online: Chapter 12 Lessons 1-2
Counting Paths and Shapes Enrichment	Guide: 2D Pages 76-81 (Woodshop) Practice: 2D Pages 72-73 (#5-9, with #9 optional) Online: Chapter 12 Lesson 3
Taxi Paths Enrichment	Practice: 2D Pages 74-77 (#10-16, with #16 optional) Online: Chapter 12 Lesson 4
Checkerboard Paths Enrichment	Practice: 2D Pages 78-81 (#17-24, with #23-24 optional) Online: Chapter 12 Lesson 5
Colorominoes Enrichment	Practice: 2D Pages 82-85 (#25-39, with #37-39 optional) Online: Chapter 12 Lesson 6
Organizing Numbers Enrichment	Guide: 2D Pages 82-88 (Ms. Q.) Practice: 2D Pages 86-87 (#40-46, with #45-46 optional) Online: Chapter 12 Lesson 7
Organizing Sums Enrichment	Practice: 2D Pages 88-89 (#47-51, with #51 optional) Online: Chapter 12 Lesson 8
Patterns Enrichment	Guide: 2D Pages 89-93 (R&G) Practice: 2D Pages 90-91 (#52-63, with #62-63 optional) Online: Chapter 12 Lesson 9
Math Meet Enrichment	Guide: 2D Pages 94-107 (Math Meet)
Simpler Problems 1 Enrichment	Practice: 2D Pages 92-93 (#64-65 and #67-69, with #66 and #70 optional) Online: Chapter 12 Lesson 10
Simpler Problems 2 Enrichment	Practice: 2D Pages 94-95 (#71-76, with #75-76 optional) Online: Chapter 12 Lesson 11

Chapter 12

Problem Solving



Eliminating Choices Enrichment	Practice: 2D Pages 96-97 (#77-83, with #83 optional) Online: Chapter 12 Lesson 12
River Crossings Puzzle	Practice: 2D Pages 98-99 (#84-87, with #86-87 optional) Online: Chapter 12 Lesson 13
Hopswitch Puzzle	Practice: 2D Pages 100-103 (#88-96, with #90-96 optional)
Extra Puzzles Puzzle	Online: Chapter 12 Lessons 14-15
Challenge Problems Challenge	Practice: 2D Pages 104-105 (all of #98-103 optional)

Appendix D: Yearly Academic Calendar

Telra Institute

Note: Telra Institute will mirror the Charlotte-Mecklenburg Schools yearly academic calendar.

The 2021-2022 CMS academic calendar has not yet been approved, but we include here a potential Telra Institute calendar for 2021-2022 as well as the 2020-2021 CMS calendar as an example.

Telra Institute

2021-2022 Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Dates	Days	Explanation
August 9-20 th	Mon-Fri	Workday
August 23	Monday	First day of school
September 6	Monday	Holiday
October 14	Thursday	Workday
October 29	Friday	Last Day of Quarter
November 8	Monday	Holiday
November 24-26	Wed-Fri	Holiday
December 22-23	Wed-Thu	Annual Leave
December 24-Jan 3	Fri-Mon	Holiday
Jan 4-5	Tue-Wed	Workday
Jan 24	Mon	Workday
January 25	Tue	Holiday
January 28	Fri	Last Day of Quarter
Feb 17	Thur	Workday
Mar 25	Fri	Workday
April 1	Fri	Last Day of Quarter
April 8	Fri	Workday
April 11-15	Mon-Fri	Annual Leave
May 30	Mon	Holiday
June 10	Fri	Last Day of Quarter
Jun 13-14	Mon-Tue	Workday

First Day of School	August 23, 2021
End of Nine Weeks (Quarters)	October 29, Jan 28, April 1, June 10
Report Cards	Nov 5, Feb 4, Apr 8, Jun 17
Parent Teacher Conference	Weeks of: Sep 13, Dec 13, Feb 21
Last Day of School	June 10, 2022
Workdays	17
Annual Leave Days	10
Holidays	11

Charlotte-Mecklenburg Schools 2020-2021 Calendar

Approved by the Board of Education June 4, 2019

July 2020							August 2020							September 2020							October 2020														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
			1	2	3	4						1						6	7	8	9	10	11	12							1	2	3		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15	13	14	15	16	17	18	19	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22	20	21	22	23	24	25	26	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	18	19	20	21	22	23	24	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	25	26	27	28	29	30	31	

November 2020							December 2020							January 2021							February 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	3	4	5	6	7	8	9	1	2	3	4	5	6			
8	9	10	11	12	13	14	6	7	8	9	10	11	12	10	11	12	13	14	15	16	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	17	18	19	20	21	22	23	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	24	25	26	27	28	29	30	21	22	23	24	25	26	27
29	30						27	28	29	30	31			31	25	26	27	28	29	30	28						

March 2021							April 2021							May 2021							June 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30				

1st Quarter: 43 days
2nd Quarter: 43 days
3rd Quarter: 46 days
4th Quarter: 44 days

Total Instructional Days: 176

First Day of School: Aug. 31
Last Day of School: June 11

Workdays: 18
Annual Leave Days: 10
Holidays: 11
Last day of Quarter: 11
Early Release Days: 6, 4/1

Makeup Days:
 1. 9/28
 2. 11/2
 3. 12/21
 4. 12/22
 5. 2/15
 6. 4/1

This calendar reflects the 2020-2021 academic calendar approved by the Board of Education on June 4, 2019. School makeup days will be used in the order listed. The superintendent may waive up to four makeup days.

A regularly updated list of school closure and makeup days is available by clicking on the Calendars QuicKlink at www.cms.k12.nc.us.

Appendix E: Daily and weekly schedule

Sample – 2nd grade

Telra Institute

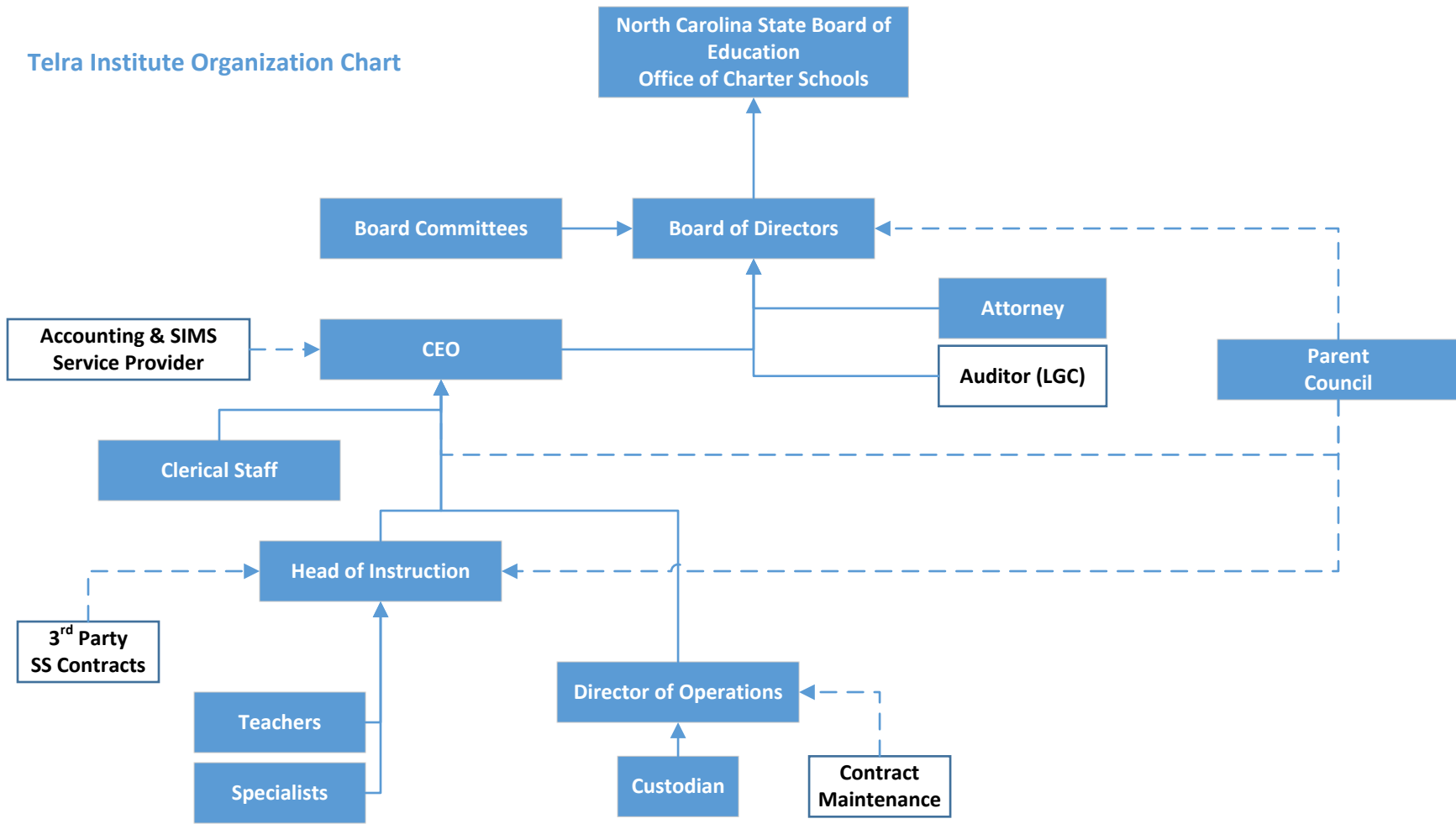
Telra Institute – example 2nd grade daily/weekly schedule

Time block	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00am	<ul style="list-style-type: none"> • Arrival • Manipulatives or reading 	<ul style="list-style-type: none"> • Arrival • Manipulatives or reading 	<ul style="list-style-type: none"> • Arrival • Manipulatives or reading 	<ul style="list-style-type: none"> • Arrival • Manipulatives or reading 	<ul style="list-style-type: none"> • Arrival • Manipulatives or reading
8:00-10:00am	<ul style="list-style-type: none"> • Announcements pledge, plan of the day • ELA/SS block 1 • Morning snack 	<ul style="list-style-type: none"> • Announcements pledge, plan of the day • ELA/SS block 1 • Morning snack 	<ul style="list-style-type: none"> • Announcements pledge, plan of the day • ELA/SS block 1 • Morning snack 	<ul style="list-style-type: none"> • Announcements pledge, plan of the day • ELA/SS block 1 • Morning snack 	<ul style="list-style-type: none"> • Announcements pledge, plan of the day • ELA/SS block 1 • Morning snack
10:00-10:15am	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education
10:15-11:45am	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Math 	<ul style="list-style-type: none"> • Math
11:45am-12:15pm	<ul style="list-style-type: none"> • Lunch / recess 	<ul style="list-style-type: none"> • Lunch / recess 	<ul style="list-style-type: none"> • Lunch / recess 	<ul style="list-style-type: none"> • Lunch / recess 	<ul style="list-style-type: none"> • Lunch / recess
12:15-1:15pm	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Art 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Science
1:15-2:00pm	<ul style="list-style-type: none"> • ELA/SS block 2 	<ul style="list-style-type: none"> • ELA/SS block 2 	<ul style="list-style-type: none"> • ELA/SS block 2 	<ul style="list-style-type: none"> • ELA/SS block 2 	<ul style="list-style-type: none"> • ELA/SS block 2
2:00-2:15pm	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education 	<ul style="list-style-type: none"> • Recess / physical education
2:15-3:00pm	<ul style="list-style-type: none"> • ELA/SS block 3 • Closing meeting 	<ul style="list-style-type: none"> • ELA/SS block 3 • Closing meeting 	<ul style="list-style-type: none"> • ELA/SS block 3 • Closing meeting 	<ul style="list-style-type: none"> • ELA/SS block 3 • Closing meeting 	<ul style="list-style-type: none"> • ELA/SS block 3 • Closing meeting
3:00-3:15pm	<ul style="list-style-type: none"> • Dismissal • Departure 	<ul style="list-style-type: none"> • Dismissal • Departure 	<ul style="list-style-type: none"> • Dismissal • Departure 	<ul style="list-style-type: none"> • Dismissal • Departure 	<ul style="list-style-type: none"> • Dismissal • Departure

Appendix __G__: Organization Chart

Telra Institute

Telra Institute Organization Chart



Appendix H: Charter School Board Member Response and Resume

Telra Institute

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Telra Institute
2. Full name: Ronak Bhatt

Home Address: 5803 Summerston Pl, Charlotte, NC 28277

Business Name and Address: Avantor, Inc., 100 Matsonford Rd., Building 1, Suite 200, Radnor, PA 19087

Telephone No.: 704-412-1746

E-mail address: ronak@telra.org

3. Brief educational and employment history.
 - 2015-present: VP Strategy & Special Projects, Avantor Inc.
 - 2012-present: Principal & Founder, RIN Advisors
 - 2013-2016: Adjunct Professor, UNC Charlotte
 - 2006-2012: Senior Engagement Manager, McKinsey & Co
 - Doctor of Science, Physics – Massachusetts Institute of Technology
 - Bachelor of Science, Physics – California Institute of Technology
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

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

I am a parent of gifted children who, in conversations with other parents, came to appreciate the large unmet need for gifted-focused education. The charter school provides a mechanism to meet this need and I founded and recruited the Board accordingly.

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

Firstly, a charter board member has an obligation as a steward of any non-profit organization to provide oversight of the entity's management and ensure adherence to the entity's mission and all legal and ethical obligations. Furthermore, the charter board member has a further obligation to accountability, transparency, and the public trust as the charter school is a recipient of public funds and an arm of the State's educational mission.

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

I have served for 7 years as a board member on another North Carolina non-profit, E4 Carolinas, Inc. The organization has grown and partners with universities and state agencies to advance energy innovation and growth in the Carolinas. I have held officer roles on that board, including Chair, Secretary, and Treasurer. I recruited the chief executive of that organization and reviewed his performance, performed strategic reviews of the organization's mission and our efforts to achieve it, designated board committees, and ensured adherence to all our financial, legal, and ethical obligations.

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

I bring several complementary and critical perspectives to the board.

1. As a parent of gifted children, I can appreciate the need we are addressing and have a personal passion for the school's mission.
2. As an entrepreneur and business strategist, I understand what's required to launch an organization, develop a high performing team and culture, and achieve financial viability
3. As an educator with experience teaching at UNC Charlotte and at MIT, I can appreciate the importance of and challenges of curriculum design and pedagogy
4. As a long-time non-profit board member and officer, I understand the proper role and obligations of the board, the importance of having a variety of skill-sets and perspectives on the board, and the mechanics of board leadership.

School Mission and Program

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

Telra Institute nourishes the minds and bodies of students with a rigorous, differentiated educational environment that cultivates the intellectual, academic, social, and emotional skills that enable highly gifted children to achieve their full potential. We believe that all children, everywhere, should have access to a full-time accelerated/advanced curriculum if they can benefit from it.

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

Telra Institute offers a rigorous and accelerated K-5 educational program that emphasizes critical thinking and reasoning, mathematical and literary fluency, and a problem-solving mindset. The curriculum uses materials developed specifically for gifted children and is delivered by staff trained in gifted education.

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

A successful school shows significant growth and learning among its students while providing an environment that energizes and motivates children to excel in life. Furthermore, as a charter school, success also means sustainability of the school's mission, which requires (among other things) financial and organizational growth.

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

Our board has defined several key metrics describe in the application that will be tracked by staff and reported regularly to the board. In addition, we will be interacting with and develop mechanisms to gather feedback from students, teachers, and parents directly. As the curriculum is developed and delivered by instructional staff in the first years, we will have a better understanding of the degree of differentiation we are able to provide. By observing how many of our staff have completed gifted certifications and continue to engage in appropriate professional development, we will understand whether we are able to cater to the specific social and emotional needs of our student body.

Governance

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

The board will not have a direct role in the school's day-to-day operation; that will be managed under the authority of the chief executive. The board's primary role is in selecting and providing oversight of the chief executive, developing priorities and processes, and holding the executive accountable for adhering to these priorities and processes.

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

We have defined specific metrics for school success, including for the 1st year. In addition to meeting these targets, the first year will be full of many milestones and firsts – success requires executing against a plan to achieve them smoothly (e.g., 1st set of teachers hired and trained, 1st students through the door, etc.). Thus, operational effectiveness will be a key signature of year 1 success.

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

After 5 years, we will have a better sense of the school’s ability to meet the mission by examining student growth throughout the school’s grades, gathering feedback on our graduates in how they have performed junior high and high school, and growing reputation and recognition of our school and its students.

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

As Chairperson of the board, I have 3 priorities to make the school successful:

- Cultivating a highly competent, diverse, and engaged board that can bring their unique skills and insights to the table
- Attracting and retaining great senior staff that fully own the vision of the school and exemplify the culture we are trying to build
- Creating an environment and interaction model between the board and executive that is a partnership with high expectations, transparency, and accountability

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

The board is developing and will continue to refine conflict of interest and grievance policies to guide us in these matters. As Chairperson, I have a particular responsibility to enforce these policies, which in some matters may be as simple as requiring a board member to recuse themselves from certain matters, and in more serious cases would require initiating a process to remove a board member from office.

*Please include the following with your Information Form


- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Ronak Bhatt, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Telra Institute is true and correct in every respect.

Signature
Date


8/17/19

Ronak Bhatt, Sc.D.

5803 Summerston Pl,
Charlotte, NC 28277

ronak@telra.org
Phone: 704-412-1746

LEADERSHIP EXPERIENCE

- 2015 – present: Vice-President, Avantor, Inc.** **Radnor, PA**
Currently VP Corporate Strategy & Special Projects, leading global corporate strategy and an internal consulting team for a \$10B publicly-traded company working with scientists across to globe to provide essential laboratory equipment, supplies, and raw materials for manufacture. Previous roles include VP Innovation Methods and VP Strategic Marketing
- 2015 – 2018: CEO, Rivegy, LLC** **Charlotte, NC**
Founded and led a UNC Charlotte startup company commercializing novel power electronics technologies. Secured a competitive Federal National Science Foundation SBIR grant and hired engineering team.
- 2012 – present: Chairperson / Director, E4 Carolinas, Inc.** **Charlotte, NC**
Founding board member of a NC 501c(6) nonprofit whose mission is to promote economic growth, employment, productivity, and prosperity by cultivating a collaborative energy cluster in the Carolinas. Held tenure in Chairperson, Treasurer, Vice-Chair, and Secretary officer positions and helped recruit, interview, and onboard a new chief executive.

CONSULTING EXPERIENCE

- Leads consulting and client teams serving Fortune 500 materials, energy, industrials and financial investors on a broad range of strategic issues for growth and value creation. Concentrations in new business development, innovation, go-to-market planning, financial evaluation, and resource planning.
- 2012 – present: Founder and Principal Advisor, RIN Advisors** **Charlotte, NC**
RIN Advisors is a Charlotte-based management consulting firm founded by former McKinsey consultants. RIN Advisors provides strategic counsel to medium and large enterprises with a particular focus in commercialization, energy, and materials.
- 2006 – 2012: Senior Engagement Manager, McKinsey & Company, Inc.** **Houston, TX and Charlotte, NC**
McKinsey is a \$9 billion management consulting firm with 17,000 employees in 100+ offices worldwide, providing strategic and operational counsel to top management and boards of diverse global corporations and institutions.

ACADEMIC EXPERIENCE

- 2013 – 2017: Associate Adjunct Professor, University of North Carolina at Charlotte** **Charlotte, NC**
- Energy Production and Infrastructure Center (EPIC) Affiliate in the Energy Markets research group
 - Leader of multidisciplinary industry-university collaborative NC Electric Utility of the Future Initiative
 - Developed new curriculum for Energy Concentration in MBA program
 - Lectured in and designed assessment for Energy Markets courses
- 2001 – 2003: Teaching Assistant, Massachusetts Institute of Technology** **Pasadena, CA**
- Delivered lectures, held office hours, and graded assignments in undergraduate and post-graduate physics courses

EDUCATION

- Massachusetts Institute of Technology** **Cambridge, MA**
- Doctor of Science degree in Physics, GPA: 5.0/5.0
 - Thesis: “*Inverse Problems in Formation and Transport of Intense, Large-Aspect-Ratio Elliptic Beams*”
- California Institute of Technology** **Pasadena, CA**
- Bachelor of Science *with Honors* in Physics

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Telra Institute
2. Full name: Michael S. Matthews

Home Address: 9920 Elsenham Lane, Charlotte NC 28269

Business Name and Address: University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte, NC 28223

Telephone No.: 704 687-8623

E-mail address: Michael.matthews@uncc.edu

3. Brief educational and employment history.
BA Chemistry, University of Tennessee at Chattanooga, 1989; MA Anthropology, University of Wisconsin-Madison, 1991; Georgia teaching certificate (secondary science), 1996; Ph.D. Educational Psychology, 2002, University of Georgia. Postdoctoral research fellow, Duke University Talent Identification Program, 2003-05; Faculty (Gifted Education), University of South Florida, 2005-08; Faculty (Gifted Education), University of North Carolina at Charlotte, 2008-present.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
No: Yes:
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Invited via conversation with Ronak Bhatt.

6. What is your understanding of the appropriate role of a public charter school board member?
Board members' roles include hiring and evaluating the school's director, making decisions regarding school policies, and ensuring the school's financial stability.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I served on the board of Metrolina Scholars Academy charter school (3 years), and also have served on the boards of the nonprofit organizations, the North Carolina Association for the Gifted and Talented, Florida Association for the Gifted, and National Association for Gifted Children.
8. Describe the specific knowledge and experience that you would bring to the board.
Knowledge of gifted education programming, and over a decade of experience serving on boards of other similar educational organizations (see above)

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Telra Institute seeks to foster the holistic development of highly able children by providing them with a rigorous, differentiated learning environment.
2. What is your understanding of the school's proposed educational program?
The school will use recognized and research-supported curriculum to accelerate and enrich students' learning.
3. What do you believe to be the characteristics of a successful school?
Teachers and school staff should have a shared understanding of what they do and why they do it, and these reasons should be consistent with the school's mission and vision statements
4. How will you know that the school is succeeding (or not) in its mission?
Students will be successful as measured by school accountability measures, but this is only the tip of the iceberg. When the school is succeeding in its mission, its past students will be known for being strong performers and self-directed learners in their subsequent educational settings (middle school, high school, and ultimately college). They also will have fond memories of how their time at Telra influenced positively their learning and their development.

Governance

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



The board will be involved initially in hiring staff and securing a facility. It also will engage in the development and adoption of school policies, financial management, and hiring and evaluating the school's leader.

2. How will you know if the school is successful at the end of the first year of operation? Student growth for the second year will meet or exceed projections. Retention of students from the first year will be high. The school will retain most teachers and school leaders, and school finances will be sufficient to continue for the future.
3. How will you know at the end of five years of the schools is successful? In addition to the points noted about the first year, at the end of five years the school will have achieved its full population, as projected. It also will have established a healthy level of fund raising to supplement and extend school programming, and likely will have a waiting list of applicants.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Focus on its core responsibilities of setting school policy, hiring and evaluating the school's leader, and ensuring the financial stability of the organization.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Depending on the nature of the situation and who it involved, I'd either share my concerns with the Board chair, or bring them up with the Board as a whole, after speaking privately with the individual(s) involved about the issue.

*Please include the following with your Information Form

- a one page resume

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

Certification

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

Signature

August 16, 2019

Date

CURRICULUM VITAE

MICHAEL S. MATTHEWS

Professor of Gifted Education
Department of Special Education and Child Development
Cato College of Education, University of North Carolina at Charlotte
704-687-8623; email: michael.matthews@uncc.edu

Education and professional credentials

<i>Credential</i>	<i>Date</i>	<i>Organization</i>	<i>Area</i>
Ph.D.	2002	University of Georgia, Athens	Educational Psychology
NC teaching certificate (#1012766)	2004	NC Department of Public Instruction	Science 9-12, Academically Gifted (K-12), and Psychology (expiration 6/30/2022)

Experience (full time)

<i>Date</i>	<i>Institution</i>	<i>Title/Responsibilities</i>
2008 – present	UNC Charlotte	Assistant, Associate, and Professor of Gifted Education.
2005 – 2008	University of South FL	Assistant Professor of Gifted Education.
2003 – 2005	Duke University	Research Fellow (Postdoctoral),
1996 – 1998	Clarke County Schools	Science Teacher. 9-12, Chemistry & Physical Science

Publications (selected)

- Peters, S. J., **Matthews, M. S.**, McBee, M. T., & McCoach, D. B. (2014). *Beyond gifted education: Designing and implementing advanced academic programs*. Waco, TX: Prufrock Press.
- Matthews, M. S. & Castellano, J. (Eds.). (2014). *Talent development for English Language Learners: Identifying and developing potential*. Waco, TX: Prufrock Press.
- Peters, S. J., Rambo-Hernandez, K. E., Makel, M. C., **Matthews, M. S.**, & Plucker, J. A. (2019). The effect of local norms on racial and ethnic representation in gifted education: A modeling study. *AERA Open*. <https://doi.org/10.1177/2332858419848446>
- Lee, S-Y., **Matthews, M. S.**, Shin, J., & Kim, M-S. (2018). Academically gifted adolescents' social purpose. *High Ability Studies*. <https://doi.org/10.1080/13598139.2018.1533452>
- Jolly, J. L., & **Matthews, M. S.** (2018). The chronicles of homeschooling gifted learners. *Journal of School Choice: International Research & Reform*, 12(1), 123-145. doi:10.1080/15582159.2017.1354644
- Peters, S. J., Rambo-Hernandez, K., Makel, M. C., **Matthews, M. S.**, & Plucker, J. A. (2017). Should millions of students take a gap year? Large numbers of students start the school year above grade level. *Gifted Child Quarterly*, 61, 229-238. <https://doi.org/10.1177/0016986217701834>
- Matthews, M. S. (2015). Motivation and gifted students. *TEMPO*, 36(3), 6-9.
- Garn, A. C., **Matthews, M. S.**, & Jolly, J. L. (2012). Parents' role in the academic motivation of students with gifts and talents. *Psychology in the Schools*, 49, 656-667. doi: 10.1002/pits.21626

Professional Leadership Positions

- 2016-17 Advisory Board, Untapped Potential Project (UPP is a Colorado-based national organization whose mission is to optimizes educational outcomes for children with unique abilities).
- 2014-17 Board of Directors, National Association for Gifted Children (elected).
- 2016-18. Chair, Special Interest Group—Research on Creativity, Giftedness, and Talent, AERA
- 2013-16. Board of Directors, Metrolina Scholars Academy. Charter school for highly gifted students.
- 2010-14 Board Member (elected), North Carolina Association for the Gifted and Talented

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Telra Institute
2. Full name: Tuhin Dutt

Home Address: 5806 Cactus Valley Road, Charlotte, NC 28277

Business Name and Address:

Telephone No.: 704-313-8887

E-mail address: tuhin@thinking-feet.com

3. Brief educational and employment history.
See resume
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

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

I was recruited after a conversation with Ronak Bhatt who has been spearheading the effort behind Telra institute. The mission and vision of the intended school closely mirrored my personal views on creating a challenging educational curriculum and structure that will provide a much needed program for gifted students who need a more challenging curriculum and are currently under served from that standpoint. My experience building

and running a STEAM education startup (www.thinking-feet.com) allows me to bring unique skills to the table. With my 5+ years of experience serving gifted students, I can leverage all my learning and experience in providing a successful start to the school.

6. What is your understanding of the appropriate role of a public charter school board member? A charter board member's overarching goal is to play a distinct role in ensuring the success of the school. Success can be categorized between student enrolment, student growth, financial health, operational excellence, governance etc. Each charter member contributes to one or more of these success parameters.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have built, from the ground up, a private education enrichment organization that is leading STEAM enrichment to students in elementary through high school. I personally led the development of a unique and challenging curriculum designed to expand critical thinking and creative problem solving skills in students across Math, Coding & Technology, English Language Arts, Science & Engineering and Public Speaking.
8. Describe the specific knowledge and experience that you would bring to the board.
 - Founded and operationally led an organization serving gifted students with enhanced STEAM enrichment
 - Building curriculum that challenges students progressively
 - Developed a teaching methodology to grow the creative thinking aptitude of gifted learners.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Telra institute is to enable gifted minds to grow unfettered by providing the platform and the coaching they need. We believe that students who need a more challenging curriculum should be allowed to thrive in one and grow with appropriate coaching and guidance.
2. What is your understanding of the school's proposed educational program?
Telra institute will provide a rigorous, advanced curriculum and platform for development of gifted students in a K-5 format.
3. What do you believe to be the characteristics of a successful school?
A successful school provides significant and diverse growth opportunities for students, in an inclusive and engaging learning environment with the appropriate guidance framework. Success not only manifest through academic scores but also through extra-

curricular achievements like Science/Math Olympiads, State recognized student club performance in a competitive platform (like FBLA) etc.

4. How will you know that the school is succeeding (or not) in its mission?
A rubric based approach measuring the parameters described in #3 above.

Governance

1. Describe the role that the board will play in the school's operation.
The board will play a supervisory and oversight role on
 - Student enrolment
 - Staff recruitment
 - Ensuring proper gifted curriculum
 - Honing teaching methodology
 - Ensuring operational excellence and governance
 - Reporting
2. How will you know if the school is successful at the end of the first year of operation?
 - Success parameters as specified above (and defined in the application), been met or exceeded
 - Student enrollment goals met or exceeded
 - A pipeline of parents waiting to enroll students
3. How will you know at the end of five years of the schools is successful?
 - Students demonstrating superior academic scores
 - Students demonstrating superior performance in academic and club competitions
 - High teacher and staff retention
 - High student retention
 - Significantly exceeded student application goals
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Provide the necessary guidance, visibility and autonomy to school administration
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
 - The matter would be discussed in the board, allowing the person to present their case.
 - The interest of the school and ethics would hold above all else.
 - Desire would be to resolve the matter within the board with necessary actions taken.

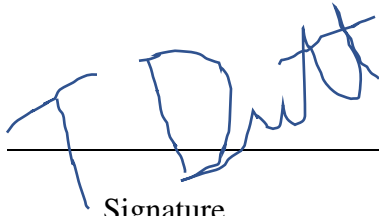
*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

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



Signature

Date 8/18/2019

Tuhin Dutt

Experience Summary

Thinking Feet (www.thinking-feet.com). *Founder. Sep 2014 to Present.*

- Founded an education start-up and grew it to become Charlotte's largest provider of STEAM education enrichment for students in Grades 1 through 12 with multiple education centres and partnerships with local schools and organizations.
- Developed a market leading curriculum on creative problem solving in **Coding & Technology, Advanced Math, Math Foundation, Creative Writing, Science & Engineering, and Public Speaking**. Developed the widest and deepest Coding & Technology program ranging from Game Programming for first graders to unique offerings on Data Science, Artificial Intelligence and Machine Learning for High Schoolers.

TIAA Bank. *Head, Bank Information Management. Feb 2014 to Aug 2015.*

- Member of CIO's leadership team. Built and led a 25 – 30 member team to develop a nimble information management infrastructure for the Bank. Led cross functional teams including Architecture, ETL, QA, Analysis and Release management.

Ally Financial. *Head of Global Marketing Analytics. Oct 2008 to Dec 2012.*

- Part of the turn-around leadership team hired in 2008 to jumpstart the company into an information driven leader in Auto Finance, Online Banking, Auto Auction and Mortgage. Built and led the 35-40 member **Global Marketing Analytics** function as part of CMO's leadership team.
- Responsible for Statistical Modelling, Digital Analytics, Campaign Management, MIS & Reporting.

Wells Fargo Capital Management Group. *Group Leader, Marketing Analytics. Oct 2007 to Oct 2008.*

- Led Marketing Analysis for Retail Brokerage and Retirement products, managing a team of analysts.

Red Ventures. *Marketing Director. Sep 2006 to Oct 2007.*

- Held multiple roles spanning marketing channel optimization, analytics infrastructure development and new business incubation.

Capital One.

Business Manager, Card Portfolio Management. June 2003 to Sep 2006.

- Led portfolio of strategies in Small Business Card customer management responsible for balance build, interchange revenue, card rewards program and customer retention.

Sr. Analyst, Fraud Strategy. Feb 2002 to June 2003.

- Managed counterfeit fraud detection and fraud recovery operations.
- Built multiple innovative fraud detection strategies using neural network models and segmentation schemes.

Education

- **Master's in Business Administration**
Indian Institute of Management (IIM), Calcutta
- **Bachelor of Technology, Electrical Engineering**
Indian Institute of Technology (IIT), Kanpur

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Telra Institute

2. Full name: Harold Reiter

Home Address: 5827 Beckett Court

Business Name and Address: Same

Telephone No.: 704 364 5699

E-mail address: hbreiter@uncc.edu

3. Brief educational and employment history.

PhD Clemson U, 1969; Teaching positions, U of Hawaii; U of Md, College Park; UNC Charlotte, 1972-present.

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

No: x

Yes:

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

I have built a reputation in Charlotte for supporting strong elementary and middle school students. I offer summer and Saturday courses to these students as I wind down my university career. I would like to continue to see very strong students get the challenges they need to thrive.

6. What is your understanding of the appropriate role of a public charter school board member?
I expect the board to give advice on all major decisions.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
For many years I have taught in summer camps, written problems for math competitions, tutored pre-college students, and advised parents on the mathematics their children were learning.
8. Describe the specific knowledge and experience that you would bring to the board.
I will bring a substantial understanding of elementary mathematics and mathematics education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I believe the Charlotte area has room for two schools like Metrolina Regional Scholars. I would like to see the school recruit students who are excited to do math and science all the time.
2. What is your understanding of the school's proposed educational program?
We hope to instill in our students a lifelong sense of curiosity and passion for learning, along with high expectations
3. What do you believe to be the characteristics of a successful school?
Mathematically talented students can learn at a much faster rate than their less talented counterparts. Much of the current curriculum is very shallow and repetitive.
4. How will you know that the school is succeeding (or not) in its mission?
When students make the decision to do extra work because they enjoy the thrill of developing new ideas, we'll know that the school is succeeding.

Governance

1. Describe the role that the board will play in the school's operation.
The board is responsible for the overall operations of the school.
2. How will you know if the school is successful at the end of the first year of operation?
Parents will be very involved, and they will either encourage continuation of a change of course.
3. How will you know at the end of five years of the schools is successful?

Is it easy to hire new teachers? If the school is highly successful, teacher recruitment will be easy.

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

Hiring the best teachers should be a very high priority for the board. Also choosing the right curricula.

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

I think I would confront them.

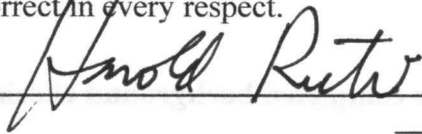
*Please include the following with your Information Form

- a one page resume

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

Certification

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



Signature _____ to be signed later _____

Date August 7, 2019

Harold Braun Reiter, Vita

Education: Byrd High School, Shreveport, LA, 1960; BS, LSU, 1964; PhD, Clemson University, 1969.

Married to Betty W. Baker, 1966. Children: Ashley Reiter Ahlin, born 1973.

Work: University of Hawaii, 1969-1972; UNC Charlotte, 1972-present; Clemson U, 1979-80; U of MD, 1984-5, 85-87; Kingston University, London, 1993-94.

Honors: Bank of America Teaching Excellence, 1989; Paul Erdos International Award, 2002; W W Rankin Award, 2009; NC Board of Governor's Award for Public Service, 2012.

Books Published: The Contest Problem Book VII, American Mathematics Competitions, 1995-2000 Contests, 2006; ISBN 0-88385-821-5. American Mathematics Contests, A Guide to Success with Y Z. Zou, ISBN 978-1-5249-5427-7.

Scholarly Publications: 71 including more than 20 since 2011. This does not include several dozen non-refereed publications.

Notable achievements: Founder of Charlotte Math Club, 1987; Chairman, Math SAT II, MATHCOUNTS Question Writers, AMC 12 committee; Editor, problems section, Pi Mu Epsilon Journal; Presidential Award selection committee, 004-5, 2007-9 and 2011-12.

Special Service: teaching in summer camps MathZoom, Awesome Math, MathPath, Epsilon Camp; Texas MathWorks, Momentum Learning, Exotic Arithmetic (founder and owner), and camps in India, Indonesia(2), and China (4). Deputy Leader, United States Team, International Olympiad in Informatics, Mendoza, Argentina, October 1993.

For an elaborated vita, see <https://webpages.uncc.edu/~hbreiter/>

Charter School Board Member Information Form

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Telra Institute

2. Full name: Judith Antoinette Malveaux-Ellerbe

Home Address: 9207 Taggert Court, Charlotte, NC 28215

Business Name and Address:

Telephone No.: 980-224-0495

E-mail address: judithamalveaux@gmail.com

3. Brief educational and employment history.

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

No: Yes:

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

I was asked to lend my experience and expertise after another board member spoke with a mutual associate. Since I had previously served on two boards seeking a charter school in North Carolina, I agreed to try again because I believe so strongly in developing options for children to be successful.

6. What is your understanding of the appropriate role of a public charter school board member?
A public charter school board member works with other board members to determine the governance and direction of the school. A member should help determine the school's leadership and be an advocate in the community.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have previously been on two boards that applied for charter schools in North Carolina.
8. Describe the specific knowledge and experience that you would bring to the board.
I would bring knowledge and experience working in public education and communicating with parents and the community. I also bring experience growing up as a gifted student who has both positive and negative experiences concerning specialized instruction to engage and challenge me. I also spent time assisting the North Carolina Public Charter Schools Association with their communications.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Telra Institute's mission is to nourish the minds and bodies of students with a rigorous, differentiated educational environment that cultivates the intellectual, academic, social, and emotional skills that enable highly gifted children to achieve their full potential. We support the long-term growth of our students as whole individuals through a rigorous curriculum promoting critical thinking and reasoning, mathematical and literary fluency, and a problem-solving mindset.
2. What is your understanding of the school's proposed educational program?
Our educational program will provide rigorous, differentiated instruction that challenges gifted students the way that programs at successful magnet schools would do.
3. What do you believe to be the characteristics of a successful school?
A successful school is one that provides all learners the opportunity to be challenged and engaged in a rigorous academic environment. At the same time, the whole child is considered, so efforts are made to address children's social and emotional development.
4. How will you know that the school is succeeding (or not) in its mission?
I would gauge success by our students' academic growth, the percentage of families who return year after year, and the increased community interest. If our students have strong growth, parents choose to not only continue sending their child but also invite

others to attend, and demand for our school far exceeds capacity, then I would consider us successful.

Governance

1. Describe the role that the board will play in the school's operation.
The board determines the vision and mission, and hires the leadership that brings those things into fruition. As a board, we ensure that the focus remains squarely on educating our students, keeping them safe and helping them develop into educated, engaged and successful citizens.
2. How will you know if the school is successful at the end of the first year of operation?
Success, in my opinion, will be measured by three things:
 1. The amount of students who indicate that they will return for a second year. If 90 percent of students return, that will mean success.
 2. The amount of interest from parents who would like their children to attend our school. If we have a waiting list that exceeds our enrollment or increases by at least 25 percent from the first year that we recruit, then that would mean success.
 3. Test scores. As with all public school students, success is often measured by performance on tests. While this is not the only factor, it is important that our students achieve the individual growth goals we have set for them, as indicated by the tests we determine for measurement.
3. How will you know at the end of five years of the schools is successful?
We will measure success by the test scores, growth, and the amount of students and staff who return and become brand advocates for the school. We will use student performance on state, national and international tests to gauge student performance. We will survey parents and measure their satisfaction with the program so that we can set improvement objectives in that area. We will also look at how much interest we receive in the school from potential families and achieve a year-over-year increase in that interest.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The school leadership will provide the board with ongoing (monthly) progress reports that include topics such as students' academic performance, parent and community involvement and expenditures.
The board will use this information to adjust goals and plan accordingly.
At the end of each year, the board will meet to discuss goals and plan ways to continue being successful in strong areas and make improvement in areas identified as having growth opportunities.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

A situation like this must be brought before the full board immediately. I would investigate any suspicions, and bring my findings to the board. We would work to make sure that we are transparent with our stakeholders and resolve issues using the best interest of our students and families as our top priority.

*Please include the following with your Information Form

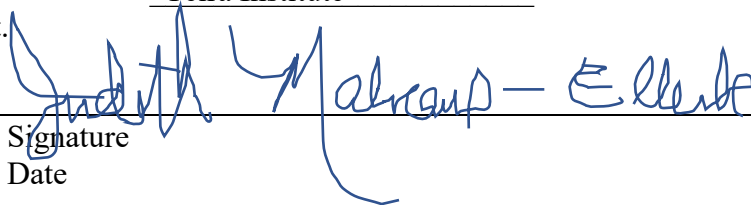
- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, Judith Malveaux-Ellerbe, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Telra Institute Charter School is true and correct in every respect.

Signature
Date



Judith Malveaux-Ellerbe

5349 Magnolia Tree Lane, Charlotte, NC 28215
(504) 220-9677 JudithAMalveaux@gmail.com

EMPLOYMENT

COMMUNICATIONS

January 2017 – Present

Business Systems Consultant, Communications Contractor – *Wells Fargo*, Charlotte, N.C.

April 2016 – December 2016

(Contract) Writer and Communications Strategist – *Bank of America (Signature Consultants)*, Charlotte, N.C.

June 2014 – April 2016

Web Specialist (Social Media Training) – *Duke Energy*, Charlotte, N.C.

Internal Communications Contractor – *Duke Energy*, Charlotte, N.C.

February 2013 – June 2014

Independent Communications Professional – Charlotte, N.C.

- Created strategic communication plans and materials for non-profits.
- Directed communications for the North Carolina Association of Public Charter Schools.
- Assisted organizations with effective communication planning, including social and traditional media use.
- Wrote and edited news releases and website content.

March 2006 – February 2013

Multimedia/Internal Communications Specialist – *Charlotte-Mecklenburg Schools*, Charlotte, N.C.

- Managed intranet, developing pages and coordinating upkeep of department pages.
- Developed podcasts, videos, infographics, photos, web stories, web pages and news releases and articles.
- Shot, edited and posted video, photo and audio messages.
- Developed and distributed weekly electronic newsletter, as well as content for internal and external media.

JOURNALISM

Web Reporter – *LRP Publications*, Palm Beach Gardens, Fla.

- Worked with educators and researchers for newsletter and Web content.
- Designed 12-page newsletters.

EDUCATION & TRAINING

M.A., Communication,

Queens University, Charlotte, N.C.

GPA: 3.9

MBA Certificate

Tulane University, New Orleans, La.

GPA: 4.0

Integrating Social Media in Marketing Plans

University of California, Irvine, Calif.

Grade: A

B.A., Mass Media

Hampton University, Hampton, Va.

GPA: 3.3

Change Management Certification,

Acuity Institute

Certificate of Completion, Leadership, Management & Entrepreneurship in the 21st Century

Leadpreneur Academy

Certificate of Completion, Agile & Scrum Overview

Master of Project Academy

Social Media Marketing Certificate

Social Media Academy, UK

AWARDS AND RECOGNITIONS

- National School Public Relations Conference Presenter
- Arts & Science Council Emerging Artist Grant recipient
- Gold Medallion winning team for the National School Public Relations Association
- LRP Quarterly MVP (Employee Recognition) Winner
- Hampton Roads Black Media Professionals Excel Award Winner
- Two-time Quarterly Award winner for In-Depth/Investigative series
- National Association of Black Journalists 2nd Place Award winner for feature writing

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Telra Institute
2. Full name: Dr. Gregory Denlea

Home Address: 10028 Brass Eagle Lane, Charlotte, NC 28210

Business Name and Address: TIAA, 13520 Ballantyne Corporate Place, Charlotte, NC 28277

Telephone No.: 980.500.5522

E-mail address: gdenlea@yahoo.com

3. Brief educational and employment history.

Professional Development

ITIL Foundation Certificate in IT Service Management

Project Management Professional (PMP), Project Management Institute

Greenbelt and Lean Six Sigma, Bank of America

Certified Advanced Facilitator, University of Phoenix

Certified Instructor, University of Phoenix, Information Systems & Technology

Certificate in Project Management from the University of Washington

Educational History

EdD in Educational Leadership, 2017, Wingate University, North Carolina

EdS, Education Specialist, College Leadership, 2016, Wingate University, North Carolina

Masters in Science, Environmental Assessment, 2014, NC State University, North Carolina

MBA, International Management, 1988, Thunderbird, Arizona

BS, Environmental Science, 1987, Washington State, WA

BA, Business Administration, 1987, Washington State, WA

Employment History

Education:

University of the People, 2017-present, Adjunct Faculty MEd program
St. Vincent de Paul Church, 2003-present, Catechist in Faith Formation Program
University of Phoenix, Charlotte, NC, 2004-2017, Adjunct Faculty
Leeward Community College, HI, 1991, Adjunct Faculty Continuing Ed

Business:

TIAA, Charlotte, NC, 2017-present, Lead Systems Analyst
AmerisourceBergen, Fort Mill, SC, 2016-2017, Service Manager
Wells Fargo Bank, Charlotte, NC, 2010-2016 VP, Credit Risk Consultant III
CSG Systems, Charlotte, NC, 2007-2010 Manager Consulting Services
Bank of America, Charlotte, NC, 2004-2007 VP, Manager Direct Marketing
Wachovia Bank, Charlotte, NC, 2003-2004 AVP, Shared Services
Collins & Aikman, Charlotte, NC, 2002-2003, IT Project Manager
Amazon.com, Seattle, WA, 2001-2002, Financial Systems Manager
Washington Mutual, WA, 1999-2001, VP FP&A
Sunkist Growers, CA, 1997-1999, Manager of Business Process Renewal
Universal Studios, CA, 1994-1997, Manager of Financial Systems
The Clean Approach, CA, 1993, Owner of a contract maintenance LLC
Express Cooling, CA, 1992, Management Trainee
Department of Hawaiian Homelands, HI, 1991, Budget Analyst III
Fresh Western Marketing, CA, 1990-1991
Matson Navigation, CA, 1988-1990, Manager of Freight Operations

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

No: Yes:

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

I was recruited by Ronak Bhatt. I wish to serve on the board in order to enable the school system to meet the need of the surrounding community for a unique charter school in the local area. I would like to give back to my community by offering my professional expertise in business, finance, and education to support the optimal operation of the school for the benefit of the children.

6. What is your understanding of the appropriate role of a public charter school board member?
The appropriate role of a public charter school board member is to (1) approve the board director, (2) elect members to the board, (3) determine and then uphold the charter

school's mission and purpose, (4) select and support the charter school administrator, (5) ensure for organizational planning, (6) ensure adequate resources and manage them effectively, (7) determine and monitor the charter school's programs and services, (8) enhance the school's image, and (9) habitually monitor the performance and progress of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 - i. I hold an EdD in Educational Leadership. Both the curriculum and practicum for my doctorate involved studying, observing, and reflections on educational leaders and the boards they worked for.
 - ii. I have 30 years of experience in leadership positions in business, accounting, finance, and technology
 - iii. I have 15 years of experience teaching in higher education for two universities
8. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge I would bring to the board includes educational technology (e.g. learning management systems), finance systems, database management, accounting, financial reporting, data science, marketing, instruction, curriculum design, teaching and learning, research, and teaching children.

School Mission and Program

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

Telra Institute provides its students with a rigorous educational environment stimulating their growth intellectually, academically, socially, and emotionally. The school is tailored to challenge the most intellectually gifted children in their self-actualization. Students are developed to become critical thinkers; staff to further their personal and professional development, and parents to engage in the journey together with their children and the staff.
2. What is your understanding of the school's proposed educational program?

The proposed educational program is open to participation from all demographics. There will be rigor in the academic program supporting a full-time advanced gifted curriculum. The school will scale with the needs of the community in the years following its opening.
3. What do you believe to be the characteristics of a successful school?

A successful school meets the children and families where they are and takes them to where they need to go. A successful school has teachers that the children can relate to and learn from. A successful school has teachers who are themselves lifelong learners. A successful school incorporates leadership, input, guidance, volunteerism, and support

by engaging everyone in the surrounding community. A successful school is measured by the successes of the students. The quality of the school comes from the quality of the teachers and staff. In a successful school students take ownership for their own learning and remain inquisitive. In a successful school all of the parents are also volunteers and actively involved in the education of their children.

4. How will you know that the school is succeeding (or not) in its mission?
As a board member I will know that the school is succeeding in its mission when (1) student achievement measurements meet and/or exceed the stated goals for the school, (2) staff and teachers are being continually developed and practicing continuous quality improvement in their capacity, (3) there are measurable and appreciable levels of parental and community engagement via organizations and volunteerism, (4) strategic, operational, and financial plans are being met and improved upon, (5) the programs and services provided by the school improve student outcomes, (6) the board of trustees are both effective and performing at an optimal level, (7) the reputation and renown of the school continues to increase, (8) the school is sound financially and otherwise, and (9) staff and teacher attrition is low when compared with similar schools.

Governance

1. Describe the role that the board will play in the school's operation.
The BoD is responsible for governing Telra Institute. In this capacity the board will:
 - i. Establish the school's general policies and overall curriculum policies
 - ii. Approve and monitor the budget and financial practices
 - iii. Secure adequate resources for the school via fund-raising
 - iv. Hire and evaluate the school's principal
 - v. Approve all personnel policies and monitor their implementation by the principal
 - vi. Ensure that the charter school fulfills its charter contract
 - vii. Create and monitor Telra's strategic plan
2. How will you know if the school is successful at the end of the first year of operation?
I will know that Telra Institute is successful at the end of the first year from:
 - i. Student achievement measurements meet or exceed goals.
 - ii. Annual review and update of the charter school strategic plan.
 - iii. Telra's actual expenditures are consistent with the expenditures predicted on the annual budget.
 - iv. The head administrator receives a positive performance review from the board.
 - v. The board and the administrator and staff have successfully set goals for the following year.
 - vi. The evaluation of the effectiveness of the educational program demonstrates success against the predicted goals
 - vii. There is a healthy rotation, election/selection of new members of the board.
3. How will you know at the end of five years of the schools is successful?

I will know that Telra Institute is successful at the end of five years when:

- i. Student achievement measurements for the first cohort (K-to-K5) meet or exceed goals.
- ii. Annual review and update of the charter school strategic plan and long range strategic plan.
- iii. Telra's actual expenditures are consistent with the expenditures predicted on the annual budget and forecasted to remain positive in the future.
- iv. The head administrator receives her/his fifth consecutive positive performance review from the board.
- v. The board and the administrator and staff have successfully set goals for the following year and for the next five year plan.
- vi. The evaluation of the effectiveness of the educational programs continues to demonstrate success against the predicted goals. Additional programs are being added.
- vii. There continues to be a healthy rotation, election/selection of new members of the board.

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

The charter school board will need to take the following steps to ensure that the school is successful:

- i. Practice continuous development and improvement of the board, the staff, the faculty, and the administrator
- ii. Continually monitor and improve upon the educational programs
- iii. Continually listen to the voice of the children, the parents, and the community
- iv. Operate the charter school in conformity with the laws of the state authorizer
- v. Set realistic goals and strive to meet and/or exceed the school's goals each measurement cycle
- vi. Continue to refine the school's curriculum using feedback from both summative and formative assessments
- vii. Continue to actively raise funds to support the school

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

I would handle a situation in which I believe one or more members of the school's board where acting unethically as follows:

- i. Confront the individual and/or group with the belief and ask them to respond in writing regarding the actions that were deemed to be unethical
- ii. Request that an ad-hoc committee be formed under the board to review the actions of the board member(s)
- iii. Conduct a vote in the ad-hoc committee regarding the guilt or innocence of the board members

- iv. Present the findings of the ad-hoc committee to the larger board. Have the full board vote on the guilt or innocence of the board members
- v. Document the findings of the board for review by the general counsel of the school
- vi. Have the general counsel report on the actions and determine any next steps that are needed
- vii. If needed bring in general counsel from the state authorizer to weigh in on the decisions of the charter school
- viii. Present and review findings with the parent/community organizations and incorporate any actions deemed appropriate by those organization

*Please include the following with your Information Form

- a **one page** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

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

Signature



Date 8/26/2019

GREGORY R. DENLEA

10028 Brass Eagle Lane · Charlotte, North Carolina 28210 · gdenlea@yahoo.com · 704-713-3554

CAREER SUMMARY (2001-Present)

TIAA Charlotte, NC	Sep 2017-Present	Lead Systems Analyst, GCST
University of the People	Jan 2019-present	Adjunct Faculty, MEd IB program
University of Phoenix Charlotte, NC	Mar 2004-Dec 2018	Adjunct Faculty, IT and Humanities Schools
AmerisourceBergen Fort Mill, SC	May 2016-Present	Service Manager
Wells Fargo Bank Charlotte, NC	Dec 2009-May 2016	Credit Risk Consultant III
CSG Systems Charlotte, NC	June 2007-Dec 2009	Manager Consulting Services
Bank of America Charlotte, NC	May 2004-June 2007	Vice President, Manager Direct Marketing COE
Wachovia Bank Charlotte, NC	June 2003-May 2004	Assistant Vice President, Shared Services
Collins & Aikman Charlotte, NC	Aug 2002-June 2003	Manager Applications Support
Amaxon.com Seattle, WA	Feb 2001-Aug 2002	Manager Finance Systems

EDUCATION AND PROFESSIONAL DEVELOPMENT

Doctorate of Education (EdD), Community College Leadership, 2017
Education Specialist (EdS), Community College Leadership, 2016
Masters in Science, Environmental Assessment, NC State University, North Carolina, 2014
Project Management Professional (PMP), Project Management Institute, 2012
Greenbelt and Lean Six Sigma, Bank of America, 2005
Certificate in Project Management from the University of Washington, 2000
MBA in International Management, Thunderbird, Arizona, 1988
BA/BS, Business Admin/Environmental Science, Washington State, WA, 1987

ADDITIONAL INFORMATION

- Languages: Spanish
- Licenses: Series 7 & 63 (expired)

Appendix I: Board member Background
Certification Statement and Completed
Background Check

Telra Institute

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Ronak Bhatt, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 8/17/19

I, _____, certify that I ***have*** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**



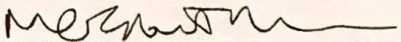
Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Michael Stuart Matthews, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date August 16, 2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

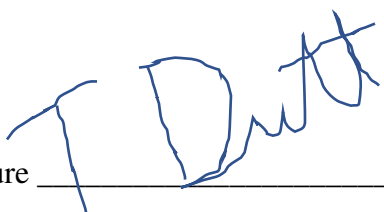
Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Tuhin Dutt, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  _____ Date 8/18/2019 _____

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Harold Reiter, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Harold Reiter Date 8/26/2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Judith Malveaux-Elerbe, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Judith Malveaux-Elerbe Date 8/20/19

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**


Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, GREGORY DENLEA, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 8-26-2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Appendix J: Proposed bylaws of the
nonprofit organization or municipality

Telra Institute

BYLAWS OF TELRA INSTITUTE, INC.

These initial bylaws (the “**Bylaws**”) of **TELRA INSTITUTE, INC.** (the “**Corporation**”) have been duly adopted pursuant to the North Carolina Nonprofit Corporation Act (the “**Act**”), for the purpose of regulating and managing the affairs of the Corporation, a nonprofit corporation under, and by virtue of the laws of, the State of North Carolina.

Article 1. Name

The name of the Corporation shall be “Telra Institute, Inc.” The business of the corporation may be conducted as “Telra Institute, Inc.”, “Telra Insitute”, or “Telra”.

Article 2. Purposes and powers

Telra Institute, Inc. is a North Carolina not for profit public benefit corporation organized exclusively for educational, scientific, and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

The purpose of Telra Institute, Inc. is to nourish the minds and bodies of students with a rigorous, differentiated educational environment that cultivates the intellectual, academic, social, and emotional skills that enable highly gifted children to achieve their full potential. The Corporation’s program focuses on operating a school to support the long-term growth of our students as whole individuals through a rigorous curriculum promoting critical thinking & reasoning, mathematical & literary fluency, and a problem-solving mindset. The Corporation may also offer extracurricular activities for students and programs for the broader community that promote education.

The Corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the educational, scientific, and charitable purposes, for which the corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

Article 3. Limitations

Telra Institute, Inc. shall never be operated for the primary purpose of carrying on a trade or business for profit. The Corporation is not organized and shall not be operated for the private gain of any person. The property of the Corporation is irrevocably dedicated to its educational, scientific, and charitable purposes.

No part of the assets, receipts, or net earnings of Telra Institute, Inc. shall inure to the benefit of, or be distributable to its employees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the articles of incorporation or these bylaws

Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax as an organization described by Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The Corporation shall not engage in any activities which are unlawful under the laws of the United

States of America, the State of North Carolina, or any other jurisdiction where such activities are carried on.

Article 4. Dissolution

Upon termination or dissolution of Telra Institute, Inc., the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine.

The organization or organizations to receive the assets of the Corporation shall have a charitable purpose which, at least generally, includes a purpose similar to the Corporation and shall be selected in the discretion of a majority of the Board of Directors. If the Board of Directors cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against the Corporation, by one (1) or more of its Board of Directors which verified petition shall contain such statements as reasonably indicate the applicability of this section.

The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of North Carolina. In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the Corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of North Carolina to be added to the general fund.

Article 5. Membership

Members

The Corporation shall have no members who have any right to vote or title or interest in or to the Corporation or its properties.

Non-voting Affiliates

The Board of Directors may approve classes of non-voting affiliates with rights, privileges, and obligations established by the board. Affiliates may be individuals, businesses, and other organizations that seek to support the mission of the corporation. The Board, a designated committee of the Board, or any duly elected officer in accordance with Board policy, shall have authority to admit any individual or organization as an affiliate, to recognize representatives of affiliates, and to make determinations as to affiliates' rights, privileges, and obligations.

At the discretion of the Board of Directors, affiliates may be given endorsement, recognition and media coverage at fundraising activities, clinics, other events or at the corporation website. Affiliates have no voting rights and are not members of the Corporation. Any dues for affiliates shall be determined by the Board of Directors.

Article 6. Board of Directors

Powers

All corporate powers shall be exercised by or under the authority of the Board and the affairs of the Corporation shall be managed under the direction of the Board, except as otherwise provided by law.

Number and terms

The number of directors constituting the Board of Directors of the Corporation shall be not less than five (5) nor more than fifteen (15), with the specific number of directors, within that range, to be fixed, and modified from time to time, by resolution of the Board of Directors. The initial directors shall serve for a term of three (3) years, or as otherwise determined by resolution of the Board of Directors.

The Board may establish procedures, from time to time, to configure director terms so that a certain number of directors are elected every year. In this regard, the Board may provide for the election of Board members to terms of less than three (3) years and may adopt, from time to time, policies intended to effect reasonable rotation of Board members and inclusion of new Board members.

Notwithstanding the stated terms of directors, a director shall continue to serve as such after the expiration of such director's term of office, until that director's successor is duly elected and qualified, or there is a decrease in the number of directors, thereby eliminating the director's position. A director shall cease to serve as such, and such director's position shall be deemed vacant, upon the director's death, resignation, removal or disqualification.

Directors may be elected for up to three (3) terms in succession.

Resignation and removal

A director may resign at any time by communicating such resignation to the Board of Directors.

A director may be removed from office, with or without cause, prior to the expiration of the director's term, by the affirmative vote of a two-thirds (2/3) of directors then in office; provided, however, that a director may not be removed by the Board of Directors at a meeting of the Board unless the written or electronic notice for such meeting contains a statement that a purpose of the meeting is to consider removing the director and the director is given an opportunity to be heard at the meeting. If any director is so removed, then a director may be elected at the same meeting, to fill that vacancy.

Election

All directors other than the initial directors shall be elected at such time or times as determined by resolution of the Board. Directors shall be elected by an affirmative vote of the majority of the directors entitled to vote at a meeting at which a quorum is present

Vacancies

A vacancy occurring on the Board for any reason, including death, resignation, removal, disqualification, an increase in the number of directors or otherwise, may be filled by the Board of Directors (by the affirmative vote of a majority of the then remaining directors, though less than a quorum).

Residency

At all times, a majority of directors shall have their primary residence in the State of North Carolina. Any election which would violate this condition is null and void. If, through vacancy, this residency condition becomes unsatisfied, the Board of Directors must, as soon as practical, fill the vacancy or vacancies with residents of the State of North Carolina.

Compensation

Directors serving as such on the Board of Directors shall not be compensated for their services; provided, however, that directors may be reimbursed for reasonable expenses incurred in the performance of their duties as directors, subject to compliance with policies and procedures established, from time to time, by the Board of Directors.

Nothing herein contained, however, shall be construed as precluding any director from serving the Corporation in any other capacity and, subject to the provisions of the Articles of Incorporation of the Corporation (the "Articles"), receiving compensation therefor. Such compensation shall be reasonable and fair to the Corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

Article 7. Meetings of the Board of Directors

Regular meetings

The Board of Directors may establish, from time to time, the date, time and place. The Board of Directors shall meet no less often than quarter-annually.

Special meetings

Special meetings of the Board of Directors may be called by, or at the request of, (i) the Chairperson of the Board of Directors or (ii) twenty percent (20%) or more of the directors then serving.

Notice of meetings

Regular meetings of the Board of Directors, once designated and established, may be held without notice, unless notice is otherwise required by these Bylaws or applicable law.

The director or directors calling a special meeting of the Board of Directors (or the Board of Directors, at the request thereof) shall give notice of the meeting to each of the directors by any usual means of communication (including electronic transmission or other means authorized under applicable provisions of the Act). Any such notice shall specify the date, time and location of the meeting.

If such notice is given to a director in writing by mail, then it shall be mailed (certified or registered mail, return receipt requested, correctly addressed to such director, deposited with the U.S. Postal Service and with postage prepaid) no later than seven (7) days prior to the date of the meeting. Such notice shall be deemed given and received on the date mailed. If such notice is given to a director in writing otherwise than by mail, including by hand delivery or electronically, it shall be given so that it is received by such director no later than two (2) days prior to the meeting. If transmitted electronically, such notice to a director shall be deemed received on the date sent to the electronic address of that director. It may be conclusively presumed that the address of a director is the address appearing in the Corporation's most current internal records.

A director's attendance at, or participation in, a meeting shall constitute a waiver by such director of any required notice of such meeting, unless the director, at the beginning of the meeting (or promptly upon such director's arrival), objects to holding the meeting or to the transaction of business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Quorum

A majority of the number of directors then serving in that capacity shall be required for, and shall constitute, a quorum for the transaction of business at any meeting of the Board of Directors.

Manner of acting

Except as otherwise provided in these Bylaws or required by applicable law, the affirmative vote of a majority of the directors present at a meeting of the Board of Directors shall be the act of the Board of Directors, if a quorum is present when the vote is taken. Directors may not vote by proxy.

Hung Board decisions

On the occasion that the Board of Directors is unable to make a decision based on a tied number of votes, the Chairperson of the Board (or, in the absence of the Chairperson, the Vice-chairperson), shall have the power to swing the vote based on his or her discretion.

Protocol

The Chairperson of the Board of Directors shall preside over meetings of the Board of Directors, or in the absence or at the request of the Chairperson of the Board of Directors, the Vice Chairperson of the Board of Directors shall preside. In the event of the absence of the Chairperson and Vice Chairperson, a director shall be selected to preside over meetings of the Board of Directors by a vote of a majority of the directors present. The Secretary, or in the absence or at the request of the Secretary, any assistant secretary or any one or more other officers designated by the Board of Directors, shall act as secretary of the meeting.

The procedures of each meeting shall be governed by Robert's Rules of Order unless a unanimous vote of directors present determines otherwise.

Action without meeting

Action required or permitted to be taken by the Board of Directors at a meeting may be taken without a meeting, including by electronic transmission, if one or more written consents describing the action taken are signed by all of the directors then serving in that capacity, whether before or after the action so taken, and filed with the corporate records or the minutes of the proceedings of the Board of Directors. Action so taken is effective when the last director signs such consent, unless the consent specifies a different effective date. Such consent has the effect of a unanimous vote by the Board of Directors at a duly called and held meeting, and may be described as such in any document.

Participation

Except as required otherwise by law, the Articles of Incorporation, or these Bylaws, directors may participate in a regular or special meeting through the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting, including in person, internet video meeting or by telephonic conference call.

Open Meetings

Notwithstanding the above, upon grant of a license by the North Carolina State Board of Education to operate a Public Charter School, the Corporation agrees to be subject to the requirements of the North Carolina Open Meetings Law (Article 33C of Chapter 143 of the General Statutes), which includes:

- Public notice of seven calendar days for Regular Meetings
- Public notice of 48 hours for Special Meetings, except for emergency meetings, for which notice is due after all Directors are notified
- Public notice shall include physical posting at the Principal Office and on the website of the Corporation
- Meeting minutes shall be taken, approved, and retained for every Board of Directors meeting and Committee meeting and made accessible to the public on the Corporation web site

Article 8. Officers

Board officers

The Board Officers of the corporation shall be a board Chairperson, Vice-Chairperson, Secretary, and Treasurer, all of whom shall be chosen by, and serve at the pleasure of, the board of directors. Each board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the board or by direction of an officer authorized by the board to prescribe the duties and authority of other officers. The board may also appoint additional board officers as it deems expedient for the proper conduct of the business of the corporation, each of whom shall have such authority and shall perform such duties as the board of directors may determine. One person may hold two or more board offices, but no board officer may act in more than one capacity where action of two or more officers is required.

Board officer election and term of office

Board Officers of the Corporation shall be elected by a majority vote of the Board of Directors present during any Board of Directors meeting. Board officers shall serve a one-year term of office and may serve simultaneously as directors. Board officers may serve consecutive terms.

Residency

At all times, 50% or greater of board officers shall have their primary residence in the State of North Carolina. Any election or appointment which would violate this condition is null and void. If, through vacancy, this residency condition becomes unsatisfied, the Chairperson and Board of Directors must, as soon as practical, fill the vacancy or vacancies with residents of the State of North Carolina.

Board officer compensation

Board officers shall not be compensated for their services; provided, however, that board officers may be reimbursed for reasonable expenses incurred in the performance of their duties as board officers, subject to compliance with policies and procedures established, from time to time, by the Board of Directors.

Nothing herein contained, however, shall be construed as precluding any board officer from serving the Corporation in any other capacity and, subject to the provisions of the Articles of Incorporation of the Corporation (the "Articles"), receiving compensation therefor. Such compensation shall be reasonable and fair to the Corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

Non-director officers

The Board of Directors shall appoint a Chief Executive as a non-director officer of the Corporation and may appoint and assign duties to other non-director officers of the Corporation.

Resignation and removal

An officer may resign at any time by communicating such officer's resignation to the Board of Directors. Officers may be removed by the Board of Directors at any time, with or without cause, but such removal shall not itself affect the contractual rights, if any, of the person so removed.

Vacancies

A vacancy in any office occurring for any reason, including death, resignation, removal, disqualification, an increase in the number of officers or otherwise, may be filled by the Board of Directors, at any time, for the unexpired portion of the term.

Article 9. Powers and duties of Officers

Chairperson of the Board of Directors

The Chairperson of the Board of Directors shall be responsible for general oversight of the operations of the Corporation and working with the Chief Executive to effect the purposes of the Corporation. The Chairperson of the Board of Directors also shall serve as a liaison between the Board of Directors and the other officers of the Corporation. Except to the extent otherwise provided herein, the Chairperson of the Board of Directors shall preside over all meetings of the Board of Directors and the Executive Committee. Unless otherwise provided by the Board of Directors, the Chairperson of the Board of Directors shall appoint the chairs of the Committees. The Chairperson of the Board of Directors shall perform such other duties and have such other powers as shall be prescribed, from time to time, by the Board of Directors or as are provided for elsewhere in these Bylaws. The Chairperson of the Board of Directors shall at all times be a Member of the Board of Directors.

Co-Chairpersons of the Board of Directors

The Board may determine, from time to time, that it is advisable that the position of Chairperson be held by two individuals simultaneously. In that event, each such designated and appointed Co-Chairperson shall hold such office, jointly, with the other such individual. Each Co-Chairperson (in that Co-Chairperson's individual capacity but in collaboration with the other Co-Chairperson, to the extent feasible) shall have all rights, duties, and obligations of the Chairperson as described herein. Co-Chairpersons shall at all times be Members of the Board of Directors.

Vice-Chairperson of the Board of Directors

In the absence (or at the direction) of the Chairperson of the Board of Directors, or in the event of the Chairperson of the Board of Directors' death, inability or refusal to act, the Vice Chairperson of the Board of Directors shall have the authority, and shall perform the duties, of the Chairperson of the Board of Directors. The Vice Chairperson of the Board of Directors shall perform such other duties and have such other powers as shall be prescribed, from time to time, by the Chairperson of the Board or the Board of Directors, or as are provided for elsewhere in these Bylaws. The Vice Chairperson of the Board of Directors shall at all times be a Member of the Board of Directors.

Secretary

The Secretary, and if there be more than one, the other Secretaries, shall have the responsibility and authority to (i) maintain and authenticate the records of the Corporation; (ii) keep, or cause to be kept, accurate records of the acts and proceedings of all meetings of directors and committees; (iii) give, or cause to be given, all notices required by law and by these Bylaws; (iv) have general charge of the corporate books and records and of the corporate seal; (v) affix the corporate seal to any lawfully executed instrument requiring it; (vi) keep, or cause to be kept, all records required by applicable law or these Bylaws; (vii) sign such instruments as may require the signature of the Secretary; and (viii) perform all other duties incident to the office of secretary of a Corporation and such other duties, and have such other powers, as shall be prescribed, from time to time, by the Board of Directors, or as are provided for elsewhere in these Bylaws. The Secretary of the Board of Directors shall at all times be a Member of the Board of Directors.

Treasurer

The Treasurer, and if there be more than one, the other Treasurers, shall have custody of all funds and securities belonging to the Corporation and shall (i) receive, deposit or disburse the same under the direction of the Board of Directors; (ii) keep, or cause to be kept, full and accurate accounts of the finances of the Corporation in books especially provided for that purpose; (iii) have charge over the Corporation's accounting and financial records; and (iv) cause a true statement of its assets and liabilities as of the close of each fiscal year, and of the results of its operations and of cash flows for such fiscal year, all in reasonable detail, to be made as soon as practicable after the end of such fiscal year. The Treasurer also shall prepare and file, or cause to be prepared and filed, all reports and returns required by Federal, State or local law and shall perform all other duties incident to the office of treasurer and such other duties, and have such other powers, as shall be prescribed, from time to time, by the Board of Directors, or as are provided for elsewhere in these Bylaws. The Treasurer of the Board of Directors shall at all times be a Member of the Board of Directors.

Chief Executive

The Chief Executive Officer (CEO) of the Corporation, subject to the direction and control of the Chairperson and the Board of Directors, shall supervise and control the management and affairs of the Corporation. The CEO shall perform such other duties, and have such other authority, as may be prescribed, from time to time, by the Board of Directors or as are provided for elsewhere in these Bylaws.

The CEO will be responsible for the day-to-day administration and operation of the Corporation and its programs, initiatives and purposes. Without limiting the generality of the foregoing, the CEO shall have authority and responsibility with respect to the following:

- a. oversight, evaluation, and compensation of employees of the Corporation (other than with respect to the CEO, which authority resides with the Board of Directors, or a designated Committee), in accordance with applicable law and personnel policies and procedures established by the Board of Directors;
- b. ensuring that any public charter school operated by the Corporation abides by the North Carolina state law for Charter Schools (NCGS 115C-218) including the law's requirements for: teacher licensure, student admissions, charter renewal, background checks for employees, and criminal history checks that mirror the policy of the LEA in which the school will be located;
- c. recommendation of personnel actions including selection, removal, and replacement of employees of the Corporation (other than with respect to the CEO, which authority resides with the Board of Directors, or a designated Committee) to the Personnel Committee of the Board of Directors, in accordance with applicable law and personnel policies and procedures established by the Board of Directors;
- d. preparation and proposal of annual budgets in conjunction with the Finance Committee;
- e. cooperation with and support of the Audit Committee, including provision of all requested records for the purposes of annual audits;
- f. assurance that the affairs of the Corporation are conducted in a manner that is effective, efficient, fiscally responsible and in substantial compliance with the corporate plans, policies and standards established by the Board of Directors;
- g. reporting to the Board of Directors and the Finance Committee on the operation and financial condition of the Corporation;
- h. representing the Corporation to the public;
- i. attending meetings of, and working in cooperation with, the Chairperson to effectuate the purposes of, Committees of the Corporation; and
- j. attending, as a nonvoting participant, all meetings of the Board of Directors.

Article 10. Committees

Establishment

In addition to the Committees enumerated below, as established under this Article, the Chairperson shall appoint such other committees (all and each a "**Committee**") as are deemed advisable by the Board of Directors for carrying out the purposes of the Corporation. Except as otherwise provided herein, the composition, rights, and duties of the Committees shall be determined by the Chairperson, with the advice and approval of the Board of Directors.

Executive Committee

An Executive Committee of the Board of Directors is hereby authorized and constituted (having been approved by a majority of all the Members of the Board of Directors) for the purposes and with the authority specified below (and for and with such additional purposes and authority as may be granted to such Executive Committee by the Board of Directors, from time to time):

- **Composition:** The Executive Committee shall consist of (a) the Chairperson of the Board (who shall chair the Executive Committee), (b) the immediate past Chairperson, provided that such individual continues as a Member of the Board, (c) the Chairperson of the Finance Committee, (d) the Chairperson of the Board Development Committee, (e) the Vice-Chairperson of the Board, and (f) up to two (2) additional Members of the Board of Directors of the Corporation appointed by the Board of Directors for one-year terms, upon recommendation of the Chairperson. The Chief Executive shall serve on the Executive Committee in a non-voting capacity.
- **Responsibilities and Authority.** The Executive Committee shall be responsible, and have the authority, for establishing and implementing all policies of the Corporation affecting the day-to-day operations of the Corporation not otherwise expressly reserved to the full Board of Directors by action of the Board of Directors. Notwithstanding the forgoing, in no event

shall the Executive Committee (or any other Committee) have or exercise authority that would be in contravention of applicable law.

Finance Committee

A Finance Committee of the Board of Directors is hereby authorized and constituted (having been approved by the Board of Directors) for the purposes and with the authority specified below (and for and with such additional purposes and authority as may be granted to such Finance Committee by the Board of Directors from time to time):

- Composition: The Finance Committee shall consist of (a) the Treasurer (who shall chair the Finance Committee), (b) the Chairperson and (c) up to three (3) additional Members of the Board of Directors of the Corporation appointed by the Board of Directors for one-year terms, upon recommendation of the Chairperson. The Chief Executive or his or her designate shall serve on the Finance Committee in a non-voting capacity.
- Responsibilities and Authority. The Finance Committee shall be responsible, and have the authority, for establishing and implementing all policies of the Corporation relating to budgeting, cash management, funds transfer, accounting, and financial oversight.

Board Development Committee

A Board Development Committee of the Board of Directors is hereby authorized (having been approved by a majority of all the Members of the Board of Directors) for the purposes and with the authority specified below (and for and with such additional purposes and authority as may be granted to such Executive Committee by the Board of Directors, from time to time).

The Board Development Committee is charged with recommending new or continuing board members, recommending the midterm removal of board members in unusual circumstances, suggesting expansion and contraction of the board, recommending committee composition, and recommending board education and training programs and vendors.

Audit Committee

An Audit Committee of the Board of Directors is hereby authorized (having been approved by a majority of all the Members of the Board of Directors) for the purposes and with the authority specified below (and for and with such additional purposes and authority as may be granted to such Executive Committee by the Board of Directors, from time to time).

The Audit Committee is charged with retaining and consulting with outside auditors, reviewing the audit report, and providing recommendations to the Board regarding any deficiencies in internal procedures and controls.

In order to ensure independence, no member of the Audit Committee may concurrently be an employee of the Corporation, and no member of the Audit Committee may concurrently be a member of the Finance Committee.

Publicity Committee

A Publicity Committee of the Board of Directors is hereby authorized (having been approved by a majority of all the Members of the Board of Directors) for the purposes and with the authority specified below (and for and with such additional purposes and authority as may be granted to such Executive Committee by the Board of Directors, from time to time).

The Publicity Committee is charged with reviewing and developing and implementing policies for approval of public statements of the Corporation, including annual reports, brochures, press releases, and the website.

Personnel Committee

A Personnel Committee of the Board of Directors is hereby authorized (having been approved by a majority of all the Members of the Board of Directors) for the purposes and with the authority specified below (and for and with such additional purposes and authority as may be granted to such Executive Committee by the Board of Directors, from time to time).

The Personnel Committee is charged with recruiting and evaluating the Chief Executive, as well as recommending Chief Executive candidates and compensations packages to the Board. The Personnel Committee also advises the Chief Executive on personnel matters, reviews personnel actions proposed by the CEO, and provides recommendations to the Board regarding these proposed personnel actions. The full board must act to approve personnel decisions through majority vote and record in its minutes decisions to hire or terminate staff members.

Meetings, action, and reporting

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of these Bylaws concerning meetings of the directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the board of directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the board of directors or by resolution of the committee. Special meetings of the committee may also be called by resolution of the board of directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The board of directors may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaws.

The presence of a majority of the Members of a Committee shall be required, and shall constitute a quorum, for transaction of business by the Committee. The affirmative vote of a majority of the Members of the Committee present at a meeting of the Committee shall constitute an act of the Committee, if a quorum is present when the vote is taken. Each Committee shall report to the full Board of Directors

Hung Committee decisions

On the occasion that a Committee is unable to make a decision based on a tied number of votes, the Chairperson of the Committee (or, in the absence of the Chairperson, the Vice-chairperson), shall have the power to swing the vote based on his or her discretion.

Committee authority and limitations

Each Committee shall have and may exercise any or all of the authority of the Board of Directors, properly granted to that Committee, in the management of the Corporation, except that no Committee shall have authority to (a) authorize distributions; (b) approve the dissolution, merger or consolidation of the Corporation, or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (c) elect, appoint or remove directors, or fill vacancies on the Board of Directors or on any committee; (d) adopt, amend, or repeal the Articles or Bylaws; or (e) amend or repeal any resolution of the Board of Directors. Nothing herein shall preclude the Board of Directors from establishing and appointing any committee, whether of directors or otherwise, not having or exercising the authority of the Board of Directors.

Article 11. Contracts, loans, and deposits

Contracts

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

Any resolution of the Board of Directors authorizing the execution of documents by the proper officers of the Corporation, or by the officers generally, shall be deemed to authorize such execution

by (a) the Chairperson of the Board of Directors or (b) by any other officer, if such execution is within the scope of their respective duties and authority. Execution is authorized by means of one or more facsimile signatures.

Checks and drafts

All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officers or agents of the Corporation, and in such manner, as shall from time to time be determined by resolutions of the Board of Directors, which resolutions may require multiple signatures for amounts above certain thresholds.

Loans

No loan shall be contracted on behalf of the Corporation, and no evidence of indebtedness shall be issued in its name, unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to a specific instance.

Deposits

All funds of the Corporation not otherwise employed or invested shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors (or a designated Committee of the Board) directs by resolutions, which resolutions shall detail the types of accounts and parameters thereof so authorized.

Article 12. Indemnification

Extent of indemnification

Subject to, and to the extent consistent with, the requirements for qualification of the Corporation as a tax-exempt entity described in Section 501(c)(3) of the Code, any person who at any time serves or has served as a director or officer of the Corporation (an “**Eligible Indemnified Person**”) shall have a right to be indemnified by the Corporation to the fullest extent permitted by law against (a) expenses, including reasonable attorneys’ fees, actually and necessarily incurred by the Eligible Indemnified Person in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of the Eligible Indemnified Person’s status as a director or officer of the Corporation or the Eligible Indemnified Person’s service, at the request of the Corporation, as a director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan, or the Eligible Indemnified Person’s activities in any of the foregoing capacities and (b) any liability incurred by the Eligible Indemnified Person, including without limitation, satisfaction of any judgment, money decree, fine (including any excise tax assessed with respect to an employee benefit plan), penalty or settlement, for which the Eligible Indemnified Person may have become liable in connection with any such action, suit or proceeding; provided, however, that notwithstanding the foregoing, such provisions shall not be applicable to, or eliminate or limit the liability of an otherwise Eligible Indemnified Person for (w) any breach of that person’s duty of loyalty to the Corporation; (x) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law; (y) actions that were, at the time taken, known or believed by that person to be clearly in conflict with the best interests of the Corporation or (z) any transaction from which that person derived an improper personal benefit.

Responsibilities of the Board of Directors

The Board of Directors of the Corporation shall take all such action as may be necessary and appropriate to determine whether indemnification is properly payable hereunder and, if so, to authorize the Corporation to pay the indemnification required by this Bylaw. That determination shall include, without limitation, and to the extent necessary, making a good faith evaluation of the manner in which the Eligible Indemnified Person acted and of the reasonable amount of indemnification due such Eligible Indemnified Person

Expenses

Expenses incurred by an Eligible Indemnified Person in defending an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such Eligible Indemnified Person, acceptable to the Board of Directors, to pay such amount unless it shall ultimately be determined that such Eligible Indemnified Person is entitled to be indemnified by the Corporation against such expenses.

Reliance; applicability to legal representatives

Any person who at any time after the adoption of these Bylaws is an Eligible Indemnified Person shall be deemed to be such in reliance upon, and as consideration for, the right of indemnification provided herein, and any modification or repeal of these indemnification provisions shall be prospective only and shall not affect any rights or obligations existing at the time of such modification or repeal. Such rights shall inure to the benefit of the legal representatives of any such Eligible Indemnified Person, and shall not be exclusive of any other rights to which such Eligible Indemnified Person may be entitled apart from the provisions of these Bylaws

Article 13. Records and reports

General

The Corporation shall keep such records, and submit such reports and filings, as are required by applicable law. Unless the Board of Directors otherwise directs, (i) the Treasurer shall be responsible for keeping, or causing to be kept, all financial and accounting records of the Corporation and for submitting or filing, or causing to be submitted or filed, all tax returns, reports and submissions of a financial, tax or accounting nature, and (ii) the Secretary shall be responsible for keeping, or causing to be kept, all other records and for submitting or filing, or causing to be submitted or filed, all other reports and submissions.

The Corporation shall keep, as permanent records, minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken by committees of the Board of Directors. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time

Records at principal office

The Corporation shall keep a copy of the following records at the Corporation's principal office: (a) the Articles, and all amendments thereto currently in effect; (b) these Bylaws, and all amendments thereto currently in effect; (c) a list of the names and business or home addresses of the current directors and officers; (d) the Corporation's most recent report required to be filed with the North Carolina Secretary of State pursuant to the Act and (e) copies of such documents as may be required to be made publicly available under the Code, including copies of the Corporation's application for recognition of tax-exempt status and copies of the Corporation's annual tax returns.

Financial accounting

The financial operations, records, and reporting shall be audited annually by a qualified, independent accounting firm selected by the Audit Committee of the Board of Directors.

Article 14. Conflict of interest

The board adopts and shall ensure compliance with the conflict of interest policy provisions below to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any director, officer, employee, affiliate, or member of a committee with board-delegated powers.

- 1) No voting member of the Board of Directors board shall be an employee of a for-profit company that provides substantial services to the Corporation for a fee.
- 2)

- a) Prior to employing any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or an employee of the Corporation with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be
 - i) disclosed to the board of directors and
 - ii) approved by the board of directors in a duly called open-session meeting.
 - b) The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the Corporation may employ immediate family of any member of the board of directors or a Corporate employee with supervisory authority.
- 3) A person shall not be disqualified from serving as a member of the Corporation's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with:
- a) The Corporation's conflict of interest policy established as provided in this article; and
 - b) applicable law.
- However, a member of the Board of Directors shall be recused from voting on a matter in which he or she has a conflict of interest.
- 4) No members of the immediate family of the Chief Executive shall be hired as employees of the Corporation without the board of directors evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the North Carolina Department of Education, with evidence, that this process has occurred.
- 5) The Board will ensure that the Corporation meets the requirements of Chapter 55A of the General Statutes related to conflicts of interest.

The Board of Directors may adopt and, from time to time, revise, further provisions regarding conflicts of interest beyond the minimum requirements set forth in this article.

Each member of the Board of Directors shall, annually, sign a statement to certify that he or she has received, understood, and will comply with the Conflict of Interest Policy.

Article 15. General provisions

Seal

The corporate seal of the Corporation shall consist of two (2) concentric circles between or within which are the name of the Corporation (Telra Institute, Inc.), the state of incorporation (North Carolina), the year of incorporation (2019), and the word "SEAL." The seal may be used by causing it, or a facsimile thereof, to be impressed, affixed, stamped or reproduced by any means. Any officer of the Corporation authorized to execute or attest a document on behalf of the Corporation may affix or reproduce on such document, as and for the corporate seal of the Corporation, a seal in any other form sufficient to evidence that it is intended by such officer to represent the corporate seal of the Corporation, in which case such seal shall be as effective as the corporate seal in the form herein prescribed.

Notice and waiver of notice

Except as otherwise provided in the Articles or these Bylaws, any notice permitted or required to be given pursuant to these Bylaws may be given in any manner permitted by applicable law and with the effect therein provided.

Whenever any notice is required to be given to any person or persons under the provisions of the Act or under the provisions of the Articles or these Bylaws, a waiver thereof, in writing, shall be equivalent to the proper and timely giving of such notice if signed by the person or persons entitled to such notice (whether signed before or after the date or time stated in the notice) and filed with the minutes or the corporate records.

Fiscal year

The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors, and in the absence of such resolution, the fiscal year of the Corporation shall end on June 30 of each calendar year.

Construction

All personal pronouns used in these Bylaws shall include persons of any gender. Terms used, and not specifically defined, herein, but defined in the Act, shall have the same meanings herein as given under the Act, unless the context otherwise requires.

Nondiscrimination policy

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Telra Institute, Inc. not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age, physical disability, veteran's status, political service or affiliation, color, religion, or national origin.

Amendments

These Bylaws may be amended or repealed, and new bylaws may be adopted, by the Board of Directors upon an affirmative vote of two-thirds (2/3) of the directors then in office (not just a 2/3 vote of directors at a meeting at which a quorum is present); provided, however, that (a) the directors have received at least five (5) days written notice of the meeting; (b) such notice states that a purpose of the meeting is to amend these Bylaws; and (c) such notice contains or is accompanied by a copy or summary of the amendment or states the general nature of the amendment.

No amendment to these Bylaws or Articles may be made, or become effective, if it would (a) prevent the Corporation from qualifying, or adversely affect its classification, as an entity described in Section 501(c)(3) of the Code or the corresponding section of any future Federal tax code or (b) be inconsistent with the Articles of Incorporation.

Article 16. Counterterrorism and due diligence policy

In furtherance of its exemption by contributions to other organizations, domestic or foreign, Telra Institute, Inc. shall stipulate how the funds will be used and shall require the recipient to provide the corporation with detailed records and financial proof of how the funds were utilized. Although adherence and compliance with the US Department of the Treasury's publication the "Voluntary Best Practice for US. Based Charities" is not mandatory, the Corporation willfully and voluntarily recognizes and puts to practice these guidelines and suggestions to reduce, develop, re-evaluate and strengthen a risk-based approach to guard against the threat of diversion of charitable funds or exploitation of charitable activity by terrorist organizations and their support networks. Telra Institute, Inc. shall also comply and put into practice the federal guidelines, suggestion, laws and limitation set forth by pre-existing U.S. legal requirements related to combating terrorist financing, which include, but are not limited to, various sanctions programs administered by the Office of Foreign Assets Control (OFAC) in regard to its foreign activities.

Article 17. Document retention policy

The purpose of this document retention policy is establishing standards for document integrity, retention, and destruction and to promote the proper treatment of the Corporation's records.

General guidelines

Records should not be kept if they are no longer needed for the operation of the business or required by law. Unnecessary records should be eliminated from the files. The cost of maintaining records is an expense which can grow unreasonably if good housekeeping is not performed. A mass of records also makes it more difficult to find pertinent records.

From time to time, the Corporation may establish retention or destruction policies or schedules for specific categories of records in order to ensure legal compliance, and also to accomplish other objectives, such as preserving intellectual property and cost management. Several categories of documents that warrant special consideration are identified below. While minimum retention periods are established, the retention of the documents identified below and of documents not included in the identified categories should be determined primarily by the application of the general guidelines affecting document retention, as well as the exception for litigation relevant documents and any other pertinent factors.

Exception for litigation relevant documents

The Corporation expects all officers, directors, and employees to comply fully with any published records retention or destruction policies and schedules, provided that all officers, directors, and employees should note the following general exception to any stated destruction schedule: If you believe, or the Corporation informs you, that corporate records are relevant to litigation, or potential litigation (i.e. a dispute that could result in litigation), then you must preserve those records until it is determined that the records are no longer needed. That exception supersedes any previously or subsequently established destruction schedule for those records.

Minimum Retention Periods for Specific Categories

- a) Corporate Documents. Corporate records include the corporation's Articles of Incorporation, By-Laws and IRS Form 1023 and Application for Exemption. Corporate records should be retained permanently. IRS regulations require that the Form 1023 be available for public inspection upon request.
- b) Tax Records. Tax records include, but may not be limited to, documents concerning payroll, expenses, proof of contributions made by donors, accounting procedures, and other documents concerning the corporation's revenues. Tax records should be retained for at least seven years from the date of filing the applicable return.
- c) Employment Records/Personnel Records. State and federal statutes require the corporation to keep certain recruitment, employment and personnel information. The corporation should also keep personnel files that reflect performance reviews and any complaints brought against the corporation or individual employees under applicable state and federal statutes. The corporation should also keep in the employee's personnel file all final memoranda and correspondence reflecting performance reviews and actions taken by or against personnel. Employment applications should be retained for three years. Retirement and pension records should be kept permanently. Other employment and personnel records should be retained for seven years.
- d) Board and Board Committee Materials. Meeting minutes should be retained in perpetuity in the corporation's minute book. A clean copy of all other Board and Board Committee materials should be kept for no less than three years by the corporation.
- e) Press Releases/Public Filings. The corporation should retain permanent copies of all press releases and publicly filed documents under the theory that the corporation should have its own copy to test the accuracy of any document a member of the public can theoretically produce against the corporation.
- f) Legal Files. Legal counsel should be consulted to determine the retention period of particular documents, but legal documents should generally be maintained for a period of ten years.
- g) Marketing and Sales Documents. The corporation should keep final copies of marketing and sales documents for the same period of time it keeps other corporate files, generally three years. An exception to the three-year policy may be sales invoices, contracts, leases, licenses, and other legal documentation. These documents should be kept for at least three years beyond the life of the agreement.
- h) Development/Intellectual Property and Trade Secrets. Development documents are often subject to intellectual property protection in their final form (e.g., patents and copyrights). The documents detailing the development process are often also of value to the corporation and are protected as a trade secret where the corporation: (i) derives independent

economic value from the secrecy of the information; and (ii) has taken affirmative steps to keep the information confidential. The corporation should keep all documents designated as containing trade secret information for at least the life of the trade secret.

- i) Contracts. Final, execution copies of all contracts entered into by the corporation should be retained. The corporation should retain copies of the final contracts for at least three years beyond the life of the agreement, and longer in the case of publicly filed contracts.
- j) Correspondence. Unless correspondence falls under another category listed elsewhere in this policy, correspondence should generally be saved for two years.
- k) Banking and Accounting. Accounts payable ledgers and schedules should be kept for seven years. Bank reconciliations, bank statements, deposit slips and checks (unless for important payments and purchases) should be kept for three years. Any inventories of products, materials, and supplies and any invoices should be kept for seven years.
- l) Insurance. Expired insurance policies, insurance records, accident reports, claims, etc. should be kept permanently.
- m) Audit Records. External audit reports should be kept permanently. Internal audit reports should be kept for three years.

Electronic Mail

E-mail that needs to be saved should be either: (i) printed in hard copy and kept in the appropriate file; or (ii) downloaded to a computer file and kept electronically or on disk as a separate file. The retention period depends upon the subject matter of the e-mail, as covered elsewhere in this policy.

Article 18. Transparency and accountability

By making full and accurate information about its mission, activities, finances, and governance publicly available, Telra Institute, Inc. practices and encourages transparency and accountability to the general public. This policy will:

- indicate which documents and materials produced by the corporation are presumptively open to staff and/or the public
- indicate which documents and materials produced by the corporation are presumptively closed to staff and/or the public
- specify the procedures whereby the open/closed status of documents and materials can be altered.

The details of this policy are as follow:

Financial and IRS documents (the form 1023 and form 990)

The Corporation shall provide its Internal Revenue forms 990, 990-T, 1023 and 5227, bylaws, conflict of interest policy, and financial statements to the general public for inspection free of charge.

Means and Conditions of Disclosure

The Corporation shall make "Widely Available" the aforementioned documents on its internet website: www.telra.org to be viewed and inspected by the general public.

- The documents shall be posted in a format that allows an individual using the Internet to access, download, view and print them in a manner that exactly reproduces the image of the original document filed with the IRS (except information exempt from public disclosure requirements, such as contributor lists).
- The website shall clearly inform readers that the document is available and provide instructions for downloading it.
- The Corporation shall not charge a fee for downloading the information. Documents shall not be posted in a format that would require special computer hardware or software (other than software readily available to the public free of charge).
- The Corporation shall inform anyone requesting the information where this information can be found, including the web address. This information must be provided immediately for in-person requests and within 7 days for mailed requests.

IRS Annual Information Returns (Form 990)

The Corporation shall submit the Form 990 to its board of directors prior to the filing of the Form 990. While neither the approval of the Form 990 or a review of the 990 is required under Federal law, the corporation's Form 990 shall be submitted to each member of the board of director's via (hard copy or email) at least 10 days before the Form 990 is filed with the IRS.

Board

- All board deliberations shall be open to the public except where the board passes a motion to make any specific portion confidential.
- All board minutes shall be open to the public once accepted by the board, except where the board passes a motion to make any specific portion confidential.
- All papers and materials considered by the board shall be open to the public following the meeting at which they are considered, except where the board passes a motion to make any specific paper or material confidential.

Staff Records

- All staff records shall be available for consultation by the staff member concerned or by their legal representatives.
- No staff records shall be made available to any person outside the corporation except the authorized governmental agencies.
- Within the corporation, staff records shall be made available only to those persons with managerial or personnel responsibilities for that staff member, except that
- Staff records shall be made available to the board when requested.

Donor Records

- All donor records shall be available for consultation by the donors concerned or by their legal representatives
- No donor records shall be made available to any other person outside the corporation except the authorized governmental agencies.
- Within the corporation, donor records shall be made available only to those persons with managerial or personnel responsibilities for dealing with those donors, except that
- Donor records shall be made available to the board when requested.

Article 19. Code of ethics and whistleblower policy

Telra Institute, Inc. requires and encourages directors, officers and employees to observe and practice high standards of business and personal ethics in the conduct of their duties and responsibilities. The employees and representatives of the corporation must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. It is the intent of the Corporation to adhere to all laws and regulations that apply to the corporation and the underlying purpose of this policy is to support the corporation's goal of legal compliance. The support of all corporate staff is necessary to achieving compliance with various laws and regulations.

Reporting Violations

If any director, officer, staff or employee reasonably believes that some policy, practice, or activity of the Corporation is in violation of law, a written complaint must be filed by that person with the vice chairperson or the board chairperson.

Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false shall be subject to civil and criminal review.

Retaliation

Said person is protected from retaliation only if she/he brings the alleged unlawful activity, policy, or practice to the attention of the Corporation and provides the Corporation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is only available to individuals that comply with this requirement.

Telra Institute, Inc. shall not retaliate against any director, officer, staff or employee who in good faith, has made a protest or raised a complaint against some practice of the Corporation or of another individual or entity with whom the Corporation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy.

Telra Institute, Inc. shall not retaliate against any director, officer, staff or employee who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the Corporation that the individual reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, or protection of the environment.

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The board chairperson or vice chairperson shall notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports shall be promptly investigated by the board and its appointed committee and appropriate corrective action shall be taken if warranted by the investigation.

This policy shall be made available to all directors, officers, staffs or employees and they shall have the opportunity to ask questions about the policy.

Appendix K: Articles of Incorporation or Municipal Charter

Telra Institute



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

TELRA INSTITUTE, INC.

the original of which was filed in this office on the 14th day of August, 2019.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 14th day of August, 2019.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Telra Institute, Inc.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Ronak Bhatt

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 5803 Summerston Pl

City: Charlotte State: NC Zip Code: 28277 County: Mecklenburg

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

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

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

Name	Address
<u>Ronak Bhatt</u>	<u>5803 Summerston Pl, Charlotte, NC 28277</u>

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

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

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

Principal Office Telephone Number: 704-412-1746

Number and Street: 5803 Summerston Pl

City: Charlotte State: NC Zip Code: 28277 County: Mecklenburg

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

Number and Street or PO Box: _____

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

10. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title
Ronak Bhatt	5803 Summerston Pl, Charlotte, NC 28277	Chair
Gregory Denlea	10028 Brass Eagle Lane, Charlotte, NC 28210	Treasurer

11. **(Optional):** Please provide a business e-mail address: Privacy Redaction

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

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

This is the 13th day of August, 2019.

Incorporator Business Entity Name

Ronak Bhatt

Signature of Incorporator

Ronak Bhatt

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

NOTES:

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

NONPROFIT CORPORATION ARTICLES OF INCORPORATION (ADDITIONAL PROVISIONS)

7. Dissolution

Upon termination or dissolution of Telra Institute, Inc. (the Corporation), the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes.

Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

8. Other provisions

A. Duration

Telra Institute, Inc. (the Corporation) shall have perpetual existence.

B. Purpose

Telra Institute, Inc. is a not for profit public benefit corporation organized exclusively for educational, scientific, and charitable purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future United States Internal Revenue Code.

The purpose of Telra Institute, Inc. is to nourish the minds and bodies of students with a rigorous, differentiated educational environment that cultivates the intellectual, academic, social, and emotional skills that enable highly gifted children to achieve their full potential.

Our program focuses on operating a school to support the long-term growth of our students as whole individuals through a rigorous curriculum promoting critical thinking & reasoning, mathematical & literary fluency, and a problem-solving mindset. We may also offer extracurricular activities for students and programs for the broader community that promote education.

C. Nonprofit nature

Telra Institute, Inc. shall never be operated for the primary purpose of carrying on a trade or business for profit. The Corporation is not organized and shall not be operated for the private gain of any person. The property of the Corporation is irrevocably dedicated to its educational, scientific, and charitable purposes.

No part of the assets, receipts, or net earnings of Telra Institute, Inc. shall inure to the benefit of, or be distributable to its employees, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these articles of incorporation.

D. Personal liability

No officer, employee, or director of the Corporation shall be personally liable for the debts or obligations of Telra Institute, Inc. of any nature whatsoever, nor shall any of the property or assets of the officers, employees, or directors be subject to the payment of the debts or obligations of the Corporation.

The Corporation indemnifies any directors, officers, and employees from any liability regarding the Corporation and the affairs of the Corporation, unless the person fraudulently and intentionally violated the law and/or maliciously conducted acts to damage and/or defraud the Corporation, or as otherwise provided under applicable statute.

E. Restricted and prohibited activities

No substantial part of the Corporation's activities shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene (including the publishing or distribution of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax as an organization described by Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

The Corporation shall not engage in any activities which are unlawful under the laws of the United States of America, the State of North Carolina, or any other jurisdiction where such activities are carried on.

F. Board of Directors

Telra Institute, Inc. shall be governed by its Board of Directors. All corporate powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, the Board of Directors of the Corporation. The qualifications, number, terms, and manner of election, designation, and appointment of the members of the Board of Directors shall be as, from time to time, provided in the Bylaws.

The initial Directors of the Corporation shall be:

- a. Ronak Bhatt, Chairperson
- b. Gregory Denlea, Treasurer
- c. Judith Malveaux, Secretary
- d. Tuhin Dutt
- e. Harold Reiter
- f. Michael Matthews

G. Amendments

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the Board of Directors.

Appendix __L__: Insurance Quote

Telra Institute

INSURANCE PEOPLE

Below are the estimated annual premiums: **TELRA INSTITUTE**

Property Premium Estimate **\$450**

Contents	\$100,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,548**

Rating Basis:	Students	300
	Faculty	27

Limits:

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

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

Premium Estimate **\$4,277**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$6,578
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,100,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$15,835
Student Accident Coverage		\$7.00/ student

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

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

08/14/2019

Appendix __N__: Proposed School Budget
Year1 to Year 5

Telra Institute

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:	600-Char.-Mecklenburg	What percentage of students from the LEA selected above will qualify for EC funding?	1%
LEA #2:	900-Union	What percentage of students from the LEA selected above will qualify for EC funding?	1%
LEA #3:		What percentage of students from the LEA selected above will qualify for EC funding?	

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	600	900		600	900		600	900		600	900		600	900	
Kindergarten	38	10		38	10		38	10		38	10		38	10	
Grade 1	38	10		38	10		38	10		38	10		38	10	
Grade 2	41	10		41	10		41	10		41	10		41	10	
Grade 3	41	10		41	10		41	10		41	10		41	10	
Grade 4	30	10		45	15		45	15		45	15		45	15	
Grade 5				30	10		45	15		45	15		45	15	
Grade 6															
Grade 7															
Grade 8															
Grade 9															
Grade 10															
Grade 11															
Grade 12															
LEA Totals:	188	50	0	233	65	0	248	70	0	248	70	0	248	70	0

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 NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		600-Char.-Mecklenburg		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,291.06	188	\$994,719.28	
Local Funds	\$2,756.00	188	\$518,128.00	
State EC Funds	\$4,464.16	2	\$8,392.62	
Federal EC Funds	\$1,514.35	2	\$2,846.98	
Total:			\$1,524,086.88	

LEA #2:		900-Union		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,255.29	50	\$262,764.50	
Local Funds	\$2,263.00	50	\$113,150.00	
State EC Funds	\$4,464.16	1	\$2,232.08	
Federal EC Funds	\$1,514.35	1	\$757.18	
Total:			\$378,903.76	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				
Total:			\$0.00	

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 1,257,484	\$ 1,574,411	\$ 1,680,053	\$ 1,680,053	\$ 1,680,053
Local Per Pupil Funds	\$ 631,278	\$ 789,243	\$ 841,898	\$ 841,898	\$ 841,898
State EC Funds	\$ 10,625	\$ 13,303	\$ 14,196	\$ 14,196	\$ 14,196
Federal EC Funds	-	\$ 3,604	\$ 4,816	\$ 4,816	\$ 4,816
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,899,386	\$ 2,380,561	\$ 2,540,963	\$ 2,540,963	\$ 2,540,963

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 60,000	\$ 60,000	1	\$ 60,600	\$ 60,600	1	\$ 61,206	\$ 61,206	1	\$ 61,818	\$ 61,818	1	\$ 62,436	\$ 62,436
Assistant Administrator	1	\$ 60,000	\$ 60,000	1	\$ 60,600	\$ 60,600	1	\$ 61,206	\$ 61,206	1	\$ 61,818	\$ 61,818	1	\$ 62,436	\$ 62,436
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 36,000	\$ 36,000	1	\$ 36,360	\$ 36,360	1	\$ 36,724	\$ 36,724	1	\$ 37,091	\$ 37,091	1	\$ 37,462	\$ 37,462
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians	1	\$ 25,000	\$ 25,000	1	\$ 25,250	\$ 25,250	1	\$ 25,503	\$ 25,503	1	\$ 25,758	\$ 25,758	1	\$ 26,015	\$ 26,015
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Operations	1	\$ 45,000	\$ 45,000	1	\$ 45,450	\$ 45,450	1	\$ 45,905	\$ 45,905	1	\$ 46,364	\$ 46,364	1	\$ 46,827	\$ 46,827
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Total Admin and Support:	5		\$ 226,000	5		\$ 228,260	5		\$ 230,544	5		\$ 232,849	5		\$ 235,176
Instructional Personnel															
Core Content Teacher(s)	14	\$ 40,000	\$ 560,000	17	\$ 40,400	\$ 686,800	18	\$ 40,804	\$ 734,472	18	\$ 41,212	\$ 741,816	18	\$ 41,624	\$ 749,232
Electives/Specialty Teacher(s)	2	\$ 40,000	\$ 80,000	3	\$ 40,400	\$ 121,200	3	\$ 40,804	\$ 122,412	3	\$ 41,212	\$ 123,636	3	\$ 41,624	\$ 124,872
Exceptional Children Teacher(s)	1	\$ 40,000	\$ 40,000	1	\$ 40,400	\$ 40,400	1	\$ 40,804	\$ 40,804	1	\$ 41,212	\$ 41,212	1	\$ 41,624	\$ 41,624
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel:	17		\$ 680,000	21		\$ 848,400	22		\$ 897,688	22		\$ 906,664	22		\$ 915,128
Total Admin, Support and Instructional Personnel:	22		\$ 906,000	26		\$ 1,076,660	27		\$ 1,128,232	27		\$ 1,139,513.00	27		\$ 1,150,904

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	5	\$ 5,035	\$ 25,175	5	\$ 5,085	\$ 25,425	5	\$ 5,136	\$ 25,680	5	\$ 5,188	\$ 25,940	5	\$ 5,239	\$ 26,195
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	5	\$ 6,430	\$ 32,150	5	\$ 6,494	\$ 32,470	5	\$ 6,559	\$ 32,795	5	\$ 6,625	\$ 33,125	5	\$ 6,691	\$ 33,455
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	5	\$ 608	\$ 3,040	5	\$ 614	\$ 3,070	5	\$ 620	\$ 3,100	5	\$ 626	\$ 3,130	5	\$ 633	\$ 3,165
Social Security	5	\$ 2,600	\$ 13,000	5	\$ 2,626	\$ 13,130	5	\$ 2,652	\$ 13,260	5	\$ 2,679	\$ 13,395	5	\$ 2,706	\$ 13,530
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Total Admin and Support Benefits:			\$ 73,365			\$ 74,095			\$ 74,835			\$ 75,590			\$ 76,345
Instructional Personnel Benefits															
Health Insurance	17	\$ 5,035	\$ 85,595	21	\$ 5,085	\$ 106,785	22	\$ 5,136	\$ 112,992	22	\$ 5,188	\$ 114,136	22	\$ 5,239	\$ 115,258
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	17	\$ 6,430	\$ 109,310	21	\$ 6,494	\$ 136,374	22	\$ 6,559	\$ 144,298	22	\$ 6,625	\$ 145,750	22	\$ 6,691	\$ 147,202
Social Security	17	\$ 2,600	\$ 44,200	21	\$ 2,626	\$ 55,146	22	\$ 2,652	\$ 58,344	22	\$ 2,679	\$ 58,938	22	\$ 2,706	\$ 59,532
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	17	\$ 608	\$ 10,336	21	\$ 614	\$ 12,894	22	\$ 620	\$ 13,640	22	\$ 626	\$ 13,772	22	\$ 633	\$ 13,926
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Instructional Personnel Benefits:			\$ 249,441			\$ 311,199			\$ 329,274			\$ 332,596			\$ 335,918
Total Personnel Benefits:			\$ 322,806			\$ 385,294			\$ 404,109			\$ 408,186			\$ 412,263
Total Admin & Support Personnel (Salary & Benefits):	5		\$ 299,365	5		\$ 302,355	5		\$ 305,379	5		\$ 308,439.00	5		\$ 311,521
Total Instructional Personnel (Salary & Benefits):	17		\$ 929,441	21		\$ 1,159,599	22		\$ 1,226,962	22		\$ 1,239,260	22		\$ 1,251,646
TOTAL PERSONNEL:	22		\$ 1,228,806	26		\$ 1,461,954	27		\$ 1,532,341	27		\$ 1,547,699	27		\$ 1,563,167

*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support					
	Year 1	Year 2	Year 3	Year 4	Year 5
Office					
Office Supplies	\$ 6,000.00	\$ 7,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Paper	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Computers & Software	\$ 4,000.00	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Communications & Telephone	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Copier leases	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Website	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Office Furniture	\$ 2,500.00				
Management Company					
Contract Fees					
Other					
*** Insert rows and edit text as needed. ***					
Professional Contract					
Legal & Tax	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting					
Financial Acctg & Student Info	\$ 43,800.00	\$ 49,800.00	\$ 51,800.00	\$ 51,800.00	\$ 51,800.00
Lottery Provider	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Financial Audit	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Board Training	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Facilities					
Facility Lease/Mortgage	\$ 409,159.00	\$ 477,702.00	\$ 504,129.00	\$ 509,071.00	\$ 514,014.00
Maintenance	\$ 23,885.10	\$ 25,206.45	\$ 25,206.45	\$ 25,453.55	\$ 25,700.70
Custodial Supplies	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Custodial Contract					
Insurance (pg19)	\$ 15,835.00	\$ 15,835.00	\$ 15,835.00	\$ 15,835.00	\$ 15,835.00
Classroom Furniture	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***					
Utilities					
Electric	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Gas	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Water/Sewer	\$ 10,000.00	\$ 12,500.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Trash	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other					
*** Insert rows and edit text as needed. ***					
Transportation					
Buses					
Gas					
Oil/Tires & Maintenance					
Other					
*** Insert rows and edit text as needed. ***					
Other					
Marketing	\$ 5,000.00	\$ 4,000.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Child nutrition	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Travel	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Other					
*** Insert rows and edit text as needed. ***					
Total Administrative & Support Operations:	\$ 579,294.00	\$ 686,722.10	\$ 724,470.45	\$ 729,659.55	\$ 734,849.70

OPERATIONS BUDGET: Instructional					
	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Technology					
Software	\$ 25,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other					
Hardware					
Instructional Contract					
Staff Development	\$ 10,000.00	\$ 25,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Other					
*** Insert rows and edit text as needed. ***					
Books and Supplies					
Instructional Software & Materials	\$ 20,000.00	\$ 40,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Curriculum & Teaching Guides	\$ 17,000.00	\$ 20,000.00	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00
Copy Paper	\$ 4,760.00	\$ 5,960.00	\$ 6,360.00	\$ 6,360.00	\$ 6,360.00
Testing Supplies	\$ 4,760.00	\$ 5,960.00	\$ 6,360.00	\$ 6,360.00	\$ 6,360.00
Year 0 Loan Repayment		\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
*** Insert rows and edit text as needed. ***					
Total Instructional Operations:	\$ 81,520.00	\$ 141,920.00	\$ 148,720.00	\$ 148,720.00	\$ 148,720.00

TOTAL OPERATIONS:	\$ 660,814.00	\$ 828,642.10	\$ 873,190.45	\$ 878,379.55	\$ 883,569.70
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*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 1,228,806.00	\$ 1,461,954.00	\$ 1,532,341.00	\$ 1,547,699.00	\$ 1,563,167.00
Total Operations	M	\$ 660,814.00	\$ 828,642.10	\$ 873,190.45	\$ 878,379.55	\$ 883,569.70
Total Expenditures	N = J + M	\$ 1,889,620.00	\$ 2,290,596.10	\$ 2,405,531.45	\$ 2,426,078.55	\$ 2,446,736.70
Total Revenue	Z	\$ 1,899,386.48	\$ 2,380,561.18	\$ 2,540,962.84	\$ 2,540,962.84	\$ 2,540,962.84
Surplus / (Deficit)	= Z - N	\$ 9,766.48	\$ 89,965.08	\$ 135,431.39	\$ 114,884.29	\$ 94,226.14

Appendix O: Startup budget

Telra Institute

Most of the major startup costs (e.g., facility outfitting) are assumed financeable through leases or vendor deferral and are accounted for in the Year 1-5 operating budget. The startup budget below allows for other upfront costs that are not otherwise accounted for; these are recovered in a "loan repayment" line item in Years 2-5 of the operating budget.

	FTE in Year 0	Annual salary	Total
Lead Administrator / CEO	1	\$ 60,000	\$ 60,000
Assistant Administrator / Head of Instruction	0.5	\$ 60,000	\$ 30,000
Operation / Director of Operations	0.25	\$ 45,000	\$ 11,250
Total salary	1.75		\$ 101,250
Health insurance	1.75	\$ 5,035	\$ 8,811
Retirement plan	1.75	\$ 6,430	\$ 11,253
Medicare	1.75	\$ 608	\$ 1,064
Social Security	1.75	\$ 2,600	\$ 4,550
Total benefits			\$ 25,678
Total personnel cost, year 0			\$ 126,928
Professional services (e.g., marketing, charter school consulting, EC programs, legal)			\$ 30,000
Miscellaneous (e.g., vendor deposits)			\$ 3,072
Total startup budget			\$ 160,000

Appendix P: Required signed and notarized documents

Telra Institute

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.
 - Name of the Selected Board Attorney:
Jeremy Stephenson_____
 - Date of Review:
multiple – see below_____
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Ronk Photo 8/21/19_____
 - GR Denlea 8/21/19_____
 - M. B. ... 8/21/19_____
 - Arnold Photo 8/25/19_____
 - Judith M. ... 8/22/19_____
 - T. Dutt 8/26/2019_____
 - _____
 - _____



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

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

○ Name of the Selected Board Auditor: ___N/A – Auditor not yet selected_____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

○ Name of the Contact for Selected EMO/CMO: ____N/A – CMO/EMO will not be used_____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

○ Name of the Contact: ___N/A -financial management service provider not yet selected_____

○ Name of the Selected Financial Service Provider: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____

- _____
- _____
- _____
- _____
- _____

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

- Name of the Contact: _N/A – PowerSchool service provider not yet selected
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Certification

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



Signature

Date

8/26/19